Colorado Academic Standards

Reading, Writing and Communicating

COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

Reading, Writing, and Communicating Standards Review and Revision Committee

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English Language Arts District Curriculum
Coordinator
St. Vrain Valley School District

Secondary Team Lead/Co-Chair
Crystal Sabatke-Smith
Teacher/Instructional Coach
Montrose County School District RE-1J

Elementary Team Lead/Co-Chair
Marion Wesley
Teacher
Cheyenne Mountain School District 12

Members

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Instructional Coach
Adams 14/Commerce City

Beth Cutter
Senior Instructor
University of Colorado Colorado Springs

Thomas Fitzgerald
Teacher
Cherry Creek Schools

Shawna Fritzler
Parent
Jefferson County Schools

Amy Hansen
Teacher
Moffat County School District RE 1

Alexandria Hibert
STEM Teacher
St. Vrain Valley School District

Michael Hoffman
Teacher
District 49

Jessica Keigan
Teacher
Adams 12 Five Star Schools

Erica Moore
Teacher
Adams 12 Five Star Schools

Courtney Parker
Teacher
Cheyenne Mountain School District 12

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Purpose of Reading, Writing, and Communicating

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

--Francis Bacon

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

--George Orwell

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

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

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

Language skills are necessary for academic success in all disciplines. The ability to integrate reading, writing, speaking, and listening effectively builds understanding across all academic subjects as well as allowing for the development of 21st century skills within the context of these subjects. Critical thinking and reasoning, information literacy, collaboration, self-direction, and innovation are vital 21st century skills.

Standards for reading, writing, and communicating in all grades must be clear and rigorous so that our public educational system gives students the skills, knowledge, and confidence they need to succeed in postsecondary education and the workforce, to be well-informed and responsible citizens, and to lead more fulfilling personal lives.

The Colorado Academic Standards in reading, writing, and communicating were written for all students using the content, concepts, skills and language conventions and structures found within the English language. This does not mean students must be native English speakers, nor fluent English proficient, but by utilizing the Colorado English Language Proficiency standards (Office of Culturally and

Linguistically Diverse Education) in tandem with the Colorado Academic Standards, qualified and well prepared educators can ensure that all English Learners receive appropriate support to ensure all students successfully meet the expectations in the standards.

Prepared Graduates in Reading, Writing, and Communicating

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

2. Deliver effective oral presentations for varied audiences and varied purposes.

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

6. Craft arguments using techniques specific to the genre.

7. Craft informational/explanatory texts using techniques specific to the genre.

8. Craft narratives using techniques specific to the genre.

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

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

Standards in Reading, Writing, and Communicating

The Colorado Academic Standards in reading, writing, and communicating are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience. 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 Inquiry and Design

Effective researching involves critical thinking, thoughtful inquiry, and consideration of multiple points of view on a given topic. Students will generate engaging research questions and gather data, expert testimony, and information to support their analyses and conclusions.

Individually and in collaboration with others, students will learn the skills necessary to consider biases, evaluate sources, synthesize information, and defend their positions. In addition, as students' progress, they will consider opposing perspectives and address counterarguments to their claims and the evidence they provide in support of their argument.

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

Instructional Implications with the Revised Standards

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

Proportion of Informational Text to Literary Text

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

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

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

Early Literacy: Kindergarten through Third Grade

The importance of developing a strong foundation in early literacy cannot be refuted.

Evidence Outcomes in Standard 1: Oral Expression and Listening and in Standard 2: Reading for all Purposes marked with an asterisk (*) are the minimum competencies identified in the READ Act. The Standards, as represented by the minimum skills competencies, move students through the foundational skills to establish the strong foundation for proficient readers in phonemic awareness, phonics, fluency, and vocabulary. Ultimately, the end goal is for readers to be able to comprehend texts of varying levels of complexity, and in later grades, in all content areas.

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

"Close Reading" Practices and Other Instructional Approaches

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

The Teaching of Writing

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

How to Read the Colorado Academic Standards

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Prepared Graduates:
The *PG Statements* represent concepts and skills that all students who complete the Colorado education system must master to ensure their success in postsecondary and workforce settings.

Grade Level Expectation:
The *GLEs* are an articulation of the concepts and skills for a grade, grade band, or range that students must master to ensure their progress toward becoming a prepared graduate.

Evidence Outcomes

The *EOs* describe the evidence that demonstrates that a student is meeting the GLE at a mastery level.

Academic Context and Connections

The *ACCs* provide context for interpreting, connecting, and applying the content and skills of the GLE. This includes the *Colorado Essential Skills*, which are the critical skills needed to prepare students to successfully enter the workforce or educational opportunities beyond high school embedded within statute (C.R.S. 22-7-1005) and identified by the Colorado Workforce Development Committee.

The ACCs contain information unique to each content area. Content-specific elements of the ACCs are described below.

Colorado Academic Standards

Content Area

Academic Context and Connections in Reading, Writing, and Communicating:

Colorado Essential Skills: These statements describe how the learning of the content and skills described by the GLE and EOs connects to and supports the development of the *Colorado Essential Skills* named in the parentheses.

Essential Questions: These "big picture" questions ask students to more deeply explore the concepts and skills expressed in the GLE.

Essential Reasoning Skills: These skills develop critical thinking, building awareness to multiple perspectives, and engage students in "thinking about their thinking" and to consider their own attitudes, beliefs, and biases on issues.

Minimum Skills Competencies: Evidence Outcomes in *Standard 1: Oral Expression and Listening* and in *Standard 2: Reading for all Purposes* marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Preschool Learning and Development Expectation:

1. Children comprehend and understand the English language (Receptive Language).

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

a. Attend to language during conversations, songs, stories or other learning experiences.
b. Comprehend increasingly complex and varied vocabulary.
c. Follow two- to three-step directions.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Create opportunities for children to learn to use and recognize precise vocabulary that relates to math, science, art, and social experiences.
2. Frequently read books with rich descriptive vocabulary, exploring and extending children's understanding of the meaning of new words.
3. Talk with individual children often, encouraging them to express their ideas, needs and feelings, and ask them questions.
4. Provide a rich variety of frequently repeated songs, poems, finger plays, and storytelling, which encourage children's participation and exposes them to many cultures.
5. Provide a daily routine wherein simple directions are given for children to follow on a regular basis.

Examples of Learning/Children May:

1. At the sensory table, children use various tools and instruments, such as tubes, scoops, funnels, and eggbeaters, to explore and describe the manipulation of water with the support of the paraprofessional who uses parallel talk to model (e.g., "Billy, you're using the eggbeater to whip the water.")
2. On a trip to a pumpkin farm, the farmer talks to the children about planting, using words like tractor, hoe, growing season, and fertilizer. Later that week, Mark uses the toy garden hoe in the sand and tells another child to "Get the fertilizer."
3. When asked whether she wants a snack before playing, Angela uses her communication board to indicate her choice of the snack first.
4. Every day, Marius enters the classroom and hangs up his backpack and jacket. Sometimes he needs a reminder to wash his hands before choosing an activity.

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Preschool Learning and Development Expectation:

2. Children use language to convey thoughts and feelings (Expressive Language).

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

a. Participate in conversations of more than three exchanges with peers and adults.
b. Use language to express ideas and needs.
c. Use increasingly complex and varied vocabulary.
d. Understand the difference between a question and a statement.
e. Practice asking questions and making statements.
f. Speak in sentences of five or six words.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. The classroom environment provides a variety of play centers that encourage children to interact and communicate with one another.
2. Child-initiated play time occurs at least 1/3 of the day to provide ample opportunity to practice using vocabulary and conversational skills.
3. Talk with children frequently, encouraging them to share their experiences and ideas and listening attentively to their contributions.

4. For children with limited expressive capabilities, use the language stimulation technique of expansion (e.g., Child: "That a dog," Teacher: "That's a brown dog with a long tail.")
5. Facilitate the use of words between children to express ideas, desires, feelings, and to resolve conflicts.
6. Ask children questions, explaining how questions are different from statements, and allow children to practice asking questions to classroom visitors, on field trips, during read alouds, etc.

Examples of Learning/Children May:

1. To create a graph, children are asked "What kind of pet do you have?" and they place a sticky note with their name beside the animal(s).
2. Aaliyah approaches a group of children in the dramatic play center and asks, "What're you playing?" When they answer "Spaceship," she asks, "Can I play too?" She then offers her ideas, "I'm the princess." The play continues for over 10 minutes.
3. When Max's dad visits the class to show how to make pots on a pottery wheel, the children have an opportunity to ask questions. The teaching staff reminds what a question is to help children along ("a question helps you find out things").

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Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Preschool Learning and Development Expectation:

1. Children understand and obtain meaning from stories and information from books and other texts.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

a. Show interest in shared reading experiences and looking at books independently.

b. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.

c. Ask and answer questions and make comments about print materials.

d. Demonstrate interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.

e. Begin to identify key features of reality versus fantasy in stories, pictures, and events.

f. Retell stories or information from books through conversation, artistic works, creative movement, or drama.

g. Make predictions based on illustrations.

h. Begin to identify key features of reality versus fantasy in stories, pictures, and events.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. The environment contains an ample number of quality, age-appropriate children's books.

2. Model how to use books while frequently reading with children individually and in small groups.

3. Engage the children in conversations and ask questions about what they have read.

4. Provide dramatic play props that link to the stories that are read and are rotated on an ongoing basis such as furniture (for example: table, chair, crib, store dividers), clothes (for example: hats, shoes, material, costumes) and props (for example: dolls, dishes, cash register).

Examples of Learning/Children May:

1. While reading a book, Ms. Danae points to the cover of the book and names it, describes how she opens the book to read, and points out the title, author, and illustrator, explaining what the latter two do.

2. In writing centers, children create products in which they are named "author and illustrator."

3. Mrs. Nguyen reads the book, Tough Boris, to a child who sits in her lap, observing how she handles the book. She then asks, "Why do you think Tough Boris cried when his parrot died?" Then the child draws a picture of Tough Boris and his parrot to describe who the main characters were.

4. The children love a book called "The Grocery Store." Mr. Jay sets up a "grocery store center" that includes empty food boxes and cans, receipt pads, price tags, newspaper food ads, a cash register, and shopping lists.

5. Mrs. Ramos, the librarian, reads some poems from Robert Lewis Stevenson's "Poems for the Very Young." The children especially like "I Have a Little Shadow." They talk about the shadows they have seen. Later, their teacher provides them a chance to experiment with shadow puppets in the classroom, discovering how shadows are made.

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Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Preschool Learning and Development Expectation:

2. Phonological awareness is the building block for understanding language.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

a. Identify and discriminate between words in language.
b. Identify and discriminate between separate syllables in words.
c. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.
d. Recognize patterns of sounds in songs, storytelling, and poetry through interactions and meaningful experiences.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Adults are aware of the developmental progression within the component skills of phonological awareness: Rhyming comes first; Then alliteration (matching and producing words to the same beginning sounds); Then blending (combining syllables and sounds); Finally segmenting (pulling words apart into syllables and sounds). (Paulson and Moats)
2. Adults plan activities and interact so as to draw attention to the phonemes (the smallest unit of speech) in spoken words, following the developmental progression of: Words as a whole (elephant) and Syllables (e-le-phant). Adults promote syllable-sound awareness by clapping or tapping out the syllables of words or slowly "sounding out" word. Onset-Rime (p-ad, br-ick): Adults practice onset-rime activities blending beginning sounds with ending sounds to make words.). Phonemes (/b/ /ă/ /t/): Adults break down words into phonemes when reading and/or when a child asks how to spell a word. (Paulson and Moats)

Examples of Learning/Children May:

1. During small group time, Ms. Brown plays a rhyming game with older 4- and 5-year-olds. They generate rhymes together for words like star, ring, and frog. Her assistant, Mrs. Oldshield, plays a different rhyming game with the three-year-olds and younger fours in which they listen to her read familiar nursery rhymes and fill in the missing rhyme at the end of the last line.
2. Kendra claps out the syllables of her name when it's her turn.
3. When pretending to be the teacher in a dramatic play, Kyle points to the words of the books while he "reads" the story.

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Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Preschool Learning and Development Expectation:

3. Print concepts and conventions anchor concepts of early decoding.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

a. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.
b. Understand that print conveys meaning.
c. Understand conventions, such as print moves from left to right and top to bottom of a page.
d. Recognize words as a unit of print and understand that letters are grouped to form words.
e. Recognize the association between spoken or signed and written words.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. The classroom environment provides opportunities for children to interpret the meaning of words and symbols, including pictures of toys on the shelves, photos of children, and labels on materials and areas.
2. Name labels include symbols at the beginning of the year; when children no longer need the symbols, they are removed.
3. Point to words as you read them out loud, showing the sweep of print from left to right and top to bottom.
4. Print daily messages, saying the words as they are written. (Example: Today is Monday, March 18, 2018, and we have a special project today.)

Examples of Learning/Children May:

1. At the beginning of the year, cubbies are labeled with the child's name and a symbol of a certain color. After the winter break, the labels only have the child's name. Hondo arrives in class, finds his cubby, and points to the label, saying, "That's my name!"
2. Mr. Bob calls children one at a time to wash hands. Before they go to the sink, they touch the letter on the wall that begins their names.
3. Zena goes to the visual schedule and points to the picture and label for the playground and announces, "Hey, we go outside next!"
4. In blocks, children create a castle village together. Miss Lupe brings them paper so they can draw pictures of it to use as building plans to build it again another day.
5. Terrence points to a picture of the McDonald's arches in writing center, and says "I know what that is. That's McDonalds!"

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Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Preschool Learning and Development Expectation:

4. The names and sounds associated with letters makes up alphabetic knowledge.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

a. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.
b. Recognize that letters of the alphabet have distinct sound(s) associated with them.
c. Attend to the beginning letters and sounds in familiar words.
d. Identify letters and associate correct sounds with letters, including a minimum of ten letters, preferably including letters in the child's name.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Use children's names, as well as other meaningful words like mom, dad, dog, cat, etc. as the basis for letter games and experiences.
2. Keep alphabet displays and strips and word walls at children's eye level.
3. Create opportunities for children to record their thoughts and stories by having children draw, and by writing words that the children dictate to them.
4. Teach letter naming through developmentally appropriate games. For example, alphabet letters are hidden or scattered around the room. Children are given matching letters to identify and then they go on an "Alphabet Hunt" to find the matching letter.

Examples of Learning/Children May:

1. Kyle designs a menu for dramatic. He asks Mr. Kelly how to spell "hot dog." Mr. Kelly sounds out the word, telling Kyle which letters to write for each sound.
2. Paola touches the letter P on the wall alphabet strip and says, "That's my letter!"
3. Isabella picks out an alphabet book and points to and names the letters she recognizes (I, S, L, and A) as she reads.
4. Ms. Tanisha plays Alphabet Bingo with the older 4- and 5-year-olds while her assistant Mr. Bryan plays a simple alphabet matching game with the three-year-olds and younger fours.

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6. Craft arguments using techniques specific to the genre.
7. Craft informational/explanatory texts using techniques specific to the genre.
8. Craft narratives using techniques specific to the genre.

Preschool Learning and Development Expectation:

1. Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

a. Experiment with writing tools and materials.
b. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
c. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.
d. Copy, trace, or independently write letters or words.

Examples of High-Quality Teaching and Learning Experiences

Supportive Teaching Practices/Adults May:

1. Provide opportunities for children to develop fine motor skills, which support grasps using tongs, Play-Doh, spray bottles, tweezers, etc.
2. The classroom environment provides an easily accessible writing center, filled with a wide variety of materials: markers, pens, pencils, crayons; paper of different shapes, sizes, textures, as well as envelopes, cards, sticky notes, and postcards, etc.

3. Similar materials are available in each center throughout the room.
4. Expect the following progression in children's writing Pre-alphabetic (ages 2-5) [Pictures and scribbles, Letter-like forms, Letters from names and the environment, Strings of letters, One letter (first sound) to represent a word.] Semiphonetic/Early Alphabetic [(4-6) Letter sound connection begins (One letter (first sound) to represent a word.]

Examples of Learning/Children May:

1. Jesse uses tweezers to pick up cotton balls and drop them in cups. This builds the strength in his hands for fine motor skill tasks like writing.
2. Children sign in their names everyday on a white board as their family members sign them in.
3. Alejandro and Holly are in a dramatic play area which is set up like a grocery store. Holly discovers the pad of paper and markers Mrs. Martinez has provided. "Look! We can use these to make a grocery list." Next, she draws squiggles down the paper as she names milk, cookies, and grapes.
4. Miss Mary sits with Sofia to assist her in holding the pencil grip correctly as the occupational therapist showed them.

Colorado Academic Standards
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Prepared Graduates:

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

Preschool Learning and Development Expectation:

1. Begin research by asking a question to identify and define a problem and its possible solutions.

Indicators of Progress

By the end of the preschool experience (approximately 60 months/5 years old), students may:

a. Differentiate between questions and statements
b. Identify problems and search for solutions by asking questions during collaborative explorations of the topic; begin to state facts about the topic.

Examples of High-Quality Teaching and Learning Experiences

Colorado Essential Skills:

1. Researchers know the difference between sharing a statement (something they know) and a question (something they wonder about).
2. Researchers know how to stay on topic and ask relevant questions that pertain to real problems.

Essential Questions:

1. What is the difference between a question and a statement?
2. How do asking questions help us learn and solve problems?

Essential Reasoning Skills:

1. Researchers know the world is full of information.
2. Researchers understand that for thinking to improve, it is necessary to seek out alternative ways to solve problems.
3. People who reason know thinking has potential strengths and weaknesses.

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Communicate using verbal and nonverbal language.

Evidence Outcomes

Students Can:

a. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. (CCSS: SL.K.1)*
   i. Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)
   ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)
b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2) *
c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3) *
d. Listen with comprehension to follow two-step directions. *
e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6) *

Academic Context and Connections

Colorado Essential Skills:

1. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)
2. Demonstrate an understanding of cause and effect related to personal decisions. (Civic/Interpersonal Skills, Character)
3. Appropriately express a range of emotions to communicate personal ideas/needs. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How do we have conversations?
2. Why is it important for people to wait their turn before speaking?
3. What does it mean to be a good listener?

Essential Reasoning Skills:

1. Questions are where learning begins.
2. Thoughtful speakers and listeners establish agreed upon rules for communicating in their environment.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Colorado
Academic Standards

Reading, Writing,
and Communicating

COLORADO
Department of Education

Prepared Graduates:

2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:

2. Develop oral communication skills through a language-rich environment.

Evidence Outcomes

Students Can:

a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)
b. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)
c. Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)
d. Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)
e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)
f. Identify real-life connections between words and their use (for example: note places at school that are colorful). (CCSS: L.K.5c)
g. Distinguish shades of meaning among verbs describing the same general action (for example: *walk*, *march*, *strut*, *prance*) by acting out the meanings. (CCSS: L.K.5d)
h. Use new vocabulary that is directly taught through reading, speaking, and listening. *
i. Relate new vocabulary to prior knowledge. *

Academic Context and Connections

Colorado Essential Skills:

1. Articulate personal strengths and challenges using different forms of communication to express themselves. (Information and Communications Technologies)
2. Ask questions and learn more about careers and other life pursuits. (Professional Skills, Career Awareness)
3. Appropriately express a range of emotions to communicate personal ideas/needs. (Professional Skills, Self-Advocacy)

Essential Questions:

1. Why is it important to learn new words and build speaking vocabularies?
2. Why is it important to speak clearly and use words the person understands?
3. How do we describe how objects belong together?

Essential Reasoning Skills:

1. Effective communicators expand their vocabulary.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Colorado Academic Standards

Reading, Writing, and Communicating

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Develop and apply the concepts of print and comprehension of literary texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) *
   ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)
   iii. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3) *
b. Use Craft and Structure to:
   i. Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)
   ii. Recognize common types of texts (for example: storybooks, poems). (CCSS: RL.K.5) *
   iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6)
c. Use Integration of Knowledge and Ideas to:
   i. With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (CCSS: RL.K.7)
   ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)
d. Use Range of Reading and Level of Text Complexity to:
   i. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Informed Risk Taking)
3. Articulate task requirements and identify deadlines. (Professional Skills, Task/Time Management)

Essential Questions:

1. How do pictures help us understand a story?
2. What are different ways to tell a story?
3. How do we determine what a story is about?

Essential Reasoning Skills:

1. Critical readers ask questions and draw conclusions from pictures and texts.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

COLORADO
Department of Education

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Develop and apply the concepts of print and comprehension of informational texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1) *
   ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)
   iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)
b. Use Craft and Structure to:
   i. With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)
   ii. Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5) *
   iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)
c. Use Integration of Knowledge and Ideas to:
   i. With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7)
   ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)
   iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.K.9)

d. Use Range of Reading and Level of Text Complexity to:
   i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Informed Risk Taking)
3. Identify key attributes of a variety of information products. (e.g., books, newspapers, online or print articles, social media) (Professional Skills, Information Literacy)

Essential Questions:

1. How do the illustrations help us figure out the meaning of the text?
2. How are informational texts read differently than literary texts?

Essential Reasoning Skills:

1. Critical readers understand that print informs and explains.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Colorado Academic Standards

Reading, Writing, and Communicating

COLORADO
Department of Education

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Develop basic reading skills through the use of foundational skills.

Evidence Outcomes

Students Can:

a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1) *
   i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)
   ii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b) *
   iii. Understand that words are separated by spaces in print (concept of word). (CCSS: RF.K.1c) *
   iv. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)*
b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)
   i. Recognize and produce rhyming words. (CCSS: RF.K.2a) *
   ii. Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b) *
   iii. Blend and segment the onset and rime of single-syllable spoken words. (adapted from CCSS: RF.K.2c) *
   iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (adapted from CCSS: RF.K.2d) *
   v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e) *
   vi. Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. *
   vii. Identify phonemes for letters. *

c. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K3)
   i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (adapted from CCSS: RF.K.3a) *
   ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b) *
   iii. Read common high-frequency words by sight (for example: *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). *(CCSS: RF.K.3c)
   iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d) *
d. Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)
e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)
   i. Identify new meanings for familiar words and apply them accurately (for example: knowing *duck* is a bird and learning the verb *to duck*). (CCSS: L.K.4a) *
   ii. Use the most frequently occurring inflections and affixes (for example: -*ed*,-*s*, *re*-, *un*-, *pre*-, -*ful*, -*less*) as a clue to the meaning of an unknown word. (CCSS: L.K.4b) *
f. Identify and manipulate sounds.
   i. Identify and produce groups of words that begin with the same sound (alliteration). *
   ii. Identify the initial, medial, and final phoneme (speech sound) of spoken words. *

Colorado Academic Standards

Reading, Writing, and Communicating

Academic Context and Connections

Colorado Essential Skills:

1. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Entrepreneurial Skills, Inquiry/Analysis)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Informed Risk Taking)
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)

Essential Questions:

1. How do letters connect to sounds?
2. What are the parts of words?
3. How do parts of words help us understand their meaning and how they sound?

Essential Reasoning Skills:

1. Critical readers understand the connection between letters and sounds.
2. Critical readers understand that groups of letters are words.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:

1. Write opinions using labels, dictation, and drawing.

Evidence Outcomes

Students Can:

a. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (for example: *My favorite book is…*). (CCSS: W.K.1)

b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)

c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)

Academic Context and Connections

Colorado Essential Skills:

1. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)

2. Recognize personal characteristics, preferences, thoughts, and feelings. (Personal Skills, Initiative/Self-Direction)

3. Compare attitudes and beliefs as an individual to others. (Civic/Interpersonal Skills, Global/Cultural Awareness)

Essential Questions:

1. How do we express our opinions in writing?

2. Why is it important to express our opinions in writing?

Essential Reasoning Skills:

1. Critical writers can describe their opinions.

Prepared Graduates:

7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:

2. Write informative/explanatory texts on a topic using labels, dictation, and drawing.

Evidence Outcomes

Students Can:

a. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)
b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)
c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)

Academic Context and Connections

Colorado Essential Skills:

1. Create information through the use of technologies.
2. Recognize that problems can be identified and possible solutions can be created. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
3. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information Literacy)
4. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do people share ideas in print?
2. Why is it important to explain ideas in writing?
3. How can writers use pictures and words to explain ideas?

Essential Reasoning Skills:

1. Critical writers can explain a topic.

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Prepared Graduates:
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:
3. Write real or imagined narratives using labels, dictation, and drawing.

Evidence Outcomes

Students Can:

a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3)
b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)
c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Inquiry/Analysis)
3. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)

Essential Questions:

1. How do people share stories in writing?
2. Why is it important for us to write our stories?
3. Why does writing our own story require us to be creative and original?

Essential Reasoning Skills:

1. Critical writers can produce narratives with beginnings, middles, and ends.

Colorado Academic Standards

Reading, Writing, and Communicating

Prepared Graduates:

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

Grade Level Expectation:

4. Use appropriate mechanics and conventions when creating simple texts.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.K.1)
   i. Print many upper- and lowercase letters. (CCSS: L.K.1a)
   ii. Use frequently occurring nouns and verbs. (CCSS: L.K.1b)
   iii. Form regular plural nouns orally by adding /s/ or /es/ (for example: *dog, dogs*; *wish, wishes*). (CCSS: L.K.1c)
   iv. Understand and use question words (interrogatives) (for example: *who*, *what*, *where*, *when*, *why*, *how*). (CCSS: L.K.1d)
   v. Use the most frequently occurring prepositions (for example: *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*). (CCSS: L.K.1e)
   vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)
b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)
   i. Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)
   ii. Recognize and name end punctuation. (CCSS: L.K.2b)
   iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)
   iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)

Academic Context and Connections

Colorado Essential Skills:

1. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)
2. Articulate task requirements and identify deadlines. (Professional Skills, Task/Time Management)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we write a complete sentence?
2. How does a writer show that one sentence ends and another begins?

Essential Reasoning Skills:

1. Critical writers use complete sentences.

Prepared Graduates:

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

Grade Level Expectation:

1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.

Evidence Outcomes

Students Can:

a. Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). (CCSS:W.K.7)
b. Identify a clear purpose for research or inquiry (for example: *If the class is learning about trees, is my need to know more about pets related?*).
c. Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research.
d. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.
e. Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation).
f. Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).
g. With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. (CCSS:W.K.8)

Academic Context and Connections

Colorado Essential Skills:

1. Recognize that problems can be identified and possible solutions can be created. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information Literacy)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. Why do researchers ask questions?
2. How do researchers use resources to help find the answers to their questions?

Essential Reasoning Skills:

1. Researchers continually find resources to support, challenge, or change thinking.
2. Researchers understand that a variety of sources may be explored to find answers (for example: direct observation, trade books, texts read aloud or viewed) to answer questions or interest through guided inquiry.
3. Researchers know that for thinking to improve, it is necessary to ask critical questions.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Communicate using verbal and nonverbal language to express and receive information.

Evidence Outcomes

Students Can:

a. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (CCSS: SL.1.1)
   i. Follow agreed-upon rules for discussions (for example: listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.1.1a)
   ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)
   iii. Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)
b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)
c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)

Academic Context and Connections

Colorado Essential Skills:

1. Articulate personal strengths and challenges using different forms of communication to express themselves. (Information and Communication Technologies)
2. Find information through the use of technologies. (Professional Skills, Use Information and Communication Technologies)
3. Appropriately express a range of emotions to communicate personal ideas/needs. (Professional Skills, Self-Advocacy)

Essential Questions:

1. What does it mean to communicate courteously in conversations?
2. How do we effectively communicate in conversations?

Essential Reasoning Skills:

1. Thoughtful speakers and listeners are curious and seek to understand answers to their questions and others.

Colorado
Academic Standards

Reading, Writing, and Communicating

Prepared Graduates:
2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:
2. Use multiple strategies to develop and expand oral communication.

Evidence Outcomes

Students Can:
a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)
b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.)
c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6) *
d. Give and follow simple two-step directions.

Academic Context and Connections

Colorado Essential Skills:
1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Find information through the use of technologies. (Professional Skills, Use Information and Communication Technologies)
3. Appropriately express a range of emotions to communicate personal ideas/needs. (Professional Skills, Self-Advocacy)

Essential Questions:
1. Why is it important to learn new words?
2. How do presenters decide which words to use when they speak?
3. How do we give and follow directions?

Essential Reasoning Skills:
1. Effective communicators can express ideas and feelings clearly.

Minimum Skills Competencies:
1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Apply foundational reading strategies to fluently read and comprehend literary texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Ask and answer questions about key details in a text. (CCSS: RL.1.1) *
   ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)
   iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3) *
   iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. *

b. Use Craft and Structure to:
   i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)
   ii. Explain major differences between books that tell stories and books that give information. (adapted from CCSS: RL.1.5) *
   iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6) *
   iv. Follow and replicate patterns in predictable poems.

c. Use Integration of Knowledge and Ideas to:
   i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)
   ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9) *

d. Use Range of Reading and Level of Text Complexity to:
   i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)

Academic Context and Connections

Colorado Essential Skills:

1. Read a minimum of 53 words per minute in the spring with fluency. *
2. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
3. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Informed Risk Taking)
4. Articulate personal strengths and challenges using different forms of communication to express themselves. (Civic/Interpersonal Skills, Communication (using information and communications technologies))

Essential Questions:

1. How do we know if a text is fiction or nonfiction?
2. How do details help us understand key parts of a story?

Essential Reasoning Skills:

1. Critical readers ask questions and draw conclusions from pictures and texts.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Apply foundational reading strategies to fluently read and comprehend informational texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Ask and answer questions about key details in a text. (CCSS: RI.1.1) *
   ii. Identify the main topic and retell key details of a text. (CCSS: RI.1.2)
   iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3) *
   iv. Activate schema and background knowledge to construct meaning
b. Use Craft and Structure to:
   i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)
   ii. Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS: RI.1.5) *
   iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)
c. Use Integration of Knowledge and Ideas to:
   i. Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)
   ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8) *
   iii. Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.1.9) *
d. Use Range of Reading and Level of Text Complexity to:
   i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)

Academic Context and Connections

Colorado Essential Skills:

1. Read a minimum of 53 words per minute in the spring with fluency. *
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Informed Risk Taking)
3. Articulate task requirements and identify deadlines. (Professional Skills, Task/Time Management)
4. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information Literacy)

Essential Questions:

1. Why do we use different punctuation marks?
2. How does a reader's voice change when a sentence uses a specific punctuation mark?
3. In informational texts, why is the main idea important? How do the details support the main idea?

Essential Reasoning Skills:

1. Critical readers connect their existing knowledge to new information.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes

Students Can:

a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)
   i. Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). (CCSS: RF.1.1a) *
b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)
   i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a) *
   ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (adapted from CCSS: RF.1.2b) *
   iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c) *
   iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d) *
c. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
   i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a) *
   ii. Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
   iii. Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c) *
   iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d) *
   v. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e) *

   vi. Read words with inflectional endings. (CCSS: RF.1.3f) *
   vii. Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.1.3g) *
   viii. Use onsets and rimes to create new words (for example: *ip* to make *dip*, *lip*, *slip*, *ship*) *
   ix. Accurately decode unknown words that follow a predictable letter/sound relationship *
d. Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)
   i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
   ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
   iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (CCSS: L.1.4)
   i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a) *
   ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)
   iii. Identify frequently occurring root words (for example: *look*) and their inflectional forms (for example: *looks*, *looked*, *looking*).* (CCSS: L.1.4c)
   iv. Identify and understand compound words. *

Colorado
Academic Standards

Reading, Writing,
and Communicating

f. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)
   i. Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)
   ii. Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)
   iii. Identify real-life connections between words and their use (for example: note places at home that are cozy). (CCSS: L.1.5c)
   iv. Distinguish shades of meaning among verbs differing in manner (for example: *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (for example: *large*, *gigantic*) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)
g. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (for example: *because*). (CCSS: L.1.6)

Academic Context and Connections

Colorado Essential Skills:
1. Read a minimum of 53 words per minute in the spring with fluency. *
2. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Entrepreneurial Skills, Inquiry/Analysis)
3. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Informed Risk Taking)
4. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)

Essential Questions:
1. How does understanding the parts of words help us decide what they mean?
2. How do we understand what words mean?

Essential Reasoning Skills:
1. Critical readers use appropriate strategies to decode and understand the meaning of words.

Minimum Skills Competencies:
1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

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Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:

1. Write an opinion supported by reasons.

Evidence Outcomes

Students Can:

a. Introduce the topic or name the book they are writing about. (adapted from CCSS: W.1.1)
b. State an opinion. (adapted from CCSS: W.1.1)
c. Supply a reason for the opinion. (adapted from CCSS: W.1.1)
d. Provide some sense of closure. (adapted from CCSS: W.1.1)

Academic Context and Connections

Colorado Essential Skills:

1. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)
2. Recognize personal characteristics, preferences, thoughts, and feelings. (Personal Skills, Initiative/Self-Direction)
3. Compare attitudes and beliefs as an individual to others. (Civic/Interpersonal Skills, Global/Cultural Awareness)

Essential Questions:

1. How can thoughts and ideas be organized to prepare for writing?
2. How do we support our opinions in writing?

Essential Reasoning Skills:

1. Critical writers can explain their opinions.

Colorado Academic Standards
Reading, Writing, and Communicating

Prepared Graduates:

7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:

2. Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure.

Evidence Outcomes

Students Can:

a. Name a topic. (CCSS: W.1.2)
b. Supply some facts about the topic. (CCSS: W.1.2)
c. Provide some sense of closure. (CCSS: W.1.2)

Academic Context and Connections

Colorado Essential Skills:

1. Recognize that problems can be identified and possible solutions can be created. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information Literacy)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How can thoughts and ideas be organized to prepare for writing?
2. Why do writers give facts to help their reader understand the topic?

Essential Reasoning Skills:

1. Critical writers can explain a topic with facts.

Prepared Graduates:
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:
3. Recount real or imagined, sequenced events that include details and a sense of closure.

Evidence Outcomes

Students Can:
a. Recount two or more appropriately sequenced events. (CCSS: W.1.3)
b. Include some details regarding what happened. (CCSS: W.1.3)
c. Provide some sense of closure. (CCSS: W.1.3)

Academic Context and Connections

Colorado Essential Skills:
1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Inquiry/Analysis)
3. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)

Essential Questions:
1. How can thoughts and ideas be organized to prepare for writing?
2. Why is it important to plan before beginning to write?
3. Why is it important for people to share stories?

Essential Reasoning Skills:
1. Critical writers produce narratives based on real/imagined experiences.

Prepared Graduates:

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

Grade Level Expectation:

4. Use appropriate grammar, spelling, capitalization, and punctuation.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.1.1)
    i. Print all upper- and lowercase letters. (CCSS: L.1.1a)
    ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b)
    iii. Use singular and plural nouns with matching verbs in basic sentences (for example: *He hops*; *We hop*). (CCSS: L.1.1c)
    iv. Use personal, possessive, and indefinite pronouns (for example: *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*). (CCSS: L.1.1d)
    v. Use verbs to convey a sense of past, present, and future (for example: Yesterday I *walked* home; Today I *walk* home; Tomorrow I *will walk* home). (CCSS: L.1.1e)
    vi. Use frequently occurring adjectives. (CCSS: L.1.1f)
    vii. Use frequently occurring conjunctions (for example: *and*, *but*, *or*, *so*, *because*). (CCSS: L.1.1g)
    viii. Use determiners (for example: articles, demonstratives). (CCSS: L.1.1h)
    ix. Use frequently occurring prepositions (for example: *during*, *beyond*,* toward**). (CCSS: L.1.1i)
    x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)

b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)
    i. Write complete simple sentences.
    ii. Capitalize dates and names of people. (CCSS: L.1.2a)
    iii. Use end punctuation for sentences. (CCSS: L.1.2b)
    iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)
    v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
    vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)
c. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS: W.1.5)
d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)

Academic Context and Connections

Colorado Essential Skills:

1. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)
2. Articulate task requirements and identify deadlines. (Professional Skills, Task/Time Management)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:
1. How does clear communication impact our readers?
2. How do we help others improve their writing?
3. How do we improve our writing?

Essential Reasoning Skills:
1. Critical writers utilize the conventions of Standard English to convey their message.

First Grade, Standard 3. Writing and Composition

2020 Colorado Academic Standards   RW.1.3.4

Colorado
Academic Standards

Reading, Writing,
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Prepared Graduates:

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

Grade Level Expectation:

1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.

Evidence Outcomes

Students Can:

a. Participate in shared research and writing projects. For example: explore a number of "how-to" books on a given topic and use them to write a sequence of instructions. (CCSS: W.1.7)
b. Write or dictate questions for inquiry that arise during instruction.
c. With peers, use a variety of resources (for example: direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.
d. Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information.
e. Identify a clear and significant purpose for research. (for example: *Is my purpose for researching frogs clear and is it important to understanding more about mammals?*)
f. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)

Academic Context and Connections

Colorado Essential Skills:

1. Recognize that problems can be identified and possible solutions can be created. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information Literacy)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. Why must we be clear about our purpose for research and inquiry?
2. Why is it important for us to use several resources to find the answers to our questions?
3. Why is it critical for us to use accurate and supported data?

Essential Reasoning Skills:

1. Researchers generate questions for inquiry.
2. Researchers identify possible resources to answer questions.
3. Researchers determine whether a source contains useful information to answer the question.
4. Researchers develop an answer to the research questions.
5. Researchers explain the answer to others.

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Engage in dialogue and learn new information through active listening.

Evidence Outcomes

Students Can:

a. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (CCSS: SL.2.1)
   i. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)
   ii. Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
   iii. Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) *
c. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)

Academic Context and Connections

Colorado Essential Skills:

1. Handle impulses and behavior with minimal direction. (Personal Skills, Personal Responsibility)
2. Recognize emotional response to ideas that differ from own. (Personal Skills, Adaptability/Flexibility)
3. Ask questions and learn more about careers and other life pursuits. (Professional Skills, Career Awareness)

Essential Questions:

1. Why is it important to use precise vocabulary in communication?
2. How do we work with others to present information?
3. How do we participate in collaborative conversations?

Essential Reasoning Skills:

1. Thoughtful speakers and listeners share and expand on each other's ideas.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:
2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:
2. Deliver presentations while maintaining focus on topic and be prepared to discuss.

Evidence Outcomes

Students Can:

a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
b. Contribute knowledge to a small group or class discussion to develop a topic.
c. Maintain focus on the topic.
d. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)
e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
f. Use content-specific vocabulary to ask questions and provide information. *

Academic Context and Connections

Colorado Essential Skills:

1. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)
2. Recognize personal characteristics, preferences, thoughts, and feelings. (Personal Skills, Initiative/Self-Direction)
3. Compare attitudes and beliefs as an individual to others. (Civic/Interpersonal Skills, Global/Cultural Awareness)

Essential Questions:

1. Why is it important to use precise vocabulary in communication?
2. How can we present information in different ways?

Essential Reasoning Skills:

1. Effective communicators maintain focus on a topic.
2. Effective communicators are able to ask and answer clarifying questions.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Colorado Academic Standards
Reading, Writing, and Communicating

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Apply specific skills to comprehend and fluently read literary texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.
   ii. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (CCSS: RL.2.1) *
   iii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
   iv. Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)*

b. Use Craft and Structure to:
   i. Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)
   ii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5) *
   iii. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6)
   iv. Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry

c. Use Integration of Knowledge and Ideas to:
   i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)
   ii. Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9) *

d. Use Range of Reading and Level of Text Complexity to:
   i. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.2.10)

Academic Context and Connections

Colorado Essential Skills:

1. Read a minimum of 89 words per minute in the spring with fluency. *
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
3. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
4. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:

1. Why is it important to read accurately and fluently?
2. How does rereading help us understand?
3. How does structure affect our understanding of a text?
4. How does comparing two texts help build our understanding?

Essential Reasoning Skills:

1. Critical readers ask questions and draw conclusions from pictures and texts.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Apply specific skills to comprehend and fluently read informational texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RI.2.1)*
   ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2)
   iii. Summarize the main idea using relevant and significant details in a variety of texts. *
   iv. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS: RI.2.3)

b. Use Craft and Structure to:
   i. Determine the meaning of words and phrases in a text relevant to *a grade 2 topic or subject area*. (CCSS: RI.2.4)
   ii. Know and use various text features (for example: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS: RI.2.5) *
   iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6) *
   iv. Read text to perform a specific task such as follow a recipe or play a game. *

c. Use Integration of Knowledge and Ideas to:
   i. Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7) *
   ii. Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)
   iii. Compare and contrast the most important points presented by two texts on the same topic. (CCSS: RI.2.9) *

d. Use Range of Reading and Level of Text Complexity to:
   i. Adjust reading rate according to type of text and purpose for reading.
   ii. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.2.10) *

Academic Context and Connections

Colorado Essential Skills:

1. Read a minimum of 89 words per minute in the spring with fluency. *
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
3. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
4. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:

1. Why is it important to read accurately and fluently?
2. How does re-reading help us understand?
3. How does structure affect our understanding of a text?
4. How does comparing two texts help build our understanding?

Colorado Academic Standards

Reading, Writing, and Communicating

Essential Reasoning Skills:

1. Critical readers use text features to interpret informational texts.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes

Students Can:

a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
   i. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a) *
   ii. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) *
   iii. Read multisyllabic words accurately and fluently. *
   iv. Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c) *
   v. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) *
   vi. Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e) *
   vii. Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.2.3f) *
b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)
   i. Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)
   ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)
   iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c) *
   iv. Read grade-level text accurately and fluently, attending to phrasing, intonation, and punctuation. *

c. Compare formal and informal uses of English. (CCSS: L.2.3a)
d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (CCSS: L.2.4)
   i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)
   ii. Determine the meaning of the new word formed when a known prefix is added to a known word (for example: *happy/unhappy*, *tell/retell*). (CCSS: L.2.4b) *
   iii. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *addition*, *additional*). (CCSS: L.2.4c) *
   iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). (CCSS: L.2.4d) *
   v. Create new words by combining base words with affixes to connect known words to new words. *
   vi. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)
e. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
   i. Identify real-life connections between words and their use (for example: *describe foods that are spicy or juicy*). (CCSS: L.2.5a)
   ii. Distinguish shades of meaning among closely related verbs (for example: *toss*, *throw*, *hurl*) and closely related adjectives (for example: *thin*, *slender*, *skinny*, *scrawny*). (CCSS: L.2.5b)

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f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: *When other kids are happy that makes me happy*). (CCSS: L.2.6)

g. Determine which strategies should be used to decode multisyllabic words.

Academic Context and Connections

Colorado Essential Skills:

1. Read a minimum of 89 words per minute in the spring with fluency. *
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Informed Risk Taking)
3. Handle impulses and behavior with minimal direction. (Personal Skills, Personal Responsibility)
4. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)
5. The student must demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade. *

Essential Questions:

1. How do prefixes and suffixes change the meaning of a word?
2. How does understanding the parts of words help us decide what they mean?
3. How do we understand what words mean?

Essential Reasoning Skills:

1. Critical readers use appropriate strategies to determine and understand texts.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:
6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:
1. Write pieces on a topic or book that state opinions and give supporting reasons.

Evidence Outcomes

Students Can:
a. Introduce the topic or book they are writing about. (CCSS: W.2.1)
b. State an opinion. (CCSS: W.2.1)
c. Supply reasons that support the opinion. (CCSS: W.2.1)
d. Use linking words (for example: because, and, also) to connect opinion and reasons. (CCSS: W.2.1)
e. Provide a concluding statement or section. (CCSS: W.2.1)

Academic Context and Connections

Colorado Essential Skills:
1. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)
2. Recognize personal characteristics, preferences, thoughts, and feelings. (Personal Skills, Initiative/Self-Direction)
3. Compare attitudes and beliefs as an individual to others. (Civic/Interpersonal Skills, Global/Cultural Awareness)

Essential Questions:
1. Why is it important for us to know who will be reading our work?
2. What words do we use to convince others of our opinions?
3. How do we structure our writing effectively?

Essential Reasoning Skills:
1. Critical writers can convince others of their opinion.

Prepared Graduates:
7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:
2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.

Evidence Outcomes

Students Can:
a. Introduce a topic. (CCSS: W.2.2)
b. Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)
c. Provide a concluding statement or section. (CCSS: W.2.2)
d. Write letters and "how-to's" (for example: procedures, directions, recipes) that follow a logical order and appropriate format.
e. Organize informational texts using main ideas and specific supporting details.
f. Apply appropriate transition words to writing.
g. Writers use technology to support the writing process.

Academic Context and Connections

Colorado Essential Skills:
1. Recognize that problems can be identified and possible solutions can be created. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information Literacy)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:
1. What are different forms of informational writing?
2. Why is it important for us to know who will be reading our work?
3. How is report writing different from storytelling?

Essential Reasoning Skills:
1. Critical writers can use facts to inform others.

Prepared Graduates:

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:

3. Write real or imagined narratives that describe events in sequence and provide a sense of closure.

Evidence Outcomes

Students Can:

a. Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3)
b. Use temporal words to signal event order. (CCSS: W.2.3)
c. Provide a sense of closure. (CCSS: W.2.3)
d. Write simple, descriptive poems.
e. Write with precise nouns, active verbs, and descriptive adjectives.
f. Apply knowledge about structure and craft gained from mentor text to narrative writing.
g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Inquiry/Analysis)
3. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)

Essential Questions:

1. How do literary genres differ in form and substance?
2. Why is it important for us to know who will be reading our work?
3. How do we structure our writing effectively?

Essential Reasoning Skills:

1. Critical writers identify the purposes of writing a narrative.
2. Critical writers use text structures to convey meaning.

Prepared Graduates:

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

Grade Level Expectation:

4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
    i. Use collective nouns (for example: *group*). (CCSS: L.2.1a)
    ii. Use reflexive pronouns (for example: *myself*, *ourselves*). (CCSS: L.2.1c)
    iii. Form and use the past tense of frequently occurring irregular verbs (for example: *sat*, *hid*, *told*). (CCSS: L.2.1d)
    iv. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
    v. Apply accurate subject-verb agreement while writing.
    vi. Produce, expand, and rearrange complete simple and compound sentences (for example: *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*). (CCSS: L.2.1f)
    vii. Vary sentence beginnings.
    viii. Spell high-frequency words correctly.
b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
    i. Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)
    ii. Use commas in greetings and closings of letters. (CCSS: L.2.2b)
    iii. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
    iv. Generalize learned spelling patterns when writing words (for example: cage → badge; boy → boil). (CCSS: L.2.2d)
    v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)
c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)
d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)

Academic Context and Connections

Colorado Essential Skills:

1. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)
2. Articulate task requirements and identify deadlines. (Professional Skills, Task/Time Management)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How can spelling change the meaning of a word?
2. How can punctuation change the meaning of a sentence?
3. How do we use technology to support the writing process?
4. How do authors stay focused on one topic throughout a piece of writing?
5. How do we structure our writing effectively?

Essential Reasoning Skills:

1. Critical writers utilize the conventions of Standard English to convey their message.

Prepared Graduates:

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

Grade Level Expectation:

1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.

Evidence Outcomes

Students Can:

a. Participate in shared research and writing projects. For example: read a number of books on a single topic to produce a report; record science observations. (CCSS: W.2.7)
b. Identify a variety of resources and the information they might contain (for example: dictionary, trade book, library databases, internet web page).
c. Identify a specific question and gather information for purposeful investigation and inquiry.
d. Use text features to locate and interpret information. For example: table of contents, illustrations, diagrams, headings and bold type.
e. Use a variety of multimedia sources to answer questions of interest.
f. Ask primary questions of depth and breadth.
g. Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)

Academic Context and Connections

Colorado Essential Skills:

1. Recognize that problems can be identified and possible solutions can be created. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information Literacy)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we ensure our research is relevant and accurate?
2. Why is it important for us to include others' points of view in our research?

Essential Reasoning Skills:

1. Researchers use information to support their thinking.
2. Researchers use a variety of reference materials to support learning new information.
3. Researchers analyze critical questions to locate resources to answer questions.

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Participate cooperatively in group activities.

Evidence Outcomes

Students Can:

a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS: SL 3.1)
   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.3.1a)
   ii. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
   iii. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
   iv. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)
c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)

Academic Context and Connections

Colorado Essential Skills:

1. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
2. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:

1. What are the different kinds of roles people have when working in a group?
2. What characteristics do effective group members have?
3. How do we have a collaborative conversation?

Essential Reasoning Skills:

1. Thoughtful speakers and listeners share, expand, and reflect on each other's ideas.

Colorado
Academic Standards

Reading, Writing, and Communicating

Prepared Graduates:

2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:

2. Communicate using appropriate language in informal and formal situations.

Evidence Outcomes

Students Can:

a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS: SL.3.4)
b. Distinguish different levels of formality.
c. Speak clearly, using appropriate volume and pitch for the purpose and audience.
d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience.
e. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (CCSS: SL.3.5)
f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)

Academic Context and Connections

Colorado Essential Skills:

1. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
2. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:

1. Why is it important to speak clearly with appropriate volume and pitch?
2. What information is important to consider when giving a presentation?

Essential Reasoning Skills:

1. Effective communicators can present to diverse audiences.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Apply strategies to fluently read and comprehend various literary texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1) *
   ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting). *
   iii. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
   iv. Summarize central ideas and important details from a text. *
   v. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.
   vi. Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)
b. Use Craft and Structure to:
   i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)*
   ii. Use signal words (such as *before*, *after*, *next*) and text structure (narrative, chronology) to determine the sequence of major events
   iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)
   iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)

c. Use Integration of Knowledge and Ideas to:
   i. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)
   ii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (CCSS: RL.3.9) *
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 poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (CCSS: RL.3.10)
e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation. *

Academic Context and Connections

Colorado Essential Skills:

1. Read a minimum of 107 words per minute in the spring with fluency. *
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
3. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
4. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How do we use different reading strategies to better understand a variety of texts?
2. How is accuracy in reading like accuracy in mathematics?
3. How does structure affect our understanding of a text?
4. How does comparing two texts help our understanding of what we read?

Essential Reasoning Skills:

1. Critical readers use appropriate strategies to understand, describe, summarize and reflect on texts.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Apply strategies to fluently read and comprehend various informational texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
    i.   Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1) *
    ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2) *
    iii. Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text *
    iv. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3) *

b. Use Craft and Structure to:
    i.   Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (CCSS: RI.3.4)
    ii. Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)
    iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)
    iv. Use semantic cues and signal words (for example: *because* and *although*) to identify cause/effect and compare/contrast relationships. *

c. Use Integration of Knowledge and Ideas to:
    i.   Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: *where*, *when*, *why*, and *how* key events occur). (CCSS: RI.3.7)
    ii. Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8) *
    iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9) *

d. Use Range of Reading and Complexity of Text to:
    i.   By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) *

Academic Context and Connections

Colorado Essential Skills:

1. Read a minimum of 107 words per minute in the spring with fluency. *
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
3. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
4. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Colorado
Academic Standards

Reading, Writing,
and Communicating

Essential Questions:

1. How do readers use different reading strategies to better understand a variety of texts?
2. How is accuracy in reading like accuracy in mathematics?
3. How does structure affect our understanding of a text?
4. How does comparing two texts help our understanding of what we read?

Essential Reasoning Skills:

1. Critical readers evaluate and draw logical conclusions from informational texts.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Colorado Academic Standards

Reading, Writing, and Communicating

Prepared Graduates:
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:
3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

Evidence Outcomes

Students Can:

a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
   i. Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a) *
   ii. Decode words with common Latin suffixes. (CCSS: RF.3.3b) *
   iii. Decode multisyllable words. (CCSS: RF.3.3c) *
   iv. Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d) *
b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
   i. Read grade-level text with purpose and understanding. (CCSS.3.4a)
   ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b)
   iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)
c. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)
   i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) *
   ii. Determine the meaning of the new word formed when a known affix is added to a known word (for example: *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). (CCSS: L.3.4b) *

   iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. *
   iv. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *company, companion*). (CCSS: L.3.4c) *
   v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)
   vi. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. *
d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
   i. Distinguish the literal and nonliteral meanings of words and phrases in context (for example: *take steps*). (CCSS: L.3.5a)
   ii. Identify real-life connections between words and their use (for example: describe people who are *friendly* or *helpful*). (CCSS: L.3.5b)
   iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: *knew, believed, suspected, heard, wondered*). (CCSS: L.3.5c)
e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: *After dinner that night we went looking for them*). (CCSS: L.3.6)

Colorado Academic Standards

Reading, Writing, and Communicating

Academic Context and Connections

Colorado Essential Skills:

1. Read a minimum of 107 words per minute in the spring with fluency. *
2. Investigate to form hypotheses, make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
3. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
4. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)
5. The student must demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade. *

Essential Questions:

1. How do prefixes and suffixes change the meaning of a word?
2. How does the root word help us understand the meaning of a word?

Essential Reasoning Skills:

1. Critical readers use appropriate strategies to monitor meaning of texts.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

Evidence Outcomes

Students Can:

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. (CCSS: W.3.1a)
b. Provide reasons that support the opinion. (CCSS: W.3.1b)
c. Use linking words and phrases (for example: *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. (CCSS: W.3.1c)
d. Provide a concluding statement or section. (CCSS: W.3.1d)

Academic Context and Connections

Colorado Essential Skills:

1. Regulate reactions to differing perspective. (Personal Skills, Adaptability/Flexibility)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:

1. How do we connect ideas when writing?
2. How do we structure writing effectively?
3. How do we support our opinions?

Essential Reasoning Skills:

1. Critical writers can justify their opinions to others.

COLORADO
Department of Education

Prepared Graduates:

7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:

2. Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.

Evidence Outcomes

Students Can:

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
b. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
c. Use linking words and phrases (for example: *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. (CCSS: W.3c)
d. Provide a concluding statement or section. (CCSS: W.3.2d)

Academic Context and Connections

Colorado Essential Skills:

1. Define the problem using a variety of strategies. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:

1. How do we gather accurate information?
2. Why is it important for us to label text features?
3. How do we structure writing effectively?

Essential Reasoning Skills:

1. Critical writers can assess (for example: accuracy, clarity, and relevance) information from a variety of sources.

Colorado Academic Standards
Reading, Writing, and Communicating

Prepared Graduates:
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:
3. Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.

Evidence Outcomes

Students Can:

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)
c. Use temporal words and phrases to signal event order. (CCSS: W.3c)
d. Provide a sense of closure. (CCSS: W.3.3d)

Academic Context and Connections

Colorado Essential Skills:

1. Appropriate express one's own emotions, thoughts, and values and identify how they influence behavior. (Personal Skills, Self-Awareness)
2. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
3. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))

Essential Questions:

1. Why do we use dialogue and description in narrative writing?
2. How do we structure our writing effectively?

Essential Reasoning Skills:

1. Critical writers use dialogue to enhance narratives and express points.

Prepared Graduates:

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

Grade Level Expectation:

4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
   i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
   ii. Use abstract nouns (for example: *childhood*). (CCSS: L.3.1c)
   iii. Form and use regular and irregular verbs. (CCSS: L.3.1d)
   iv. Form and use the simple (for example: I *walked*; I *walk*; I *will walk*) verb tenses. (CCSS: L.3.1e)
   v. Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f)
   vi. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)
   vii. Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)
   viii. Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (adapted from CCSS: L.3.1i)
   ix. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts
b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
   i. Capitalize appropriate words in titles. (CCSS: L.3.2a)
   ii. Use commas in addresses. (CCSS: L.3.2b)
   iii. Use commas and quotation marks in dialogue. (CCSS: L.3.2c)
   iv. Form and use possessives. (CCSS: L.3.2d)
   v. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: *sitting*, *smiled*, *cries*, *happiness*). (CCSS: L.3.2e)
   vi. Use spelling patterns and generalizations (for example: *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words. (CCSS: L.3.2f)
   vii. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
   i. Choose words and phrases for effect. (CCSS: L.3.3a)
   ii. Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)
d. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
f. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6)
g. 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. (CCSS.W.3.10)

Academic Context and Connections

Colorado Essential Skills:

1. Set goals and develop strategies to remain focused on learning goals. (Personal Skills, Perseverance/Resilience)
2. Develop and utilize basic task and time management strategies effectively. (Professional Skills, Task/Time Management)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:

1. What do we need to be mindful of as a writer?
2. What are differences between simple and complex sentences?
3. What resources can be used to help spell words correctly?

Essential Reasoning Skills:

1. Critical writers utilize the conventions of Standard English to convey their message.

Prepared Graduates:

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

Grade Level Expectation:

1. Gather, interpret, and communicate information discovered during short research projects.

Evidence Outcomes

Students Can:

a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)
b. Interpret and communicate the information learned by developing a brief summary with supporting details.
c. Develop supporting visual information (for example: charts, maps, illustrations, models).
d. Present a brief report of the research findings to an audience.
e. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)

Academic Context and Connections

Colorado Essential Skills:

1. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
2. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)
3. Communicate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. Why do we use more than one resource when researching?
2. How do visuals support information presented in research?

Essential Reasoning Skills:

1. Researchers look for evidence or supporting details to prepare for questions that others may ask after their presentation or during discussion.
2. Researchers understand that points of view are based on the interpretation of the reader.

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Pose thoughtful questions after actively listening to others.

Evidence Outcomes

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)

Academic Context and Connections

Colorado Essential Skills:

1. Regulate reactions to different perspectives. (Personal Skills, Adaptability/Flexibility)
2. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)
3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How do we have collaborative conversations?
2. Why do we paraphrase someone else's thinking before sharing our opinions?

Essential Reasoning Skills:

1. Active listeners ask questions to draw out information needed to aid understanding of the information presented.
2. Thoughtful speakers and listeners acknowledge others' viewpoints.

Colorado Academic Standards

Reading, Writing, and Communicating

COLORADO
Department of Education

Prepared Graduates:
2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:
2. Create a plan to effectively present information both informally and formally.

Evidence Outcomes

Students Can:

a. 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)
b. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)
c. Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL.4.6)

Academic Context and Connections

Colorado Essential Skills:

1. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
2. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:

1. What are some important practices when presenting ideas?

Essential Reasoning Skills:

1. Effective communicators can plan and present to diverse audiences.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Apply strategies to comprehend and interpret literary texts.

Evidence Outcomes

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. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)
   iii. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3)
   iv. 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 (for example: Herculean). (CCSS: RL.4.4)
   ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example: verse, rhythm, meter) and drama (for example, 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 (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)

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 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)

Academic Context and Connections

Colorado Essential Skills:

1. Set goals and develop strategies to remain focused on learning goals. (Personal Skills, Perseverance/Resilience)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How do we determine a theme?
2. How does the point of view affect a story?
3. How do we differentiate various genres?

Essential Reasoning Skills:

1. Critical readers use appropriate strategies to understand, describe, summarize and reflect on texts.

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Apply strategies to comprehend and interpret informational texts.

Evidence Outcomes

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)

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)
   ii. Describe the overall structure (for example, 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)

c. Use Integration of Knowledge and Ideas to:
   i. Interpret information presented visually, orally, or quantitatively (for example: 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)

Academic Context and Connections

Colorado Essential Skills:

1. Pursue opportunities to engage and learn interests. (Personal Skills, Initiative/Self-Direction)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:

1. What is important to include in a summary?
2. What are strategies to determine the meaning of unknown words?
3. Why is it important to know if a text is a firsthand or secondhand account?

Essential Reasoning Skills:

1. Critical readers synthesize information and interpret information from multiple sources.

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.

Evidence Outcomes

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 (for example, 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 (for example: 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 (for example: *telegraph*, *photograph*, *autograph*). (CCSS: L.4.4b)
    iii. Read and understand words with common prefixes (for example: *un-*, *re-*, *dis-*) and derivational suffixes (for example: *-ful*, *-ly*, *-ness*)

    iv. Read and understand words that change spelling to show past tense (for example: *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 (for example: 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 (for example, *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 (for example: *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (for example: *wildlife*, *conservation*, and *endangered* when discussing animal preservation). (CCSS: L.4.6)

Colorado
Academic Standards

Reading, Writing,
and Communicating

Academic Context and Connections

Colorado Essential Skills:

1. Investigate to form hypotheses, make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How can analyzing word structures help readers understand word meanings?
2. How do prefixes and suffixes change the meaning of a word?
3. Why do root words change their spelling when suffixes are added?
4. How might a text feature help you in understanding an unknown word?

Essential Reasoning Skills:

1. Critical readers use appropriate strategies to monitor meaning of texts.
2. Critical readers understand the use of figurative language.

Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:

1. Write opinion pieces on topics or texts supporting a point of view with reasons and information. (CCSS: W.4.1)

Evidence Outcomes

Students Can:

a. 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)
b. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)
c. Link opinion and reasons using words and phrases (for example: for instance, in order to, in addition). (CCSS: W.4.1c)
d. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)

Academic Context and Connections

Colorado Essential Skills:

1. Regulate reactions to differing perspective. (Personal Skills, Adaptability/Flexibility)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:

1. Which tools are available to assist the writer in planning, drafting, and revising personal writing?
2. How does audience and purpose affect an author's word choice?
3. How are writers persuasive without being biased?

Essential Reasoning Skills:

1. Critical writers can prove their justification using evidence to defend their opinion.

Prepared Graduates:

7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:

2. Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.

Evidence Outcomes

Students Can:

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)
b. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, and comparison-and-contrast).
c. Organize relevant ideas and details to convey a central idea or prove a point.
d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)
e. Link ideas within categories of information using words and phrases (for example: *another*, *for* example, *also*, *because**). (CCSS: W.4.2c)
f. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
g. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)

Academic Context and Connections

Colorado Essential Skills:

1. Define the problem using a variety of strategies. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:

1. Which tools are available to assist the writer in planning, drafting, and revising personal writing?
2. How does audience and purpose affect an author's word choice?

Essential Reasoning Skills:

1. Critical writers organize and use accurate facts to convey information.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:

3. Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.

Evidence Outcomes

Students Can:

a. 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)
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
c. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)
e. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)

Academic Context and Connections

Colorado Essential Skills:

1. Appropriate express one's own emotions, thoughts, and values and identify how they influence behavior. (Personal Skills, Self-Awareness)
2. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
3. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))

Essential Questions:

1. How are literary genres different in form and substance?
2. How does a graphic organizer assist a writer?
3. How does word choice create a visual image for the reader?
4. How might a writer organize their writing using multiple tools?

Essential Reasoning Skills:

1. Critical writers can write a narrative that orients the reader.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:

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

Grade Level Expectation:

4. Understand why and how writers use the conventions of Standard English grammar, usage, and mechanics to clarify their meaning.

Evidence Outcomes

Students Can:

a. 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 (for example: I *was walking*; I *am walking*; I *will be walking*) verb tenses. (CCSS: L.4.1b)
   iii. Use modal auxiliaries (for example: *can*, *may*, *must*) to convey various conditions. (CCSS: L.4.1c)
   iv. Order adjectives within sentences according to conventional patterns (for example: *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 (for example: *Tom and Pat* went to the store*) and compound verbs (for example: Harry* thought and worried* about the things he said to Jane) to create sentence fluency in writing
   vii. Produce complete simple, compound, and complex sentences.
   viii. Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)
   ix. Correctly use frequently confused words (for example: *to*, *too*, *two*; *there*,* their*). (CCSS: L.4.1g)

b. 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)

c. 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 (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion). (CCSS: L.4.3c)

d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)

e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)

f. 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)

g. 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. (CCSS.W.4.10)

Colorado
Academic Standards

Reading, Writing,
and Communicating

Academic Context and Connections

Colorado Essential Skills:

1. Set goals and develop strategies to remain focused on learning goals. (Personal Skills, Perseverance/Resilience)
2. Develop and utilize basic task and time management strategies effectively. (Professional Skills, Task/Time Management)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:

1. How do writers best revise and edit their writing?
2. How is punctuation connected to meaning?
3. How does varied sentence structure affect a piece of writing?
4. How do writers use technology to support the writing process?

Essential Reasoning Skills:

1. Critical writers utilize the conventions of Standard English to convey their message.

Prepared Graduates:

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

Grade Level Expectation:

1. Use a variety of resources to build and communicate knowledge related to open-ended research questions.

Evidence Outcomes

Students Can:

a. Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)
   i. Identify a topic and formulate open-ended research questions for further inquiry and learning.
   ii. Present a brief report of the research findings to an audience.
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)
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
   i. Apply *grade 4 Reading standards* to literature (for example: "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [for example: a character's thoughts, words, or actions]."). (CCSS: W.4.9.a)
   ii. Apply *grade 4 Reading standards* to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text"). (CCSS: W.4.9.b)

Academic Context and Connections

Colorado Essential Skills:

1. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
2. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)
3. Communicate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we research effectively?
2. Why is it important to research multiple aspects of a topic?

Essential Reasoning Skills:

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.

COLORADO
Department of Education

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Collaborate in discussions that serve various purposes and address various situations.

Evidence Outcomes

Students Can:

a. Listen to others' ideas and form their own opinions.
b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS: SL.5.1)
    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.5.1a)
    ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
    iii. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
    iv. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS: SL.5.1d)
c. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
d. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS: SL.5.3)

Academic Context and Connections

Colorado Essential Skills:

1. Recognize how members of a community rely on each other, considering personal contributions as applicable. (Civic/Interpersonal Skills, Collaboration/Teamwork)
2. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))
3. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)

Essential Questions:

1. How can we actively listen when working in a group?
2. Why is it difficult to accept someone else's point of view?

Essential Reasoning Skills:

1. Thoughtful speakers and listeners summarize and explain using a variety of evidence.

Colorado
Academic Standards

Reading, Writing,
and Communicating

COLORADO
Department of Education

Prepared Graduates:
2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:
2. Present to express an opinion, persuade, or explain/provide information.

Evidence Outcomes

Students Can:
a. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (CCSS: SL.5.4)
b. Use appropriate eye contact and speak clearly at an understandable pace.
c. Include multimedia components (for example: graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.5.5)
d. Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)
e. Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.

Academic Context and Connections

Colorado Essential Skills:
1. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
2. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:
1. How is eye contact used to persuade others who are listening?
2. When is it important to use volume as a tool in communication?
3. Why is it difficult to accept someone else's point of view?
4. What can speakers do to make people want to listen to what they have to say?
5. How does body language tell a speaker that he/she is having the desired effect on the audience?

Essential Reasoning Skills:
1. Effective communicators consider their audience and context of information when planning presentations and discussions.

Colorado Academic Standards
Reading, Writing, and Communicating

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Apply strategies to interpret and analyze various types of literary texts.

Evidence Outcomes

Students Can:

a. Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.

b. Use Key Ideas and Details to:
   i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)
   ii. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
   iii. Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)

c. Use Craft and Structure to:
   i. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)
   ii. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)
   iii. Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)
   iv. Locate information to support opinions, predictions, inferences, and identification of the author's message or theme.

d. Use Integration of Knowledge and Ideas to:
   i. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, and poem). (CCSS: RL.5.7)
   ii. Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)
   iii. Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, and simple metaphors) to understand and respond to text.

e. 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, at the high end of the grades 4-5 text complexity band independently and proficiently. (CCSS: RL.5.10)

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Colorado Academic Standards

Reading, Writing, and Communicating

Essential Questions:
1. How do readers adjust reading strategies to better understand different texts?
2. How are literary texts similar, and how are they different?
3. Why does point of view matter? How does it contribute to conflict? How can understanding point of view reduce conflict?
4. How do the visual and/or multimedia elements contribute to the meaning of a text?

Essential Reasoning Skills:
1. Critical readers use appropriate strategies to understand, reflect, compare and contrast a variety of literary styles.

Prepared Graduates:
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
2. Apply strategies to interpret and analyze various types of informational texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
   ii. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
   iii. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
   iv. Distinguish between fact and opinion, providing support for judgments made

b. Use Craft and Structure to:
   i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (CCSS: RI.5.4)
   ii. Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
   iii. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)
   iv. Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks

c. Use Integration of Knowledge and Ideas to:
   i. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)
   ii. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
   iii. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)

d. Use Range of Reading and Complexity of Text to:
   i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RI.5.10)

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Informed Risk Taking)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:
1. How and when do readers adjust reading strategies to better understand different types of text?
2. What text features are most helpful and why? How do text features help readers access information?
3. Why do authors use specific text features to convey a message?
4. Why is it important to draw on information from multiple resources?

Essential Reasoning Skills:
1. Critical readers synthesize information, interpret, and reflect on information from multiple sources.

Fifth Grade, Standard 2. Reading for All Purposes

Colorado
Academic Standards

Reading, Writing,
and Communicating

2020 Colorado Academic Standards   RW.5.2.2

Prepared Graduates:
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:
3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.

Evidence Outcomes

Students Can:

a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.RF.5.3)
   i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.5.3a)
b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
   i. Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
   ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.5.4b)
   iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
   i. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)
   ii. Compare and contrast the varieties of English (for example: *dialects*, *registers*) used in stories, dramas, or poems. (CCSS.L.5.3.b)

d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (CCSS: L.5.4)
   i. Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
   ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example: *photograph*, *photosynthesis*). (CCSS: L.5.4b)
   iii. Consult reference materials (for example, 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.5.4.c)
e. Read and identify the meaning of words with sophisticated prefixes and suffixes.
f. Apply knowledge of derivational suffixes that change the part of speech of the base word (for example *active* and *activity*).
g. Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.
h. Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change.

i. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
   i. Interpret figurative language, including similes and metaphors, in context. (CCSS.L.5.5.a)
   ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS.L.5.5.b)
   iii. Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)
j. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (CCSS.L.5.6)

Academic Context and Connections

Colorado Essential Skills:
1. Investigate to form hypotheses, make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
2. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:
1. How does our understanding morphology help us effectively decode and understand multisyllabic words?
2. How might context clues support us in understanding an unknown word?
3. What is the difference between literary and figurative language?

Essential Reasoning Skills:
1. Critical readers understand figurative language, word relationships, and distinction in word meaning.

Prepared Graduates:
6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.

Evidence Outcomes

Students Can:
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (CCSS: W.5.1a)
b. Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)
c. Link opinion and reasons using words, phrases, and clauses (for example: *consequently*, *specifically*). (CCSS: W.5.1c)
d. Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)

Academic Context and Connections

Colorado Essential Skills:
1. Regulate reactions to differing perspective. (Personal Skills, Adaptability/Flexibility)
2. Identify and explain multiple perspectives (cultural, global), when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. State a position and reflect on possible objections to, assumptions and implications of the position. (Civic/Interpersonal Skills, Character)

Essential Questions:
1. What is the purpose of writing for different audiences?
2. How do we select evidence to best support our claims?

Essential Reasoning Skills:
1. Critical writers can prove their justification using text evidence to defend their opinion.

Prepared Graduates:
7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:
2. Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.

Evidence Outcomes

Students Can:
a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
c. Link ideas within and across categories of information using words, phrases, and clauses (for example: *in contrast*, *especially*). (CCSS: W.5.2c)
d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
e. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)

Academic Context and Connections

Colorado Essential Skills:
1. Define the problem using a variety of strategies. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:
1. What is the purpose of writing for different audiences?
2. How do we write to effectively explain complex topics?
3. How do we use text features to convey meaning?

Essential Reasoning Skills:
1. Critical writers organize high quality ideas and provide documentation.

Fifth Grade, Standard 3. Writing and Composition

2020 Colorado Academic Standards   RW.5.3.2

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:
3. Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.

Evidence Outcomes

Students Can:

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)
d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)
e. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)

Academic Context and Connections

Colorado Essential Skills:

1. Appropriately express one's own emotions, thoughts, and values and identify how they influence behavior. (Personal Skills, Self-Awareness)
2. Discern differences of effective and ineffective processes, communication and tasks. (Personal Skills, Personal Responsibility)
3. Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Civic/Interpersonal Skills, Communication (using information and communications technologies))

Essential Questions:

1. How does a writer effectively structure a narrative?
2. How do transition words help readers?

Essential Reasoning Skills:

1. Critical writers develop narratives that convey sensory images.

COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

4. Apply understanding of the conventions of Standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
   i. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
   ii. Form and use the perfect (for example: I *had walked*; I *have walked*; I *will have walked*) verb tenses. (CCSS: L.5.1b)
   iii. Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)
   iv. Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
   v. Use correlative conjunctions (for example: *either/or*, *neither/nor*). (CCSS: L.5.1e)
   vi. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)
b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
   i. Use punctuation to separate items in a series. (CCSS: L.5.2a)
   ii. Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
   iii. Use a comma to set off the words yes and no (for example: *Yes, thank you*), to set off a tag question from the rest of the sentence (for example: *It's true, isn't it?*), and to indicate direct address (for example: *Is that you, Steve?*). (CCSS: L.5.2c)
   iv. Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)

   v. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
c. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
d. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
e. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.5.6)
f. 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. (CCSS.W.5.10)

Academic Context and Connections

Colorado Essential Skills:

1. Set goals and develop strategies to remain focused on learning goals. (Personal Skills, Perseverance/Resilience)
2. Develop and utilize basic task and time management strategies effectively. (Professional Skills, Task/Time Management)
3. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Colorado
Academic Standards

Reading, Writing,
and Communicating

Essential Questions:

1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing?
2. How can various tools help a writer edit and revise written work?
3. What do authors do to ensure they have a topic and supporting details?
4. How do graphic organizers or planning guides increase the effectiveness of a writer?

Essential Reasoning Skills:

1. Critical writers utilize the conventions of Standard English to convey their message.

Prepared Graduates:

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

Grade Level Expectation:

1. Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.

Evidence Outcomes

Students Can:

a. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)
   i. Summarize and support key ideas
   ii. Demonstrate comprehension of information with supporting logical and valid inferences.
   iii. Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.
b. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS: W.5.8)
   i. Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
   ii. Provide documentation of sources used in a grade-appropriate format.
c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
   i. Apply *grade 5 Reading standards* to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a)

   ii. Apply *grade 5 Reading standards* to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

Academic Context and Connections

Colorado Essential Skills:

1. Investigate to form hypotheses make observations, and draw conclusions. (Entrepreneurial Skills, Inquiry/Analysis)
2. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)
3. Communicate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we create visuals based on research?
2. How do we cite our research?

Essential Reasoning Skills:

1. Researchers brainstorm ideas, problems, perspectives and questions related to a research topic.
2. Researchers synthesize information by paraphrasing.

Colorado
Academic Standards

Reading, Writing, and Communicating

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.

Evidence Outcomes

Students Can:

a. 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)
b. Interpret information presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS: SL.6.2)
c. 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)

Academic Context and Connections

Colorado Essential Skills:

1. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making. (Civic/Interpersonal Skills, Collaboration/Teamwork)
2. Establish goals for communication and plan out steps accordingly. (Civic/Interpersonal Skills, Communication (using information and communications technologies))
3. Demonstrate task management attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, clearly communicating with others. (Professional Skills, Task/Time Management)

Essential Questions:

1. What active listening strategies can we use while working in a group?
2. Why is it important for people to wait their turn before providing an opinion or giving feedback?
3. Why is it important to understand what others may be thinking?

Essential Reasoning Skills:

1. Clarify the purpose and intended outcomes of collaboration.
2. Expand thinking and understanding by integrating others' ideas and perspectives.
3. Identify potential bias or faulty assumptions in personal thinking.

Colorado Academic Standards
Reading, Writing, and Communicating

Prepared Graduates:

2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:

2. Develop, organize, and present ideas and opinions effectively.

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 (for example: 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)

Academic Context and Connections

Colorado Essential Skills:

1. Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course. (Personal Skills, Perseverance/Resilience)
2. Establish goals for communication and plan out steps accordingly. (Civic/Interpersonal Skills, Communication (using information and communications technologies))
3. Demonstrate confidence in sharing ideas/feelings. (Professional Skills, Self-Advocacy)

Essential Questions:

1. What do effective speakers sound like?
2. How is spoken language different from written language?
3. What makes a speaker easy to follow?
4. How are nonverbal elements used to communicate?

Essential Reasoning Skills:

1. Ask critical questions to improve thinking.
2. Draw from multiple perspectives and points of view to expand thinking.
3. Recognize new ideas presented by others, adjusting their own views as needed.

Prepared Graduates:
3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
1. Analyze literary elements within different types of literature to make meaning.

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 (for example: 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)

Academic Context and Connections

Colorado Essential Skills:
1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/Self-Direction)
2. Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course. (Personal Skills, Perseverance/Resilience)
3. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)

Essential Questions:
1. How does structure impact meaning?
2. How do authors use different elements to develop a story?
3. How do different genres affect audiences differently?

Essential Reasoning Skills:
1. Categorize/compare literary elements and terms.
2. Identify use of literary devices.
3. Identify characteristic text features; distinguish between texts, genres.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Analyze organization and structure of informational text to make meaning.

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 on in a text (for example: 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 (for example: 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 (for example: 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)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/Self-Direction)
3. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)

Essential Questions:
1. What are the characteristics of nonfiction?
2. How do text structures affect our understanding?
3. How do authors use text features to highlight information?
4. How can an author's perspective inform readers or persuade them to change their thinking?
5. How does the author's language match his or her purpose in writing?

Essential Reasoning Skills:
1. Explain relationships such as cause/effect, problem/solution.
2. Make basic inferences or logical predictions from data or texts.
3. Recognize and describe patterns in syntax and/or organization.

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words 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 (for example: 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *audience*, *auditory*, *audible*). (CCSS: L.6.4b)
   iii. Consult reference materials (for example: 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)
   iv. Verify the preliminary determination of the meaning of a word or phrase (for example: 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 (for example: personification) in context. (CCSS: L.6.5a)
   ii. Use the relationship between particular words (for example: 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) (for example: *stingy*, *scrimping*, *economical*, *unwasteful, and 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)

Academic Context and Connections

Colorado Essential Skills:

1. Test hypotheses/prototype with planned process for getting feedback. (Entrepreneurial Skills, Inquiry/Analysis)
2. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/Self-Direction)
3. Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course. (Personal Skills, Perseverance/Resilience)

Colorado Academic Standards

Reading, Writing, and Communicating

Essential Questions:

1. What do proficient readers do when they encounter unfamiliar words?
2. What strategies and resources can we use to learn new words?
3. How does knowledge of roots and affixes help determine the meaning of unknown words?

Essential Reasoning Skills:

1. Use explicit context clues to infer the meaning of words and/or phrases.
2. Create examples/non examples of definitions.
3. Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word.

Prepared Graduates:
6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:
1. Write arguments that support claim(s) using clear reasons, relevant evidence, credible sources, and a formal style.

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)

Academic Context and Connections

Colorado Essential Skills:

1. Look for and value in different perspectives expressed by others. (Personal Skills, Adaptability/Flexibility)
2. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)
3. Demonstrate confidence in sharing ideas/feelings. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How do writers determine a point of view?
2. How do writers know if they have convinced others that their opinions are valid?
3. How do writers select evidence to best support their claims?

Essential Reasoning Skills:

1. Inform thinking and writing by following the writings of professionals in areas of personal interest.
2. Consider others' perspectives to expand thinking and persuasiveness.
3. Distinguish between relevant and irrelevant information, fact and opinion.

Prepared Graduates:

7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:

2. Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.

Evidence Outcomes

Students Can:

a. 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 (for example: headings), graphics (for example: 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)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Test hypotheses/prototype with planned process for getting feedback. (Entrepreneurial Skills, Inquiry/Analysis)
3. Evaluate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we organize texts to help readers understand?
2. How do writers monitor their work to include information that is relevant to the topic?
3. How is word selection important to a piece of writing?

Essential Reasoning Skills:

1. Understand that personal assumptions can affect how a reader understands and interprets a text.
2. Ask critical questions to improve thinking.
3. Present information in a clear manner so others can understand the conveyed information.

Prepared Graduates:
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:
3. Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.

Evidence Outcomes

Students Can:

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)
   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)
   vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

Academic Context and Connections

Colorado Essential Skills:

1. Engage in novel approaches, moves, directions, ideas, and/or perspectives. (Entrepreneurial Skills, Creativity/Innovation)
2. Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mind-set." (Personal Skills, Self-Awareness)
3. Establish goals for communication and plan out steps accordingly. (Civic/Interpersonal Skills, Communication)

Essential Questions:

1. How do we help our readers visualize the character, setting, and plot in a text?
2. How is word selection important to a piece of writing?

Essential Reasoning Skills:

1. Generate a variety of ideas, responses, solutions, or questions.
2. Add details in order to modify or expand upon an idea.

Prepared Graduates:

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

Grade Level Expectation:

4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

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, and 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)
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. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from 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. (adapted from CCSS: W.6.6)
g. 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. (CCSS W.6.10)

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, initiative/self-direction)
2. Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course. (Personal Skills, Perseverance/Resilience)
3. Demonstrate task management attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, and clearly communicate with others. (Professional Skills, Task/Time Management)

Essential Questions:
1. Why is proofreading important?
2. How can writers create strong sentence fluency in their work?
3. How can resources be used to edit and critique a work in progress?
4. How do we collaborate to improve reading?

Essential Reasoning Skills:
1. Explain the rationales for conventional rules for grammar, punctuation, usage, spelling, and presentation.
2. Explain how intentional violations of the conventional rules impact a reader's perceptions.

Prepared Graduates:

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

Grade Level Expectation:

1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.

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)

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)

c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)

   i. Apply *grade 6 Reading standards* to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)

   ii. Apply *grade 6 Reading standards* to literary nonfiction (for example: "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.6.9b)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)

2. Test hypotheses/prototype with planned process for getting feedback. (Entrepreneurial Skills, Inquiry/Analysis)

3. Evaluate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we research effectively?
2. How do biases interfere with critical thinking?
3. How do we cite our research?

Essential Reasoning Skills:

1. Use divergent and convergent thinking to generate and prioritize research questions.
2. Identify the best words to use in academic searching.
3. Consider tone, style, logic, audience, and purpose to determine the credibility of a source.
4. Synthesize information by grouping and sequencing.
5. Communicate information in a format appropriate to the research questions and the audience.

Colorado Department of Education

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.

Evidence Outcomes

Students Can:

a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
   i. Come to discussions prepared, having read or researched material under study; 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.7.1a)
   ii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
   iii. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
   iv. Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
b. Analyze the main ideas and supporting details presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS: SL.7.2)
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS: SL.7.3)

Academic Context and Connections

Colorado Essential Skills:

1. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making. (Civic/Interpersonal Skills, Collaboration/Teamwork)
2. Establish goals for communication and plan out steps accordingly. (Civic/Interpersonal Skills, Communication)
3. Demonstrate task management attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, and clearly communicate with others. (Professional Skills, Task/Time Management)

Essential Questions:

1. What makes an effective discussion?
2. What strategies do effective communicators use to involve other people in a discussion?
3. How do we share responsibility in discussions?

Essential Reasoning Skills:

1. Prioritize tasks based on intended outcomes of collaboration.
2. Evaluate the merit (which is better/more important/more logical/more appropriate) of ideas or solutions.
3. Defend opinions with sound reasoning.

COLORADO
Department of Education

Prepared Graduates:
2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:
2. Prepare for formal presentations and use appropriate delivery techniques.

Evidence Outcomes

Students Can:

a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
b. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)

Academic Context and Connections

Colorado Essential Skills:

1. Establish goals for communication and plan out steps accordingly. (Civic/Interpersonal Skills, Communication)
2. Demonstrate task management attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, and clearly communicate with others. (Professional Skills, Task/Time Management)
3. Demonstrate confidence in sharing ideas/feelings. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How does the lack of a component (introduction, main idea, supporting details, and conclusion) change the impact of a presentation?
2. How do the ideas included in a presentation clarify the topic, text, or idea?
3. What different media or formats are appropriate for a presentation?

Essential Reasoning Skills:

1. Analyze an audience's background knowledge, interests, and goals.
2. Select supporting details/anecdotes/facts for credibility and impact.
3. Polish presentation for clarity of content and effect, and grammatically correct use of language, spelling, and mechanics.

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Analyze the connections between interrelated literary elements to understand literary texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
   ii. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)
   iii. Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
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 rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)
   ii. Analyze how a drama's or poem's form or structure (for example: soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5)
   iii. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)

c. Use Integration of Knowledge and Ideas to:
   i. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (for example: lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)
   ii. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9)
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.7.10)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/Self-Direction)
3. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)

Essential Questions:
1. How would changing the setting, character, plot, or point of view affect the outcome of a literary text?
2. How do authors appeal to the reader's emotions and beliefs?

Essential Reasoning Skills:
1. Explain or connect ideas using supporting evidence (quote, example, text references).
2. Identify/make inferences about explicit or implicit central ideas.
3. Use reasoning, planning, and evidence to support inferences.

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Summarize and evaluate to show understanding of informational texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
   ii. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)
   iii. Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)

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; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
   ii. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)
   iii. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)

c. Use Integration of Knowledge and Ideas to:
   i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (for example: how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7)
   ii. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)
   iii. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (CCSS: RI.7.9)

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.7.10)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific). (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)

Colorado Academic Standards
Reading, Writing, and Communicating

Essential Questions:
1. How does an author use language to convey his/her viewpoint?
2. How can readers distinguish between facts and an author's opinion? Why does this matter?
3. How are multiple sources valuable when we are learning new information?
4. How is nonfiction like fiction?
5. How do we identify similarities and differences between two texts on the same topic?

Essential Reasoning Skills:
1. Distinguish accurate from inaccurate information.
2. Analyze interrelationships among concepts, issues, and problems.
3. Synthesize information within a source or text.

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

Evidence Outcomes

Students Can:

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.7.4)
   i. Use context (for example: 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.7.4a)
   ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *belligerent*, *bellicose*, *rebel*). (CCSS: L.7.4b)
   iii. Consult general and specialized reference materials (for example: 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.7.4c)
   iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)

b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCCS: L.7.5)
   i. Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. (CCCS: L.7.5a)
   ii. Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)
   iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *refined*, *respectful*, *polite*, *diplomatic*, *and condescending*). (CCCS: L.7.5c)

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.7.6)

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/Self-Direction)
2. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)
3. Evaluate information through the use of technologies. (Professional Skills, Use Information and Communications Technology)

Colorado
Academic Standards

Reading, Writing,
and Communicating

Essential Questions:
1. When a word has multiple meanings or pronunciations, how does a reader select the correct one?
2. How do we learn new words?
3. How do people adjust the words they use in different contexts?

Essential Reasoning Skills:
1. Recognize subtle context clues (for example: contrast or antonym clues, inference clues, punctuation clues) that help understand the meaning of words and/or phrases.
2. Infer meanings by applying knowledge of Greek and Latin roots.
3. Discern layers of meaning, both literal (denotation) and implied (connotation).

Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:

1. Write well-organized arguments using logical reasoning, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.

Evidence Outcomes

Students Can:

a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1)
   i. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a)
   ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b)
   iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c)
   iv. Establish and maintain a formal style. (CCSS: W.7.1d)
   v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e)

Academic Context and Connections

Colorado Essential Skills:

1. Look for and value in different perspectives expressed by others. (Personal Skills, Adaptability/Flexibility)
2. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)
3. Demonstrate confidence in sharing ideas/feelings. (Professional Skills, Self-Advocacy)

Essential Questions:

1. What part does word choice play in writing?
2. How do we use evidence to support our claims?
3. How do we use counterclaims to support our arguments?

Essential Reasoning Skills:

1. Understand that personal experiences affect how a reader understands and interprets a text.
2. Use multiple perspectives and points of view to expand others' thinking.
3. Classify the similarities and differences in points of view.

Prepared Graduates:

7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:

2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.

Evidence Outcomes

Students Can:

a. 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.7.2)

   i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)

   ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)

   iii. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)

   iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)

   v. Establish and maintain a formal style. (CCSS: W.7.2e)

   vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)

2. Test hypotheses/prototype with planned process for getting feedback. (Entrepreneurial Skills, Inquiry/Analysis)

3. Evaluate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we use evidence to enhance our readers' understanding?

2. How do different references enhance readers' thinking about writing?

3. What should writers tell and what should they describe to make information clear?

Essential Reasoning Skills:

1. Synthesize information from multiple sources using logical organization, effective supporting evidence, and variety in sentence structure.

2. Ask critical questions to improve thinking.

3. Determine the most effective means of delivery of information.

Prepared Graduates:
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:
3. Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.

Evidence Outcomes

Students Can:

a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
   i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.7.3a)
   ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b)
   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.7.3c)
   iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d)
   v. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
   vi. Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

Academic Context and Connections

Colorado Essential Skills:
1. Engage in novel approaches, moves, directions, ideas, and/or perspectives. (Entrepreneurial Skills, Creativity/Innovation)
2. Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mind-set." (Personal Skills, Self-Awareness)
3. Establish goals for communication and plan out steps accordingly. (Civic/Interpersonal Skills, Communication (using information and communications technologies))

Essential Questions:
1. In what ways does an author use the setting to create a mood for the story?
2. What inferences can a reader make about different character types?
3. What visual clues does a writer give about a story by using only the words of a text?

Essential Reasoning Skills:
1. Provide insight into characters' motivations in narratives.
2. Envision and develop scenes that convey an idea.

Seventh Grade, Standard 3. Writing and Composition

2020 Colorado Academic Standards   RW.7.3.3

Colorado
Academic Standards

Reading, Writing,
and Communicating

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

Grade Level Expectation:
4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
   i. Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a)
   ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
   iii. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c)

b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2)
   i. Use a comma to separate coordinate adjectives (for example: *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). (CCSS: L.7.2a)
   ii. Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequently used vocabulary. (adapted from CCSS: L.7.2.b).

c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
   i. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)

d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)

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, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)

f. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. (adapted from CCSS: W.7.6)

g. 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. (CCSS W.7.10)

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/self-direction)
2. Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course. (Personal Skills, Perseverance/Resilience)
3. Demonstrate task management attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, and clearly communicate with others. (Professional Skills, Task/Time Management)

Essential Questions:

1. How do transition words create fluency in writing?
2. How can vocabulary help or hinder a piece of writing?
3. When does a writer know he/she has done enough editing?
4. How does editing make someone a better writer?

Colorado Academic Standards
Reading, Writing, and Communicating

Essential Reasoning Skills:
1. Explain the rationales for conventional rules for grammar, punctuation, usage, spelling, and presentation.
2. Explain how intentional violations of the conventional rules impact a reader's perceptions.

Prepared Graduates:

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

Grade Level Expectation:

1. Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.

Evidence Outcomes

Students Can:

a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)

b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)

   i. Apply *grade 7 Reading standards* to literature (for example: "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (CCSS: W.7.9a)

   ii. Apply *grade 7 Reading standards* to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)

2. Test hypotheses/prototype with planned process for getting feedback. (Entrepreneurial Skills, Inquiry/Analysis)

3. Evaluate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do writers summarize information in their own words?
2. What makes content credible or non-credible?
3. How might different audiences understand a message differently?
4. How do we cite our research?

Essential Reasoning Skills:

1. Change close-ended questions to open-ended questions for research.
2. Identify unique search terms to locate targeted sources.
3. Compare and contrast tone, style, logic, audience and purpose in potential resources.
4. Synthesize information by classifying and sequencing.
5. Determine effective format(s) for communicating findings.

Colorado Academic Standards

Reading, Writing, and Communicating

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Engage in effective collaborative discussions and analyze information presented.

Evidence Outcomes

Students Can:

a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
   i. Come to discussions prepared, having read or researched material under study; 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.8.1a)
   ii. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
   iii. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
   iv. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
b. Analyze the purpose of information presented in diverse media and formats (for example: visually, quantitatively, orally) and evaluate the motives (for example: social, commercial, political) behind its presentation. (CCSS: SL.8.2)
c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (CCSS: SL.8.3)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Look for and value in different perspectives expressed by others. (Personal Skills, Adaptability/Flexibility)
3. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making. (Civic/Interpersonal Skills, Collaboration/Teamwork)

Essential Questions:

1. What does good listening look like?
2. How do individuals contribute to the success of a team?
3. Do all teams need leaders?
4. How is asking questions a useful strategy in learning?

Essential Reasoning Skills:

1. Expand on others' observations and claims with relevant evidence, insights and ideas.
2. Identify and question assumptions and inferences.
3. Determine the presence or absence of logical relationships.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:
2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:
2. Design organized presentations incorporating key details and claims while tailored for purpose and audience.

Evidence Outcomes

Students Can:
a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS: SL.8.5)
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.8.6)

Academic Context and Connections

Colorado Essential Skills:
1. Establish goals for communication and plan out steps accordingly. (Civic/Interpersonal Skills, Communication)
2. Demonstrate task management attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, and clearly communicate with others. (Professional Skills, Task/Time Management)
3. Demonstrate confidence in sharing ideas/feelings. (Professional Skills, Self-Advocacy)

Essential Questions:
1. How do delivery techniques change in relation to audience purpose or content?
2. How does language help or hurt the message being communicated?
3. How do presenters determine what information is relevant when preparing a report or presentation?
4. How do speakers know if an audience is actively engaged in a presentation?
5. What are the structural elements of a speech and what strategies can be used to enhance each part?

Essential Reasoning Skills:
1. Take a position on an issue and support it using quality reasoning.
2. Recognize rhetorical appeals (logos, ethos, pathos).
3. Identify and correct common fallacies in reasoning.

COLORADO
Department of Education

Prepared Graduates:
3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
1. Analyze and evaluate literary elements and an author's choices to understand literary text.

Evidence Outcomes

Students Can:
a. Use Key Ideas and Details to:
    i.   Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
    ii. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)
    iii. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)
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 specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
    ii. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5)
    iii. Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)
c. Use Integration of Knowledge and Ideas to:
    i.   Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (CCSS: RL.8.7)

ii. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS: RL.8.9)
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, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)

Academic Context and Connections

Colorado Essential Skills:
1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/Self-Direction)
2. Look for and value in different perspectives expressed by others. (Personal Skills, Adaptability/Flexibility)
3. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)

Essential Questions:
1. How do authors develop theme?
2. How do authors convey mood?
3. How do different authors approach story elements?

Essential Reasoning Skills:
1. Apply a concept in a new context (for example, write an alternative ending to a story).
2. Interpret themes and apply them to life.
3. Justify or critique interpretations of text.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Analyze and evaluate an author's choices to understand informational text.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
   ii. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)
   iii. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)

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; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
   ii. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS: RI.8.5)
   iii. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)

c. Use Integration of Knowledge and Ideas to:
   i. Evaluate the advantages and disadvantages of using different mediums (for example: print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7)
   ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)
   iii. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)

d. Range of Reading and Level of Text Complexity
   i. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. (CCSS: RI.8.10)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific). (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)

Essential Questions:
1. How do we evaluate an author's credibility?
2. How do visuals convey information?
3. How can bias influence a reader?
4. What elements make a text more attractive to some readers than others?

Essential Reasoning Skills:
1. Analyze the points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking.
2. Differentiate between valid and faulty generalizations.
3. Identify common reasoning fallacies in print and non-print sources.

COLORADO
Department of Education

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

Evidence Outcomes

Students Can:

a. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.8.4)
   i. Use context (for example: 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.8.4a)
   ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *precede*, *recede*, *secede)*. (CCSS: L.8.4b)
   iii. Consult general and specialized reference materials (for example: 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.8.4c)
   iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)

b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)
   i. Interpret figures of speech (for example: verbal irony, puns) in context. (CCSS: L.8.5a)
   ii. Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)
   iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: bullheaded, willful, firm, persistent, resolute). * (CCSS: L.8.5c)

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.8.6)

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/Self-Direction)
2. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making. (Civic/Interpersonal Skills, Collaboration/Teamwork)
3. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)

Colorado
Academic Standards

Reading, Writing,
and Communicating

Essential Questions:

1. How does the history of language affect our understanding of a text?
2. How does slang, dialect, or colloquial language affect a listener?
3. How do we learn new words?

Essential Reasoning Skills:

1. Apply knowledge of affixes and roots to determine the meaning of unfamiliar words.
2. Discern layers of meaning, both denotative (literal) and connotative (implied).
3. Discern shades of meaning; arrange similar terms along a continuum of meaning.

Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:

1. Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, and evidence.

Evidence Outcomes

Students Can:

a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.8.1)
    i. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.8.1a)
    ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.8.1b)
    iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c)
    iv. Establish and maintain a formal style. (CCSS: W.8.1d)
    v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.8.1e)

Academic Context and Connections

Colorado Essential Skills:

1. Look for and value in different perspectives expressed by others. (Personal Skills, Adaptability/Flexibility)
2. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)
3. Demonstrate confidence in sharing ideas/feelings. (Professional Skills, Self-Advocacy)

Essential Questions:

1. What techniques do authors use to persuade readers?
2. How can authors use diction to convince or persuade others?
3. How do writers select evidence to best support their claim(s)?

Essential Reasoning Skills:

1. 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.
2. Take a position on an issue and support it using quality reasoning.
3. Identify common properties in a range of examples.

Prepared Graduates:

7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:

2. Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.

Evidence Outcomes

Students Can:

a. 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.8.2)
   i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
   ii. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
   iii. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
   iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
   v. Establish and maintain a formal style. (CCSS: W.8.2e)
   vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Test hypotheses/prototype with planned process for getting feedback. (Entrepreneurial Skills, Inquiry/Analysis)
3. Evaluate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. What techniques do writers use to "hook" their readers?
2. What tools do writers use to summarize ideas?
3. What kind of organization is most effective in informational writing?
4. How do writers know when they have given enough information?
5. Are all styles of informational writing equally appropriate?

Essential Reasoning Skills:

1. Identify purpose, question(s) at issue and point of view of texts they plan to write.
2. Monitor selected sources and check the credibility of the author of the source before using it in their work.
3. Recognize and correct errors in reasoning.

Prepared Graduates:

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:

3. Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.

Evidence Outcomes

Students Can:

a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
    i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.8.3a)
    ii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b)
    iii. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
    iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d)
    v. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
    vi. Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

Academic Context and Connections

Colorado Essential Skills:

1. Engage in novel approaches, moves, directions, ideas, and/or perspectives. (Entrepreneurial Skills, Creativity/Innovation)
2. Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mind-set." (Personal Skills, Self-Awareness)
3. Establish goals for communication and plan out steps accordingly. (Civic/Interpersonal Skills, Communication (using information and communications technologies))

Essential Questions:

1. What are the elements of a well-developed character?
2. How do authors use imagery to create tone?
3. What makes text elements engaging to a reader?
4. How does foreshadowing create connections for a reader?

Essential Reasoning Skills:

1. Identify and explore the structure of narrative texts.
2. Use descriptive language effectively to create narrative settings and build characters.

Prepared Graduates:

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

Grade Level Expectation:

4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
   i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
   ii. Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
   iii. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS: L.8.1c)
   iv. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)
   i. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a)
   ii. Use an ellipsis to indicate an omission. (CCSS: L.8.2b)
   iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.8.2c)
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3)
   i. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (for example: emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (CCSS: L.8.3a)

d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
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, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
f. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS: W.8.6)
g. 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. (CCSS W.8.10)

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/Self-direction)
2. Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course. (Personal Skills, Perseverance/Resilience)
3. Demonstrate task management attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, and clearly communicate with others. (Professional Skills, Task/Time Management).

Essential Questions:
1. How does the use of correct grammar, usage, and mechanics add clarity to writing?
2. How can various tools help a writer edit work?
3. What are some common punctuation errors? How can writers avoid these challenges in the future?
4. When is it beneficial to use the thesaurus?

Essential Reasoning Skills:
1. Explain the rationales for conventional rules for grammar, punctuation, usage, spelling, and presentation.
2. Explain how intentional violations of the conventional rules impact a reader's perceptions.

COLORADO
Department of Education

Prepared Graduates:

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

Grade Level Expectation:

1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.

Evidence Outcomes

Students Can:

a. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)

b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.8.9)

   i. Apply *grade 8 Reading standards* to literature (for example: "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). (CCSS: W.8.a)

   ii. Apply *grade 8 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). (CCSS: W.8.9b)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)

2. Test hypotheses/prototype with planned process for getting feedback. (Entrepreneurial Skills, Inquiry/Analysis)

3. Evaluate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we know what resources meet our needs?
2. What do we do when our immediate resources are not adequate?
3. How do we know our information is reliable?
4. What organizational strategy best suits this research?
5. How do we determine the most appropriate format for presenting our research?
6. How do we cite our research?

Colorado Academic Standards

Reading, Writing, and Communicating

Essential Reasoning Skills:
1. Clearly define research questions, problems, and/or tasks.
2. Infer information from unfiltered search results.
3. Critique sources for bias, missing perspectives, misquotes, falsified images, and/or faulty logic.
4. Synthesize information by comparing/contrasting, classifying, and sequencing.
5. Determine appropriate ways to communicate findings and conclusions.

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Respond to others' ideas, and evaluate perspective and rhetoric.

Evidence Outcomes

Students Can:

a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)

   i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a)

   ii. Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)

   iii. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c)

   iv. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)

b. Integrate multiple sources of information presented in diverse media or formats (for example: visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)

c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)

Academic Context and Connections

Colorado Essential Skills:

1. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. (Personal Skills, Self-Awareness)

2. Demonstrate ways to adapt and reach workable solutions. (Personal Skills, Adaptability/Flexibility)

3. Use interpersonal skills to learn and work with individuals from diverse backgrounds. (Civic/Interpersonal Skills, Collaboration/Teamwork)

Essential Questions:

1. How does a speaker's personal history affect point of view?
2. What is productive feedback?
3. Why is being able to effectively function in a collaborative group helpful?
4. What criteria could be used to measure the effectiveness of a group?
5. What are effective ways to monitor group skills and individual contributions?
6. How can individuals monitor their own group's progress and effectiveness?

Essential Reasoning Skills:

1. Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision.
2. Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process.
3. Monitor and assess the extent to which personal beliefs and biases influenced your reactions to the viewpoints and logic of others.

COLORADO
Department of Education

Prepared Graduates:

2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:

2. Organize and develop credible presentations tailored to purpose and audience.

Evidence Outcomes

Students Can:

a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)

b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)

c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)

d. Use feedback to evaluate and revise the presentation.

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. (including multilingual) (Information and Communications Technologies)

2. Synthesize ideas in original and surprising ways. (Entrepreneurial Skills, Creativity/Innovation)

3. Develop, plan, and organize self-behavior. (Personal Skills, Personal Responsibility)

Essential Questions:

1. How do different purposes and audiences affect the preparation, content, and language of a presentation?

2. How do presenters know if an audience is engaged in a presentation?

3. How can nonverbal cues change the intent of a presentation?

4. How do presenters know when they are ready to deliver a presentation?

5. What are some messages that may be conveyed using only nonverbal techniques?

6. Why is it important for communicators to organize their thinking when trying to support a position?

Essential Reasoning Skills:

1. Flexibly use both inductive and deductive reasoning.

2. Analyze rhetorical appeals (logos, ethos, pathos, kairos) and use them in persuasive speaking.

3. Identify and correct formal fallacies in reasoning.

Colorado
Academic Standards

Reading, Writing,
and Communicating

COLORADO
Department of Education

Prepared Graduates:
3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to
    i.   Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
    ii. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)
    iii. Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)

b. Use Craft and Structure to:
    i.   Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
    ii. Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
    iii. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CCSS: RL.9-10.6)

c. Use Integration of Knowledge and Ideas to:
    i.   Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (for example: Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). CCSS: RL.9-10.7)
    ii. Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (CCSS: RL.9-10.9).
    iii. Analyze the influence of literary and/or historical context on a text and evaluate the contribution to society made by works of literature that deal with similar topics and themes.

d. Use Range of Reading and Complexity of Text to:
    i.   By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
    ii. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)

Colorado
Academic Standards

Reading, Writing,
and Communicating

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Analyze both how and why media messages are constructed, and for what purposes and use information accurately, ethically, and creatively for the issue or problem at hand. (Professional Skills, Information Literacy)
3. Demonstrate an accurate and clear sense of goals, abilities, and needs; know how to request and/or acquire them. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How does the setting impact a text?
2. How do we use evidence to support text analysis?
3. How do text elements affect readers' experiences?

Essential Reasoning Skills:

1. Evaluate the importance, role, or contribution of characters, settings, and/or plot details to our understanding of the text.
2. Analyze the multiple perspectives represented in a text.
3. Analyze complex or abstract themes.

Prepared Graduates:
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
2. Understand the logical progression of ideas in increasingly complex texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
   ii. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS. RI.9-10.2)
   iii. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)

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; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
   ii. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter). (CCSS: RI.9-10.5)
   iii. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)

c. Use Integration of Knowledge and Ideas to:
   i. Analyze various accounts of a subject told in different mediums (for example: a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)
   ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10.8)
   iii. By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli's The Prince, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they influence and address related themes and concepts over the course of time. (adapted from CCSS: RI.9-10.9)

d. Use Range of Reading and Complexity of Text to:
   i. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
   ii. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (CCSS: RI.9-10.10)

Colorado
Academic Standards

Reading, Writing,
and Communicating

Academic Context and Connections

Colorado Essential Skills:

1. Analyze both how and why media messages are constructed, and for what purposes and use information accurately, ethically, and creatively for the issue or problem at hand. (Professional Skills, Information Literacy)
2. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
3. Synthesize ideas in original and surprising ways. (Entrepreneurial Skills, Creativity/Innovation)

Essential Questions:

1. How does an author work to persuade readers to change their opinions?
2. What imagery does the author create to impact one or more of readers' emotions?
3. What is the difference between a text that is explicitly accurate and text that is explicitly logical?
4. How do we synthesize two different but noncompeting sources of information?

Essential Reasoning Skills:

1. Analyze the logic (including assumptions and beliefs) and use of evidence (existing and missing information, primary sources, and secondary sources) used by two or more authors presenting similar or opposing arguments (such as articles by two political columnists that address the same issue).
2. Utilize critical reading and reasoning skills to solve problems.
3. Evaluate the ways exposure to and interpretation of multiple perspectives is important to being a member of a global society.

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.

Evidence Outcomes

Students Can:

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)
    i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
    ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*). *(CCSS: L.9-10.4b)
    iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS: L.9-10.4c)
    iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9-10.5)
    i. Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a)
    ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.9-10.5b)
c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)

Academic Context and Connections

Colorado Essential Skills:

1. Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills, Inquiry/Analysis)
2. Demonstrate ways to adapt and reach workable solutions. (Personal Skills, Adaptability/Flexibility)
3. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How does an author use a literary device to demonstrate deeper meaning for their text?
2. How does a writer choose specific vocabulary to write for a specific purpose and/or audience?

Essential Reasoning Skills:

1. Apply knowledge of historical or social contexts to infer word meanings.
2. Analyze language for clarity and precision, recognizing terms that qualify, soften, hedge, and/or express uncertainty.
3. Recognize transitions and connectives (for example: to express cause and effect, additional examples, contrast) and use them to maintain coherence in extended speech or writing.

Colorado Academic Standards

Reading, Writing, and Communicating

Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:

1. Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.

Evidence Outcomes

Students Can:

a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)
   i. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a)
   ii. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b)
   iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1c)
   iv. Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
   v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)
   vi. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate ways to adapt and reach workable solutions. (Personal Skills, Adaptability/Flexibility)
2. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual). (Information and Communications Technologies)]
3. Demonstrate an accurate and clear sense of goals, abilities, and needs; know how to request and/or acquire them. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How do writers monitor their own biases to minimize or eliminate those biases from their arguments?
2. When is it essential to explain or define technical terms and content-specific vocabulary in writing?
3. Why should an author consider and plan for a reader's expectations and needs when composing an argument?

Essential Reasoning Skills:

1. Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking.
2. Increase clarity of language to help people become better communicators both in speaking and writing.
3. Generate examples and counterexamples to clarify the meaning of concepts.

Prepared Graduates:
7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:
2. Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.

Evidence Outcomes

Students Can:

a. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)
   i. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
   ii. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)
   iii. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.9-10.2c)
   iv. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
   v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.2e)
   vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.9-10.2f)

Academic Context and Connections

Colorado Essential Skills:
1. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills, Inquiry/Analysis)
3. Create information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:
1. How does a writer determine the purpose of his or her writing?
2. How does a writer organize writing to convey the intended message?
3. When is it valuable to use figurative language in an informative text?
4. Why is it important that language be appropriate for the specific audience being addressed?

Essential Reasoning Skills:
1. Analyze the purpose and question at issue to select and make use of the most relevant and significant sources and details.
2. Evaluate the information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking of information gathered for a writing task.
3. Generalize and extrapolate from data.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:
3. Write engaging real or imagined narratives using multiple plot lines.

Evidence Outcomes

Students Can:

a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
   i. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
   ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
   iii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
   iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
   v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
   vi. Use a range of stylistic devices (for example: poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit themes or to engage and entertain the intended audience.

Academic Context and Connections

Colorado Essential Skills:

1. Synthesize ideas in original and inspiring ways. (Entrepreneurial Skills, Creativity/Innovation)
2. Act on creative ideas to make a tangible and useful contribution. (Entrepreneurial Skills, Inquiry/Analysis)
3. Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Professional Skills, Career Awareness)

Essential Questions:

1. Why does descriptive language make writing more appealing to the readers?
2. Why is it important for a writer to develop an appropriate organizational structure for his or her text?
3. How do writers of literary texts keep their readers engaged?

Essential Reasoning Skills:

1. Clarify language to communicate more effectively in both speaking and writing.
2. Practice divergent and convergent thinking.

Prepared Graduates:

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

Grade Level Expectation:

4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
   i. Use parallel structure. (CCSS: L.9-10.1a)
   ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
   i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a)
   ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)
   iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c).

c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)
   i. Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)

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 expectations 1-2 above.) (CCSS: W.9-10.4)

e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)

f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

g. 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 tasks, purposes, and audiences. (CCSS W.9-10.10)

Academic Context and Connections

Colorado Essential Skills:

1. Develop, plan, and organize self-behavior. (Personal Skills, Personal Responsibility)
2. Work effectively in a climate of ambiguity and changing priorities. (Personal Skills, Perseverance/Resilience)
3. Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills, Task/Time Management)

Essential Questions:

1. Why are editing and revising important?
2. What are effective editing and revising practices?
3. What are benefits of using computer-based tools for grammar support? What are the limitations of these tools?
4. How do word choice and voice make writing more interesting?

Essential Reasoning Skills:
1. Explain the rationales for conventional rules for grammar, punctuation, usage, spelling, syntax, and presentation.
2. Make and justify decisions to violate those conventional rules to achieve a certain effect.

Prepared Graduates:

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

Grade Level Expectation:

1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.

Evidence Outcomes

Students Can:

a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)

b. Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)

c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9)

   i. Apply *grades 9-10 Reading standards to literature (for example: "Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS: W.9-10.9)

   ii. Apply *grades 9-10 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (CCSS: W.9-10.9)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills, Inquiry/Analysis)
3. Create information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do researchers decide when information is relevant to their inquiry?
2. How do researchers determine fairness and accuracy of sources?
3. How do researchers form questions that frame useful inquiries?
4. How do we avoid plagiarism?

Essential Reasoning Skills:

1. Identify appropriate inquiry questions.
2. Locate databases and other special-subject collections.
3. Judge the usefulness of information based on relevance to purpose, accuracy, reliability, and validity.
4. Curate and synthesize information from multiple sources and networks.
5. Communicate information and ideas creatively and responsibly in multiple formats.

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.

Evidence Outcomes

Students Can:

a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

   i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.11-12.1a)

   ii. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

   iii. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

   iv. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

b. Integrate multiple sources of information presented in diverse formats and media (for example: visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)

c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS: SL.11-12.3)

Academic Context and Connections

Colorado Essential Skills:

1. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. (Personal Skills, Self-Awareness)

2. Demonstrate ways to adapt and reach workable solutions. (Personal Skills, Adaptability/Flexibility)

3. Use interpersonal skills to learn and work with individuals from diverse backgrounds. (Civic/Interpersonal Skills, Collaboration/Teamwork)

Essential Questions:

1. How do people benefit from listening to the perspectives of others?
2. Why is it important to cite valid and reliable sources?
3. Why is being able to function effectively in a collaborative group a helpful skill?
4. How do effective groups balance individual responsibility with group interdependence?
5. What criteria could be used to measure the effectiveness of a group?

Essential Reasoning Skills:

1. Assess strengths and weaknesses of their own and others' thinking by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.
2. Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process.
3. Analyze rhetorical devices used in own and others' appeals; critique and correct logical fallacies.

Prepared Graduates:

2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:

2. Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.

Evidence Outcomes

Students Can:

a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)

b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.11-12.5)

c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. (including multilingual) (Information and Communications Technologies)]

2. Analyze both how and why media messages are constructed, and for what purposes and use information accurately, ethically, and creatively for the issue or problem at hand. (Professional Skills, Information Literacy)

3. Create information through the use of technologies. (Professional Skills, Use Information and Communications Technology)

Essential Questions:

1. In what ways can speakers effectively engage audiences throughout a presentation?

2. How are speaking, listening, and responding skills used during an effective presentation?

3. What can speakers learn about their own presentation skills from listening to and critiquing the presentations of others?

4. How do different purposes and audiences affect presentation outcomes?

5. What connections are there between print text structures (such as chronology, description, proposition-support, critique, inductive-deductive) and the organization and development of content for a specific oral presentation?

6. Why is it important to match the vocabulary used to a particular audience? (For example, scientific terms are important to use when talking with biologists or physicists.)

Essential Reasoning Skills:

1. Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.

2. Evaluate rhetorical appeals (logos, ethos, pathos, and kairos) and use them in persuasive speaking.

3. Critique and reframe formal fallacies in reasoning.

Colorado
Academic Standards

Reading, Writing,
and Communicating

COLORADO
Department of Education

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Interpret and evaluate complex literature using various critical reading strategies.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
   ii. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
   iii. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)

b. Use Craft and Structure to:
   i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)
   ii. Analyze how an author's choices concerning how to structure specific parts of a text (for example: the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5)

   iii. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement). (CCSS: RL.11-12.6)

c. Use Integration of Knowledge and Ideas to:
   i. By the end of 12th grade, analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (for example: a play by Shakespeare and/or a play by an American dramatist.) (adapted from CCSS: RL.11-12.7)
   ii. By the end of 12th grade, demonstrate knowledge of foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (adapted from CCSS: RL.11-12.9)

d. Use Range of Reading and Complexity of Text to:
   i. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
   ii. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (CCSS RL.11-12.10)

Colorado
Academic Standards

Reading, Writing,
and Communicating

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Develop, plan, and organize self-behavior. (Personal Skills, Personal Responsibility)
3. Analyze both how and why media messages are constructed, and for what purposes and use information accurately, ethically, and creatively for the issue or problem at hand. (Professional Skills, Information Literacy)

Essential Questions:

1. How does form affect meaning?
2. How is literature a product of its time?
3. How do we analyze texts to deepen our understanding?

Essential Reasoning Skills:

1. Evaluate the ethical implications of a character's thinking or actions.
2. Examine texts through multiple critical lenses.
3. Rank the significance of multiple texts and justify the ranking.

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Interpret and evaluate complex informational texts using various critical reading strategies.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
   ii. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
   iii. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS: RI.11-12.3)
   iv. Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
   v. Predict the impact an informational text will have on an audience and justify the prediction.

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; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines "faction" in Federalist No. 10). (CCSS: RI.11-12.4)
   ii. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5)
   iii. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS: RI.11-12.6)

c. Use Integration of Knowledge and Ideas to:
   i. Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
   ii. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (for example: in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist Papers, presidential addresses) by the end of 12th grade. (adapted from CCSS: RI.11-12.8)
   iii. Analyze 17th-, 18th-, and 19th-century foundational U.S. documents of historical and literary significance (for example: The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features by the end of 12th grade. (adapted from CCSS: RI.11-12.9)

d. Use Range of Reading and Complexity of Text to:
   i. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.11-12.10)
   ii. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Colorado Academic Standards
Reading, Writing, and Communicating

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Participate effectively in civic life. (Civic/Interpersonal Skills, Civic Engagement)
3. Analyze both how and why media messages are constructed, and for what purposes and use information accurately, ethically, and creatively for the issue or problem at hand. (Professional Skills, Information Literacy)

Essential Questions:

1. How do we analyze text to deepen understanding?
2. How does text structure influence its effectiveness?
3. How do rhetorical devices and logic impact the reader?
4. What is the role of logic in informational texts?

Essential Reasoning Skills:

1. Distinguish between evidence and inferences.
2. Practice thinking based on principles, laws, and approaches of various disciplines.
3. Extend the application of a method or conclusion to an unknown situation.

Prepared Graduates:
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:
3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.

Evidence Outcomes

Students Can:
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
   i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.11-12.4a)
   ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: conceive, conception, conceivable). (CCSS: L.11-12.4b)
   iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS: L.11-12.4c)
   iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.11-12.4d)
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5)
   i. Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a)
   ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)
c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)

Academic Context and Connections

Colorado Essential Skills:
1. Take responsibility for and pursue opportunities. (Personal Skills, Initiative/Self-Direction)
2. Demonstrate ways to adapt and reach workable solutions. (Personal Skills, Adaptability/Flexibility)
3. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them. (Professional Skills, Self-Advocacy)

Essential Questions:
1. What strategies are most useful when reading, understanding, and making personal connections to literary texts?
2. How do different genres, formats, and text features used in informational texts help readers understand an author's purpose?
3. What is the relationship between figurative language and audience understanding of a text?

Essential Reasoning Skills:
1. Deconstruct and integrate figurative and metaphorical terms.
2. Devise original analogies and metaphors for academic and abstract concepts.
3. Recognize and reduce ambiguity in speaking and writing.

Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:

1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.

Evidence Outcomes

Students Can:

a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS W.11-12.1)

   i. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS W.11-12.1a)

   ii. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS W.11-12.1b)

   iii. Use words, phrases, clauses, as well as varied syntax to link the major sections of the text, to create cohesion, and to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (adapted from CCSS W.11-12.1c)

   iv. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS W.11-12.1d)

   v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1e)

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate ways to adapt and reach workable solutions. (Personal skills, Adaptability/Flexibility)

2. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual). (Information and Communications Technologies)]

3. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How do writers select appropriate details to develop and support a strong thesis?

2. Why must authors consider their audience when composing arguments?

3. Why is it important to identify audience needs and address counterarguments?

4. How is credibility of sources pertinent to argumentative writing?

Essential Reasoning Skills:

1. Monitor and assess the extent to which their own beliefs and biases influence their reactions to the viewpoints and logic of others.

2. Identify false premises or assumptions when they occur.

3. Identify and evaluate analogies.

Colorado Academic Standards
Reading, Writing, and Communicating

Prepared Graduates:

7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:

2. Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.

Evidence Outcomes

Students Can:

a. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS W.11-12.2)

   i. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)

   ii. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)

   iii. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)

   iv. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)

   v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS W.11-12.2e)

   vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS W.11-12.2f)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills, Inquiry/Analysis)
3. Create information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. Why must writers consider audience when composing informational texts?
2. When should writers include sensory details in their writing?
3. How do writers select appropriate details to develop and support a strong thesis?
4. Why is relevance a key element of technical writing?
5. How is credibility of sources pertinent to academic writing?

Essential Reasoning Skills:

1. Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations.
2. Determine if potential sources are credible and unbiased.
3. Distinguish between evidence and inferences.

Colorado
Academic Standards

Reading, Writing, and Communicating

Prepared Graduates:
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:
3. Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.

Evidence Outcomes

Students Can:

a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
   i. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS W.11-12.3a)
   ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS W.11-12.3b)
   iii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c)
   iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS W.11-12.3d)
   v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e)
   vi. Select and use stylistic devices to craft engaging and effective text.

Academic Context and Connections

Colorado Essential Skills:
1. Synthesize ideas in original and inspiring ways. (Entrepreneurial Skills, Creativity/Innovation)
2. Act on creative ideas to make a tangible and useful contribution. (Entrepreneurial Skills, Inquiry/Analysis)
3. Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national, and global arenas. (Professional Skills, Career Awareness)

Essential Questions:
1. How does the use of sensory detail in a text influence the reader?
2. How can the setting impact the development of a literary text?
3. How do writers adapt their literary texts to be appropriate for specific audiences?

Essential Reasoning Skills:
1. Participating in real world writing opportunities gives practice in applying writing techniques to engage an authentic audience.
2. Explore possible consequences through suppositional and counterfactual thinking.

Colorado
Academic Standards

Reading, Writing,
and Communicating

Prepared Graduates:

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

Grade Level Expectation:

4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)
   i. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a)
   ii. Resolve issues of complex or contested usage, consulting references (for example: *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (CCSS: L.11-12.1b)
b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2)
   i. Observe hyphenation conventions. (CCSS: L.11-12.2a)
   ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.11-12.2b)
c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS.ELA-Literacy.L.11-12.3)
   i. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (adapted from CCSS: L.11-12.3a)
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 expectations 1-2 above.) (CCSS: W.11-12.4)

e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)
f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)
g. 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 tasks, purposes, and audiences. (CCSS W.11-12.10)

Academic Context and Connections

Colorado Essential Skills:

1. Develop, plan, and organize self-behavior. (Personal Skills, Personal Responsibility)
2. Work effectively in a climate of ambiguity and changing priorities. (Personal Skills, Perseverance/Resilience)
3. Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills, Task/Time Management)

Essential Questions:

1. How does word choice affect the message a writer conveys?
2. How does a writer plan his/her work for a specific audience?
3. How does frequent writing affect author's craft?
4. How does reviewing previous drafts and revisions improve a writer's work?
5. How does structure affect clarity?

Essential Reasoning Skills:
1. Explain the rationales for conventional rules for grammar, punctuation, usage, spelling, syntax, and presentation.
2. Make and justify decisions to violate those conventional rules to achieve a certain effect.

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Prepared Graduates:

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

Grade Level Expectation:

1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.

Evidence Outcomes

Students Can:

a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)

b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

c. Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources.

d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

e. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9)
   i. Apply *grades 11-12 Reading standards* to literature (for example: "Demonstrate knowledge of 18th-, 19th- and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (CCSS: W.11-12.9a)

   ii. Apply *grades 11-12 Reading standards* to literary nonfiction (for example: "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [for example: in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [for example: The Federalist, presidential addresses]"). (CCSS: W.11-12.9b)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills, Inquiry/Analysis)
3. Create information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do researchers identify a significant issue to study?
2. How do researchers ensure the relevance, accuracy, and authority of source material?
3. How do researchers reformulate the direction of their research when they run into obstacles?
4. How do researchers monitor the quality of their reasoning throughout the process?
5. How do researchers avoid plagiarism?

Colorado Academic Standards
Reading, Writing, and Communicating

Essential Reasoning Skills:
1. Define significant research questions.
2. Navigate multiple information networks to locate relevant information.
3. Annotate and defend the sources they plan to use for research.
4. Curate and synthesize information to support a thorough, coherent, and responsible answer.
5. Select from a variety of presentation formats to communicate findings and conclusions clearly and responsibly to multiple audiences.