Colorado
Academic Standards

Reading, Writing and Communicating

with Extended Evidence Outcomes

COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

Extended Evidence Outcomes

In 2005, the federal government allowed states to develop alternate academic achievement standards (AAAS) for students with the most significant cognitive disabilities. In Colorado the process involved the development of Expanded Benchmarks as the first iteration of the AAAS. In 2010-11 these became the Extended Evidence Outcomes (EEO). As required by statute, in 2018 the Colorado Academic Standards underwent significant updates. Once the Academic Standards were updated, the EEO in Reading, Writing, and Communicating, Math, Science, and Social Studies were revised.

Eligibility

The EEO have been developed for a very small and specific group of students, 1% of the tested population. They are to be used solely for students who have been identified with a ***significant cognitive disability***. There is a process in place to determine which students would qualify to receive their instruction on the EEO and be assessed on the alternate assessment. The process can be accessed on the CDE website.

Development Process

A dedicated team of teachers, both general and special educators across grade levels (P-12), were gathered through an application process to begin the important work of revising the EEO. The four content areas (listed above) were addressed and EEO were retained, revised, or new ones were developed across each of the grade levels for all Evidence Outcomes. Upon completion of the revisions the EEO went before the State Board of Education for review and received final approval. A list of members of each committee is available on the CDE website.

Revisions

Significant revisions to the EEO occurred through this process:

- The most substantial revision is the addition of a one to one correspondence to each of the Evidence Outcomes, thereby increasing the rigor for students with the most significant cognitive disabilities. Prior iterations of the EEO had 1-4 outcomes for each standard.
- The second revision is to develop Learning Progressions to replace the Extended Readiness Competencies (ERC). The Significant Support Needs Network, in collaboration with special education professionals, will develop learning progressions process during the 2020-21 academic year. Learning progressions process will break down the EEO into the component skills providing educators a clearer picture of how students can access the content.
- The last revision adds an introductory statement to each of the standards: “With Guidance and Support the student will…”

Guidance and Support

Guidance and support “should be interpreted as teacher encouragement, general assistance, and informative feedback to support student learning. Some examples include:

- Getting the student started (e.g. tell me what to do first).
- Providing a hint in the right direction without revealing the answer (e.g. student wants to write dog but is unsure how, the teacher might say, “See if you can write the first letter in the word, /d/og”)
- Narrowing the field of choices as a student provides an inaccurate response.
- Using structured technologies such as task specific word banks.

- Providing the structured cues such as those found in prompting procedures (e.g., least- to-most prompts, simultaneous prompting, and graduated guidance)." (Center for Literacy and Disability Studies, 2015)

Efficient, Effective and Functional Communication

Students must have a way to demonstrate what they know and can do. Many students with a significant cognitive disability require an alternative method of communication. Communication modes include, but are not limited to Assistive, Augmentative, and/or Alternative Communication devices, picture communication symbols, objects, sign language, gestures, etc.

The student must be able to access their communication system throughout the day. The system must be functional and provide access to academic vocabulary used during instruction as well as core vocabulary (e.g. a list of high frequency words that are commonly used in expressive language). For more information on Core Vocabulary and communication strategies, see the Dynamic Learning Maps (DLM) professional Development Modules (https://www.dlmpd.com/).

Instructional Support

The focus of each EEO is to address conceptual access to grade level material. Each EEO statement includes action verbs that describes what the student is expected to do to demonstrate learning. Educators should analyze how students are to interact with academic content and may need to use objects, visual representations, text, and/or other media to provide access. Structured prompting may also be used to assist the student in accessing the academic content.

Conclusion

The EEO provide a foundation for aligning instruction with Evidence Outcomes, providing increased rigor and high expectations for students with significant cognitive disabilities. Additionally, IEPs are aligned with the EEO allowing teachers to support student achievement and inclusion leading to students who are better prepared for post-school outcomes.

Center for Literacy and Disability Studies (2015). *Dynamic Learning Maps Aligned K-3 Literacy Assessment – Colorado.* Chapel Hill, NC: University of North Carolina at Chapel. Hill.

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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.

Extended Evidence Outcomes

With guidance and support students can:

a. Attend to adults and/or peers, using items familiar to the student, that provide additional information during conversations, songs, stories, routines and other learning experiences.
b. Respond to descriptive words (e.g., hot dirty, broken, wet) and spatial concepts.
c. Follow simple one- to two-step directions within familiar routines.

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.

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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.

Extended Evidence Outcomes

With guidance and support students can:

a. Participate in communicative exchanges (e.g., facial expressions, gestures, verbalizations, vocalizations, or other communication system) with peers and adults for at least one back and forth interaction.
b. Use expressive communication to get their needs met from familiar people.
c. Use familiar vocabulary in multiple settings.
d. Understand the difference between a question and a statement.
e. Make simple statements about familiar activities and routines.
f. Express at least 2 word phrases.

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.

Extended Evidence Outcomes

With guidance and support students can:

a. Interact with a variety of reading materials.
b. Attend (e.g., showing joint attention, looks at the book, keeps body still) to the reader and the book.
c. Answer simple questions about familiar topics related to print.
d. Attend to different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.
e. Identify when a picture or object is real world or fantasy.
f. Retell a story from a familiar book.
g. Make predictions based on illustrations.

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.

Extended Evidence Outcomes

With guidance and support students can:

a. Attend to a sentence and alert to and/or respond to individual words.
b. Use multisensory modes to indicate syllables in at least 2 syllable words.
c. Attend to the different sounds that make up words (e.g., begins to rhyme, use plurals).
d. Participate in activities (e.g., games, songs, stories) that use rhymes and/or patterns of sounds.

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.

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.

Extended Evidence Outcomes

With guidance and support students can:

a. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.
b. Identify print.
c. Orient book correctly and turn pages from the front of the book to the back.
d. Understand that letters are grouped to form words.
e. Recognize the association between spoken words 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!"

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.

Extended Evidence Outcomes

With guidance and support students can:

a. Recognize letters from non-letters in familiar settings.
b. Recognize that letters of the alphabet have distinct sound(s) associated with them.
c. Attend to at least 3 beginning letters and sounds of familiar words.
d. Recognize letters and associate the beginning letter sound in own 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.

Prepared Graduates:

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.

Extended Evidence Outcomes

With guidance and support students can:

a. Explore a variety of writing tools.
b. Use shapes, symbols and letters to express ideas.
c. Use drawing, dictation and scribbles or marks to convey a message.
d. Experiment with vertical and horizontal straight lines – alone, next to or on top of other lines.

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.

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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.

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate questioning behavior to seek information (e.g., opening a book, pointing to objects/pictures).
b. Observe and imitate how other people solve problems during parallel play or small group.

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.

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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) *

Extended Evidence Outcomes

With guidance and support students can:

a. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
   i. Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion).
   ii. Continue a conversation through multiple exchanges.
b. Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions (EE.SL.K.2).
c. Ask for help when needed (EE.SL.K.3).
d. Attend to a two-step direction.
e. Communicate and share information from a conversation, preferred text or familiar object.

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.

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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. *

Extended Evidence Outcomes

With guidance and support students can:

a. Identify familiar people, things, and events (EE.SL.K.4).
b. Add or select drawings or other visual or tactile displays that relate to familiar people, places, things, and events (EE.SL.K.5).
c. Communicate thoughts, feelings and ideas (EE.SL.K.6).
d. Sort common objects into familiar categories (EE.SL.K.5a).
e. Demonstrate understanding of frequently occurring opposites (EE.SL.K.5b).
f. Use words to communicate in real-life situations (EE.SL.K.5c).
g. Demonstrate an understanding of common verbs (EE.SL.K.5d).
h. Apply targeted vocabulary or phrase using a communication modality, directly through conversations, read aloud, or responding to text.
i. Apply targeted vocabulary to a previous experience using a communicating modality.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Identify details in familiar stories (EE.RL.K.1).
   i. Identify major events in familiar stories (EE.RL.K.2).
   ii. Identify characters and settings in a familiar story (EE.RL.K.3).
b. Indicate when an unknown word is used in a text (EE.RL.K.4).
   i. Recognize familiar texts (e.g., storybooks, poems) (EE.RL.K.5).
   ii. Distinguish between words and illustrations in a story (EE.RL.K.6).
c. Identify illustrations or objects/tactual information that go with a familiar story (EE.RL.K.7).
   i. Identify the adventures or experiences of a character in a familiar story (EE.RL.K.9).
d. Actively engage in shared reading (EE.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)

Extended Evidence Outcomes

With guidance and support students can:

a. Identify a detail in a familiar text (EE.RI.K.1).
   i. Identify the topic of a familiar text (EE.RI.K.2).
   ii. Identify individuals, events, or details in a familiar informational text (EE.RI.K.3).
b. Indicate when an unknown word is used in a text (EE.RI.K.4).
   i. Identify the front cover a book (EE.RI.K.5).
   ii. Distinguish between words and illustrations in an informational text (EE.RI.K.6).
c. Identify illustrations or objects/tactual information that go with a familiar text (EE.RI.K.7).
   i. Identify points the author makes in an informational text (EE.RI.K.8).
   ii. Match similar parts of two familiar texts on the same topic (EE.RI.K.9).

Evidence Outcomes (continued

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

d. Actively engage in shared reading of informational text (EE.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
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.*

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate emerging understanding of the organization of print (EE.RF.K.1).
   i. During shared reading, demonstrate understanding that books are read one page at a time from beginning to end (EE.RF.K.1a).
b. Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes) (EE.RF.K.2).
   i. Recognize rhyming words (EE.RF.K.2a).
   ii. Recognize the number of words in a spoken message (EE.RF.K.2b).
   iii. Identify single-syllable spoken words with the same onset (beginning sound) as a familiar word (EE.RF.K.2c).

Evidence Outcomes (continued)

Students Can:

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. *

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Demonstrate emerging awareness of print (EE.RF.K.3).
   i. Recognize first letter of own name in print (EE.RF.K.3a).
   ii. Recognize environmental print (EE.RF.K.3c).
d. Engage in purposeful shared reading of familiar text (EE.RF.K.4).
e. Demonstrate an emerging understanding of multiple meaning words and phrases.
f. Identify initial or final sounds in consonant-vowel-consonant words (excluding blends).

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.

COLORADO
Department of Education

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)

Extended Evidence Outcomes

With guidance and support students can:

a. Select a familiar book and use drawing, dictating, or writing to state an opinion about it (EE.W.K.1).
b. Add details based on given feedback, to strengthen writing.
c. Explore a variety of digital tools to produce and publish writing.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Select a familiar topic and use drawing, dictating, or writing to share information about the topic (EE.W.K.2).
b. Respond to questions by drawing, dictating, or writing to strengthen writing about a familiar topic.
c. Explore a variety of digital tools to produce individual or group writing (EE.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
2. .

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Select an event and use drawing, dictating, or writing and share information about it (EE.W.K.3).
b. Respond to suggestions to add one detail to strengthen writing.
c. Explore a variety of digital tools to produce individual or group writing (EE.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.

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)

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate emerging understanding of letter and word use (EE.L.K.1).
   i. Distinguish between letters and other symbols or shapes of letter and word use (EE.L.K.1a).
   ii. Use frequently occurring nouns in communication (EE.L.K.1b).
   iii. Use frequently occurring plural nouns (EE.L.K.1c).
   iv. Identify answers to simple questions (e.g., who, what) from an array of choices (EE.L.K.1d).
   v. Demonstrate understanding of common prepositions: on, off, in, out (EE.L.K.1e).
   vi. Link two or more words together in communication (EE.L.K.1f).

b. Demonstrate emerging understanding of the conventions of standard English capitalization, punctuation, and spelling when writing.
   i. Recognize name.

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.

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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. 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)

Extended Evidence Outcomes

With guidance and support students can:

a. Participate in shared research and writing projects (EE.W.K.7).
b. Identify a clear purpose for research or inquiry.
c. Ask questions to gather information on a chosen topic.
d. Ask questions to improve thinking.
e. Answer questions of interest through shared resources.
f. Gather and explore relevant information (e.g., library books, internet, magazine).
g. Identify information, objects, or events that relate to personal experiences (EE.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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Participate in conversations with adults (EE.SL.1.1).
   i. Engage in multiple-turn exchanges with supportive adults (EE.SL.1.1a).
   ii. Build on comments or topics initiated by an adult (EE.SL.1.1b).
   iii. Uses one or two words to ask questions related to personally relevant topics (EE.SL.1.1c).
b. During shared reading activities, answer questions about details presented orally or through other media (EE.SL.1.2).
c. Communicate confusion or lack of understanding (e.g., "I don't know.") (EE.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.

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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.

Extended Evidence Outcomes

With guidance and support students can:

a. Describe familiar people, places, things, and feelings with at least one detail.
b. Add drawing, visual display, or other media to clarify writing products or oral discussions.
c. Produce a sentence when appropriate to a task or situation.
d. 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.

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. 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)

Extended Evidence Outcomes

With guidance and support students can:

a. Identify details in familiar stories (EE.RL.1.1).
   i. Recount major events in familiar stories (EE.RL.1.2).
   ii. Identify characters and settings in a familiar story (EE.Rl.1.3).
   iii. Make predictions about what will happen in a text.
b. Match a picture to an activity (EE.RL.1.4).
   i. Identify a text as telling a story (EE.RL.1.5).
   ii. Identify a speaker within a familiar story (EE.RL.1.6).
c. Identify illustrations or objects/tactual information that go with a familiar story (EE.RL.1.7).
   i. Identify adventures or experiences of characters in a story as same or different (EE.RL.1.9)
d. Actively engage in shared reading for a clearly stated purpose (EE.RL.1.10).

Colorado Academic Standards
Reading, Writing, and Communicating

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.

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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) *

Extended Evidence Outcomes

With guidance and support students can:

a. Identify details in familiar text (EE.RI.1.1).
   i. Identify details related to the topic of a text (EE.RI.1.2)
   ii. Identify individuals, events, or details in a familiar informational text (EE.RI.1.3).
b. Ask a reader to clarify the meaning of a word in a text (EE.RI.1.4).
   i. Locate the front cover, back cover, and title page of a book (EE.RI.1.5).
   ii. Distinguish between words and illustrations in a text (EE.RI.1.6).
c. Identify illustrations or objects/tactual information that go with a familiar text (EE.RI.1.7).
   i. Identify points the author makes in a familiar informational text (EE.RI.1.8).
   ii. Match similar parts of two texts on the same topic (EE.RI.1.9).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

d. Actively engage in shared reading of informational text (EE.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.

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. 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) *

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate emerging understanding of the organization of print (EE.RF.1.1).
   i. Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, one-to-one correspondence between written and spoken word) (EE.RF.1.1a).
b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (EE.RF.1.2).
   i. Recognize rhyming words (EE.RF.1.2a).
   ii. Match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word (EE.RF.1.2b).
   iii. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word (EE.RF.1.2c).
   iv. Substitute individual sounds (phonemes) in simple, one-syllable words to make new words (EE.RF.1.2d).
c. Demonstrate emerging letter and word identification skills (EE.RF.1.3).
   i. Identify upper case letters of the alphabet (EE.RF.1.3a).
   ii. Recognize familiar words that are used in everyday routines (EE.RF.1.3b).

Evidence Outcomes (continued)

Students Can:

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. *

Extended Evidence Outcomes (continued)

With guidance and support students can:

d. Begin to attend to words in print (EE.RF.1.4).
   i. Engage in sustained, independent study of books (EE.RF.1.4a).
   ii. Participate in shared reading of a variety of reading materials reflecting a variety of text genre (EE.RF.1.4b).
e. Demonstrate of emerging knowledge of word meanings (EE.L.1.4).
   i. Demonstrate understanding of words used in every day routines (EE.L.1.4a).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

f. Demonstrate understanding of words used in every day routines (EE.L.1.5).
   i. Sort common objects into familiar categories (EE.L.1.5a).
   ii. Identify attributes of familiar words (EE.L.1.5b).
   iii. Demonstrate understanding of words by identifying real-life connections between words and their use (EE.L.1.5c).

g. Use words acquired through conversations, being read to, and during shared reading activities (EE.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)

Extended Evidence Outcomes

With guidance and support students can:

a. When writing about a topic or book, identify the topic or name of the book.
b. Select a familiar book and use drawing, dictating, or writing to state an opinion about it (EE.W.1.1).
c. Identify a reason for an opinion about a book or topic.
d. Identify a closure statement.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Select a topic when given choices.
b. Select a familiar topic and use drawing, dictating, or writing to share information about it (EE.W.1.2).
c. Select a closure statement from a list.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Select an event and use drawing, dictating, or writing to share information about it (EE.W.1.3).
b. Select at least two details about an event.
c. Select a closure statement about an event.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate emerging understanding of letter and word use (EE.L.1.1).
   i. Write letters from own name (EE.L.1.1a).
   ii. Use frequently occurring nouns in communication (EE.L.1.1b).
   iii. Use familiar personal pronouns (e.g., I, me, and you) (EE.L.1.1d).
   iv. Use familiar present tense verbs (EE.L.1.1e).
   v. Use familiar frequently occurring adjectives (e.g., big, hot) (EE.L.1.1f).
   vi. Use common prepositions (e.g., on, off, in, out) (EE.L.1.1i).
   vii. Use simple question words (interrogatives) (e.g., who, what) (EE.L1.1j).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

b. During shared writing, put a period at the end of a sentence (EE.L.1.2b).
   i. Use letters to create words (EE.L.1.2d).
   ii. During shared writing, identify the letters that represent sounds needed to spell words (EE.L.1.2e).
c. During shared writing, adds a detail, to strengthen writing based on guided peer feedback.
d. During shared writing, use a variety of digital tools to produce and publish writing, including guided collaboration with peers.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. During shared writing, actively participates in group writing projects.
b. Creates questions about a topic that was discussed in class.
c. Use a variety of provided resources to answer questions of interest throughout guided inquiry with peers.
d. Locate text features (e.g., title, author, illustrator, cover).
e. Participate in shared research and writing projects (EE.W.1.7).
f. Identify information related to personal experiences and answer simple questions about those experiences (EE.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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Participate in conversations with adults and peers (EE.SL.2.1).
   i. Engage in multiple-turn exchanges with peers with support from an adult (EE.SL.2.1a).
   ii. Build on others' talk in conversations by linking their comments to the remarks for others (EE.SL.2.1b).
   iii. Ask for clarification and further explanation as needed about the topics and texts under discussion (EE.SL.2.1c).
b. During shared reading activities, ask and answer questions about details presented orally or through other media (EE.SL.2.2).
c. Answer questions about the details provided by the speaker (EE.SL.2.3).

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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.

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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. *

Extended Evidence Outcomes

With guidance and support students can:

a. Identify a photograph or object that reflects a personal experience and tell one detail about it.
b. Express an idea, feeling, or thought about a provided topic within a discussion.
c. Express ideas, thoughts, experiences or facts about familiar people, places, things, or event within a discussion.
d. Select visual, audio, or tactual representations to depict a personal experience (EE.SL.2.5).
e. Combine words when communicating to provide clarification (EE.SL.2.6).
f. Use focused vocabulary (e.g., core vocabulary, fringe vocabulary) within a discussion.

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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.

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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

Extended Evidence Outcomes

With guidance and support students can:

a. Answer who and where questions to demonstrate understanding of details in a familiar text (EE.RL.2.1).
   i. Using details from text, recount events from familiar stories from diverse cultures (EE.RL.2.2).
   ii. Identify the actions of the characters in a story (EE.RL.2.3).

b. Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song (EE.RL.2.4.).
   i. Determine the beginning and ending of a familiar story with a logical order (EE.RL.2.5).
   ii. Identify the speakers in a dialogue (EE.RL.2.6).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Identify illustrations or object/tactual information in print or digital text that depict characters (EE.RL.2.7).
   i. Identify similarities between two episodes in a story (EE.RL.2.9).

d. Actively engage in shared reading of stories and poetry for clearly stated purposes (EE.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.

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. 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. *

Extended Evidence Outcomes

With guidance and support students can:

a. Answer who and what questions to demonstrate understanding of details in a familiar text (EE.RI.2.1).
   i. Identify the topic of the text (EE.RI.2.2).
   ii. Identify individuals, events, or details in an informational text (EE.RI.2.3).
b. Identify words related to a topic of a text (EE.RI.2.4).
   i. Identify details in informational text or its graphic representations (EE.RI.2.5).
   ii. Identify the role of the author and the illustrator (EE.RI.2.6).

Evidence Outcomes (continued)

Students Can:

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) *

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Identify illustrations or objects/tactual information that go with a text (EE.RI.2.7).
   i. Identify points the author makes in an informational text (EE.RI.2.8).
   ii. Identify a common element between the two texts on the same topic (EE.RI.2.9).
d. Actively engage in shared reading of informational text including history/SS, science, and technical texts (EE.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?

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. *

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate emerging use of letter-sound knowledge to read words (EE.RF.2.3).
   i. Identify the lower case letters of the alphabet (EE.RF.2.3a).
   ii. Identify the letter sound correspondence for single consonants (EE.RF.2.3b).
   iii. Recognize 10 or more written words (EE.RF.2.3f).
b. Attend to words in print (EE.RF.2.4).
   i. Read familiar text comprised of known words (EE.RF.2.4a).

Evidence Outcomes (continued)

Students Can:

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)
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.

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Use language to achieve desired outcomes when communicating (EE.L.2.3).
   i. Use symbolic language when communicating (EE.L.2.3a).
d. Demonstrate knowledge of word meanings (EE.L.2.4).
   i. Demonstrate knowledge of new vocabulary drawn from reading and content areas (EE.L.2.4a).
   ii. Identify the words comprising compound words (EE.L.2.4d).
e. Demonstrate understanding of word relationships and use (EE.L.2.5).
   i. Identify real-life connections between words and their use (e.g., happy: "I am happy.") (EE.L.2.5a).
   ii. Demonstrate understanding of the meaning of common verbs (EE.L.2.5b).
f. Use words acquired through conversations, being read to, and during shared reading activities (EE.L.2.6).
g. Apply a familiar strategy 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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Communicate an introductory opinion statement about a book using expressive communication modalities.
b. Select a book and provide an opinion about it (EE.W.2.1).
c. Communicate an opinion about a book.
d. Use linking words (because, and, also) to connect opinion and reason.
e. Communicates a conclusionary opinion statement about a book.

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.

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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.

Extended Evidence Outcomes

With guidance and support students can:

a. Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic (EE.W.2.2).
b. Respond to questions about texts.
c. Develops and expresses a concluding statement.
d. Sequence a familiar "how-to" (e.g., procedures, directions, recipes) that follow a logical order and format.
e. Develop a simple outline with a main idea and at least one supporting detail.
f. Use transitional words (e.g., first, then) when writing about a series of events.
g. Use technology to create a written statement (e.g., typing, AAC device).

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).

Extended Evidence Outcomes

With guidance and support students can:

a. Select an event or personal experience and use drawing, writing, or dictating to compose a message about it (EE.W.2.3).
b. When creating a narrative use temporal words to signal event order (e.g., after, next, then) to signal sequence of events.
c. Communicate a conclusionary statement for a narrative story.
d. Create a simple descriptive poem.
e. Create a phrase or sentence that includes a descriptive adjective or verb.
f. Use teacher or peer feedback to improve narrative writing.
g. Describe actions, thoughts, or feelings of a character or event.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate understanding of letter and word use (EE.L.2.1).
   i. Produce all upper case letters (EE.L.2.1a).
   ii. Use common nouns (e.g., mom, dad, boy, girl) in communication (EE.L.2.1b).
   iii. Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them) (EE.L.2.1c).
   iv. Use frequently occurring verbs (EE.L.2.1d).
   v. Use frequently occurring adjectives (EE.L.2.1e).
   vi. Combine two or more words together in communication (EE.L.2.1f).
b. Demonstrate emerging understanding of conventions of standard English (EE.L.2.2).
   i. Capitalize the first letter of familiar names (EE.L.2.2a).
   ii. Identify printed rhyming words with the same spelling pattern (EE.L.2.2d).
   iii. Consult print in the environment to support reading and spelling (EE.L.2.2e).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Add more information to own drawing, dictation, or writing to strengthen the message (EE.W.2.5).
d. Use technology (including assistive technologies) to produce and publish writing (EE.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.

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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, 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)

Extended Evidence Outcomes

With guidance and support students can:

a. Participate in shared research and writing projects (EE.W.2.7).
b. When seeking information, identify a variety of familiar resources (e.g., dictionary, internet, library database) that may contain the needed information.
c. Use a familiar, simple graphic organizer or familiar note taking strategy to gather information from a provided source.
d. Locate text features (e.g., heading, bold type, illustrations) on a provided resource.
e. Use a variety of provided resources to answer questions of interest.
f. Form WH-questions on a provided research topic (e.g., who and what).
g. Recall information from experiences or gathered information to answer questions.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Engage in collaborative discussions (EE.SL.3.1.).
   i. Engage in collaborative interactions about texts (EE.SL.3.1a).
   ii. Listen to others' ideas before responding (EE.SL.3.1b).
   iii. Indicate confusion or lack of understanding about information presented (EE.SL.3.1c).
   iv. Express ideas clearly.
b. Identify details in a text read aloud or information presented orally or through other media (EE.SL.3.2).
c. Ask or answer questions about the details provided by the speaker (EE.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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Recount a personal experience, story, or topic including details (EE.SL.3.4).
b. Communicate a message using contextual language in informal and formal situations.
c. Express ideas clearly using appropriate volume, pitch, symbols, pictures, or other communication modalities to match the purpose and audience.
d. Organize information about a personal experience or specific event in sequential order.
e. Create presentations of stories or poems using a variety of communication modalities.
f. Communicate complete sentences when appropriate to task and situation using a variety of communication modalities.

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.

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)

Extended Evidence Outcomes

With guidance and support students can:

a. Answer who and what questions to demonstrate understanding of details in a text (EE.RL.3.1).
   i. Associate details with events in stories from diverse cultures (EE.RL.3.2).
   ii. Identify the feelings of characters in a story (EE.RL.3.3).
b. Determine words and phrases that complete literal sentences in a text (EE.RL.3.4).
   i. Determine the beginning, middle, and end of a familiar story with a logical order (EE.RL.3.5).
   ii. Identify personal point of view about a text (EE.RL.3.6).

Evidence Outcomes (continued)

Students Can:

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. *

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Identify parts of illustrations or tactual information that depict a particular setting, or event (EE.RL.3.7).
   i. Identify common elements in two stories in a series (EE.RL.3.9)
d. Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry (EE.RL.3.10).
e. Read targeted words with accuracy.
   i. Read grade level or adapted text with accuracy.

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. *

Extended Evidence Outcomes

With guidance and support students can:

a. Answer who and what questions to demonstrate understanding of details in a text (EE.RI.3.1).
   i. Identify details in a text (EE.RI.3.2).
   ii. Order two events from a text as “first” and “next” (EE.RI.3.3).

b. Determine words and phrases that complete literal sentences in a text (EE.RI.3.4).
   i. Use text features including headings and key words to locate information in a text (EE.RI.3.5).
   ii. Identify personal point of view about a text (EE.RI.3.6).

Evidence Outcomes (continued)

Students Can:

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) *

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Use information gained from visual elements and words in the text to answer explicit who and what questions (EE.RI.3.7).
   i. Identify two related points the author makes in an informational text (EE.RI.3.8).
   ii. Identify similarities between two texts on the same topic (EE.RI.3.9).
d. Demonstrate understanding of text while actively engaged in shared reading or history/social studies, science, and technical texts (EE.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)

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.

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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.

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) *

Extended Evidence Outcomes

With guidance and support students can:

a. Use letter-sound knowledge to read words (EE.RF.3.3).
   i. In context, demonstrate basic knowledge of letter-sound correspondences (EE.RF.3.3a).
   ii. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes) (EE.RF.3.3b).
   iii. Recognize 40 or more written words (EE.RF.3.3d).
b. Read words in text (EE.RF.3.4).
   i. Read familiar text comprised of known words (EE.RF.3.4a).
   ii. Use context to determine missing words in familiar texts (EE.RF.3.4c).
c. Demonstrate knowledge of word meanings (EE.L.3.4).
   i. Use sentence level context to determine what word is missing from a sentence read aloud (EE.L.3.4a).
   ii. Identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs (EE.L.3.4b).
   iii. Use a variety of general and domain specific vocabulary (adapted from L.3.4d).

Evidence Outcomes (continued)

Students Can:

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 *friendl*y 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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

d. Demonstrate understanding of word relationships and use (EE.L.3.5).
   i. Determine the literal meaning of words and phrases in context (EE.L.3.5a).
   ii. Identify real-life connections between words and their use (e.g., happy: "I am happy.") (EE.L.3.b5).
   iii. Identify words that describe personal emotional states (EE.L.3.5c).
e. Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later) (EE.L.3.6).

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write opinions about topics or text (EE.W.3.1).
    i. Select text and write an opinion about it (EE.W.3.1a).
b. Write one reason to support an opinion about a text (EE.W.3.1b).
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
d. Provide a concluding statement to summarize the information presented.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write to share information supported by details (EE.W.3.2).
    i. Select a topic and write about it including one fact or detail (EE.W.3.2a).
b. Compose a topic sentence and generate one factual sentence about the topic.
c. Use a linking word or phrase (e.g., also, another, and, more, but) to connect ideas.
d. Provide a concluding statement or sentence for an informational/explanatory text.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write about events or personal experiences (EE.W.3.3).
    i. Select an event or personal experience and write about it including the names of people involved.
b. Use dialogue and descriptions of actions, thoughts and feelings to develop a story.
c. Use transitional words (e.g., first, next, then) when writing about a series of events.
d. Provide a concluding statement or sentence in a narrative.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate standard English grammar and usage when communicating (EE.L.3.1).
   i. Use noun + verb, noun + adjective, and subject + verb + object combinations in communication (EE.L.3.1a).
   ii. Use regular plural nouns in communication (EE.L.3.1b).
   iii. Use present and past tense verbs (EE.L.3.1d).
   iv. Use common adjectives (EE.L.3.1g).
   v. Ask simple questions (EE.L.3.11).
b. Demonstrate understanding of conventions of standard English (EE.L.3.2).
   i. Capitalize the first letter of familiar names (EE.L.3.2a).
   ii. During shared writing, indicate the need to add a period at the end of a sentence (EE.L.3.2b).
   iii. Use resources as needed to spell common high-frequency words accurately (EE.L.3.2e).
   iv. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling patterns (EE.L.3.2f).
   v. Consult print in the environment to support reading and spelling (EE.L.3.2g).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Use language to achieve desired outcomes when communicating (EE.L.3.3).
   i. Use language to make simple requests, comment, or share information (EE.L.3.3a).
d. Produce writing that expresses more than one idea (EE.W.3.4).
e. Revise own writing (EE.W.5).
f. Use technology to produce writing while interacting and collaborating with others (EE.W.6).
g. Write routinely for a variety of tasks, purposes, and audiences (EE.W.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.

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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. 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)

Extended Evidence Outcomes

With guidance and support students can:

a. Identify information about a topic for a research project (EE.W.3.7).
b. Interpret and communicate the information learned by developing a summary statement and at least one detail.
c. Develop supporting visual information (e.g., charts, maps, illustrations, models).
d. Present a brief report of research findings to an audience.
e. Sort information on a topic or personal experience into two provided categories and write about each one (EE.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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Engage in collaborative discussions (EE.SL.4.1).
   i. Contribute ideas from prior knowledge of a text during discussions about the same text (EE.SL.4.1a).
   ii. Carry out assigned role in a discussion (EE.SL.4.1b).
   iii. Answer specific questions related to information in a discussion (EE.SL.4.1c).
   iv. Identify the key ideas in a discussion (EE.SL.4.1d).

b. Ask and answer questions about details from a text read aloud or information presented orally or through other media (EE.SL.4.2).

c. Identify a point that the speaker makes (EE.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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Retell a story or personal experience or recount a topic with supporting details (EE.SL.4.4).
b. Add audio recordings or visuals to make a presentation about a personally relevant topic (EE.SL.4.5).
c. Differentiate between communication partners and contexts that call for formal and informal communication (EE.SL.4.5).

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Use details from the text to recount what the text says (EE.RL.4.1).
   i. Identify the theme or central idea of a familiar story, drama or poem (EE.RL.4.2).
   ii. Use details from the text to describe characters in the story (EE.RL.4.3).
   iii. Identifies the central conflict and resolution in a story.
b. Determine the meaning of words in a text (EE.RL.4.4).
   i. Identify elements that are characteristic of stories (EE.RL.4.5).
   ii. Identify the narrator of a story (EE.RL.4.6).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Make connections between the text representation of a story and a visual, tactual, or oral version of a story (EE.RL.4.7).
   i. Compare characters, settings or events in stories, myths or texts from different cultures (EE.RL.4.9).
d. Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry (EE.RL.4.10).

Academic Context and Connections

Colorado Essential Skills:

1. Set goals and develop strategies to remain focused on learning goals. (Personal Skills, Perseverance/Resilience)
2. 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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Identify explicit details in an informational text (EE.RI.4.1).
   i. Identify the main idea of a text when it is explicitly stated (EE.RI.4.2).
   ii. Identify the main idea of a text when it is explicitly stated (EE.RI.4.3).
b. Determine meanings of words in text (EE.RI.4.4).
   i. Identify elements that are characteristic of informational texts (EE.RI.4.5).
   ii. Compare own experience with a written account of the experience (EE.RI.4.6).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Answer questions about information presented visually, orally, or quantitatively (EE.RI.4.7).
   i. Identify one or more reasons supporting a specific point in an informational text (EE.RI.4.8).
   ii. Compare details presented in two texts on the same topic (EE.RI.4.9).

d. Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts (EE.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)

Extended Evidence Outcomes

With guidance and support students can:

a. Use letter-sound knowledge to read words (EE.RF.4.3).
   i. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar word (EE.RF.4.3a).
   ii. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes) (EE.RF.4.3b).
b. Read words in text (EE.RF.4.4).
   i. Read text comprised of familiar words with accuracy and understanding (EE.RF.4.4a).
   ii. Use letter knowledge and context to support word recognition when reading (EE.RF.4.4c).
c. Demonstrate knowledge of word meanings (EE.L.4.4).
   i. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult (EE.L.4.4ba).
   ii. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks) (EE.L.4.4b).

Evidence Outcomes

Students Can:

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)

Extended Evidence Outcomes

With guidance and support students can:

d. Demonstrate understanding of word relationships and use (EE.L.4.5).
   i. Use common idioms (e.g., no way, not a chance, you bet) (EE.L.4.5b).
   ii. Demonstrate understanding of opposites (EE.L.4.5c).
e. Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words (EE.L.4.6).

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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write opinions about topics or text (EE.W.4.1).
    i. Select a topic or text and write an opinion about it (EE.W.4.1a).
b. List reasons to support the opinion (EE.W.4.1b).
c. Create an organizational structure that lists opinion and reasons in a logical order.
d. Provide a concluding statement or sentence related to the opinion presented.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate (EE.W.4.2a).
b. Identify a text structure appropriate to purpose (e.g., sequence, chronology, description, explanation, comparison and contrast).
c. Organize relevant ideas and details to convey a central idea or prove a point.
d. List words, facts, or details related to the topic (EE.W.4.2b).
e. Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).
f. Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.
g. Provide a concluding statement or sentence related to the information or explanation presented.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write about events or personal experiences (EE.W.4.3).
    i. Write about a personal experience including two events in sequence (EE.W.4.3a).
b. List reasons to support an opinion (EE.W.4.3b).
c. Use transitional words first, next, last to order a sequence of events.
d. Use words and phrases and sensory details to convey experiences and events.
e. Provide a conclusion that follows from a narrated experience or event.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate standard English grammar and usage when communicating (EE.L.4.1).
   i. Use possessive pronouns (EE.L.4.1a).
   ii. Combine common nouns with verbs, nouns, or pronouns in communication (EE.L.4.1b).
   iii. Use comparative and superlative adjectives to describe people or objects (EE.L.4.1d).
   iv. Use common prepositions (e.g., to, from, in, out, on, off, by, with) (EE.L.4.1e).
   v. Combine three or more words in communication (EE.L.4.1f).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

b. Demonstrate understanding of conventions of standard English (EE.L.4.2).
   i. Capitalize the first word in a sentence (EE.L.4.2a).
   ii. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns (EE.L.4.2d).
c. Use language to achieve desired outcomes when communicating (EE.L.4.3).
   i. Use language to express emotion (EE.L.4.3a).
d. Produce writing that expresses more than one idea (EE.L.4.4).
e. With guidance and support from adults and peers, plan before writing and revising own writing (EE.L.4.5).
f. With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others (EE.L.4.6).
g. Write routinely for a variety of tasks, purposes, and audiences (EE.L.4.10).

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. 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.

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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. 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)

Extended Evidence Outcomes

With guidance and support students can:

a. Gather information about a topic from two or more sources for a research project (EE.L.4.7).
b. Recall and sort information from personal experiences or a topic into given categories (EE.L.4.8).
c. Recall information from literary and informational text to support writing (EE.L.4.9).
   i. Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., use details from text to describe a character in a story) (EE.L.4.9a).
   ii. Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., use reasons and evidence supporting point in an informational text) (EE.L.4.9b).

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 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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Actively engage during a discussion and express an opinion.
b. Engage in collaborative discussions (EE.SL.5.1).
    i. Come to discussion prepared to share information. (EE.SL.5.1a).
    ii. Carry out assigned role in a discussion (EE.SL.5.1b).
    iii. Ask questions related to information in a discussion (EE.SL.5.1c).
    iv. Make comments that contribute to the discussion and link to the remarks of others (EE.SL.5.1d).
c. Recall key details from a text read aloud or information presented from diverse media and formats.
d. Identify the reasons and evidence supporting a specific point (EE.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
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.

Extended Evidence Outcomes

With guidance and support students can:

a. Report on a familiar topic or text or present an opinion including related facts (EE.SL.5.4).
b. Express ideas clearly using appropriate communication conventions (e.g., eye contact, pitch, intonation).
c. Select or create audio recordings and visual/tactile displays to enhance a presentation (EE.SL.5.5).
d. Differentiate between contexts that require formal and informal communication (EE.SL.5.6).
e. Differentiate between contexts that require formal and informal communication (EE.SL.5.6).

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. 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
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. 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.

Extended Evidence Outcomes

With guidance and support students can:

a. Use a familiar pre-reading strategy, such as identifying a purpose for reading, generating questions to answer while reading, previewing sections of text and activating prior knowledge.
b. Identify words in the text to answer a question about explicit information (EE.RL.5.1).
   i. Identify the central idea or theme of a story, drama or poem (EE.RL.5.2).
   ii. Compare two characters in a familiar story (EE.RL.5.3).
c. Determine the intended meaning of multi-meaning words in a text (EE.RL.5.4).
   i. Use simple, common idioms (e.g., You bet!, It's a deal, We're cool) (EE.RL.5.45a).
   ii. Identify story element that undergoes change from beginning to end (EE.RL.5.5).
   iii. Determine the point of view of the narrator (EE.RL.5.6).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

d. Identify illustrations, tactual or multimedia elements that add to understanding of a text (EE.RL.5.7).
   i. Compare stories, myths, or texts with similar topics or themes (EE.RL.5.9).
e. Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems (EE.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)

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.

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. 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

Extended Evidence Outcomes

With guidance and support students can:

a. Identify words in the text to answer a question about explicit information (EE:RI.5.1).
   i. Identify the main idea of a text when it is not explicitly stated (EE:RI.5.2).
   ii. Compare two individuals, events or ideas in a text (EE:RI.5.3).

b. Determine the meanings of domain-specific words and phrases (EE:RI.5.4).
   i. Determine if a text tells about events, gives directions, or provides information on a topic (EE:RI.5.5).
   ii. Compare two books on the same topic (EE:RI.5.6).
   iii. Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to answer questions.

Colorado Academic Standards
Reading, Writing, and Communicating

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Locate information in print or digital sources (EE:RI.5.7).
   i. Identify the relationship between a specific point and supporting reasons in an informational text (EE:RI.5.8).
   ii. Compare and contrast details gained from two texts on the same topic (EE:RI.5.9).
d. Demonstrate understanding of text while actively engaging in shared reading of history/social studies, and science, and technical texts (EE: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.

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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.

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)

Extended Evidence Outcomes

With guidance and support students can:

a. Use letter-sound knowledge to read words (EE.RF.5.3).
   i. Read common sight words and decode single syllable words (EE.RF.5.3a).
b. Read words in text (EE.RF.5.4).
   i. Read text comprised of familiar words with accuracy and understanding (EE.RF.5.4a).
   ii. Use text to confirm or self-correct word recognition when reading (EE.RF.5.4c).
   iii. Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words (EE.RF.5.4d).
c. Communicate using complete sentences when asked (EE.L.5.3.a).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

d. Demonstrate knowledge of word meanings (EE.L.5.4).
   i. Use sentence level context to determine which word is missing from a content area (EE.L.5.4a).
   ii. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks) (EE.L.5.4b).
   iii. Demonstrate understanding of words that have similar meanings (EE.L.5.4d).

e. Read and identify the meaning of words and phrases based on targeted prefixes and suffixes.

f. Apply knowledge of derivational suffixes that change the part of speech of the base word (e.g., active and activity) from a targeted list of familiar words.

g. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) to determine the meaning of unknown or multiple-meaning words.

h. Use common targeted roots and affixes as clues to determining the meaning of a word.

i. Identify a story element that undergoes change from beginning to end (EE.L.5.5).
   i. Use simple common idioms (e.g., You bet! It's a deal., We're cool) (EE.L.5.5a).
   ii. Demonstrate understanding of words that have similar meanings (EE.L.5.5c).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

j. Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words (EE.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.

COLORADO
Department of Education

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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write opinions about topics or text (EE.W.5.1).
    i. Introduce a topic or text and state an opinion about it (EE.W.5.1a).
b. Provide reasons to support an opinion (EE.W.5.1b).
c. Link opinions and reasons using words, phrases and clauses using a variety of communication modalities.
d. Provide a clear concluding statement or section related to the opinion stated.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write to share information supported by details (EE.W.5.2).
    i. Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate (EE.W.5.2a).
b. Provide facts, details, or other information related to the topic (EE.W.5.2b).
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
d. Use precise language and targeted vocabulary to inform about or explain the topic using a variety of communication modalities.
e. Provide a concluding statement of section related to the information or explanation presented using a variety of communication modalities.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write about events or personal experiences (EE.W.5.3).
    i. Write about an experience or event including three or more events in sequence (EE.W.5.3a).
b. Use narrative techniques (e.g., dialogue, description) to organize ideas and events.
c. Use targeted transitional words and phrases to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events.
e. Provide a conclusion that follows experiences or events.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate understanding of conventions of standard English (EE.L.5.2).
   i. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns (EE.L.5.2e).
b. Produce writing that is appropriate for an explicitly stated task or purpose (EE.W.5.4).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Plan before writing and revise own writing (EE.W.5.5).
d. Use technology, including the Internet, to produce writing while interacting and collaborating with others (EE.W.5.6).
e. Write routinely for a variety of tasks, purposes, and audiences (EE.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)

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.

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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. 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.

Extended Evidence Outcomes

With guidance and support students can:

a. Conduct short research projects using two or more sources (EE.W.5.7).
   i. Develop a short summary statement based on the research.
b. Gather and sort relevant information on a topic from print and digital sources into given categories (EE.W.5.8).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Use information from literary and informational text to support writing (EE.W.5.9).
   i. Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., "Compare and contract two characters in the story.") (EE.W.5.9a).
   ii. Apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., "Use specific reasons and evidence for supporting specific points in an informational text.") (EE.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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Engage in collaborative discussions (EE.SL.6.1).
   i. Come to discussions prepared to share information.
   ii. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.
   iii. Ask and answer questions specific to the topic, text, or issue under discussion.
   iv. Restate key ideas expressed in the discussion.
b. Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study (EE.SL.6.2).
c. Identify the reasons and evidence supporting the claims made by the speaker (EE.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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Present findings on a topic including descriptions, facts, or details (EE.SL.6.4).
b. Select an auditory, visual, or tactual display to clarify the information in presentations (EE.SL.6.5).
c. Use formal and informal language as appropriate to the communication partner.

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.
   Recognize new ideas presented by others, adjusting their own views as needed.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Determine what a text says explicitly as well as what simple inferences must be drawn (EE.RL.6.1).
   i. Identify details in a text that are related to the theme or central idea (EE.RL.6.2).
   ii. Identify how a character responds to a challenge in a story (EE.RL.6.3).
b. Determine how word choice changes the meaning in a text (EE.RL.6.4).
   i. Determine the structure of a text (e.g., story, poem, or drama) (EE.RL.6.5).
   ii. Identify words or phrases in the text that describe or show what the narrator or speaking is thinking or feeling (EE.RL.6.6).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text (EE.RL.6.7).
   i. Compare and contrast stories, myths, or texts with similar topics or themes (EE.RL.6.9).

d. Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry (EE.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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Analyze a text to determine what it says explicitly as well as what inferences should be drawn (EE.RI.6.1).
   i. Determine the main idea of a passage and details or facts related to it (EE.RI.6.2).
   ii. Identify a detail that elaborates upon individuals, events, or ideas introduced in a text (EE.RI.6.3).
b. Determine how word choice changes the meaning of a text (EE.RI.6.4).
   i. Determine how the title fits the structure of the text (EE.RI.6.5).
   ii. Identify words or phrases in the text that describe or show the author's point of view (EE.RI.6.6).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Find similarities in information presented in different media or formats as well as in text (EE.RI.6.7).
   i. Distinguish claims in a text supported by reason (EE.RI.6.8).
   ii. Compare and contrast how two texts describe the same event (EE.RI.6.9).
d. Demonstrate understanding while actively reading or listening to literary nonfiction (EE.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)

   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)

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate knowledge of word meanings (EE.L.6.4).
   i. Use context to determine which word is missing from a content area text.
   ii. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).
   iii. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

b. Demonstrate understanding of word relationships and use (EE.L.6.5).
   i. Identify the meaning of simple similes (e.g., the man was as big as a tree).
   ii. Demonstrate understanding of words by identifying other words with similar and different meanings.

c. Use general academic and domain-specific words and phrases across contexts (EE.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)

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write claims about topics or text (EE.W.6.1).
   i. Write a claim about a topic or text.
   ii. Write one or more reasons to support a claim about a topic or text.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write to share information supported by details (EE.W.6.3).
   i. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
   ii. Provide facts, details, or other information related to the topic.

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.

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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.

Extended Evidence Outcomes

With guidance and support students can:

a. Write about events or personal experiences (EE.W.6.3).
   i. Write a narrative about a real or imagined experience introducing the experience and including two or more events.
   ii. Use words that establish the time frame.
   iii. Use words that convey specific details about the experience or event.
   iv. Provide a conclusion about the experience or event.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Use strategies (e.g., clarify, language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.
   i. Identify and use pronouns accurately in writing.

b. Demonstrate understanding of conventions of standard English.
   i. Use question marks at the end of the written questions.
   ii. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Use language to achieve desired outcomes when communicating (EE.L.6.3).
   i. Vary use of language when the listener or reader does not understand the initial attempt.
d. Produce writing that is appropriate for the task, purpose, or audience (EE.W.6.4).
e. Plan before writing and revise own writing (EE.W.6.5).
f. Use technology, including the Internet, to produce writing while interacting and collaborating with others (EE.W.6.6).
g. Write routinely for a variety of tasks, purposes, and audiences (EE.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.

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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. 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)

Extended Evidence Outcomes

With guidance and support students can:

a. Conduct short research projects to answer a question (EE.W.6.7).
b. Gather information from multiple print and digital sources that relate to a given topic (EE.W.6.8).
c. Use information from literary and informational text to support writing (EE.W.6.9).
    i. Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.").
    ii. Apply Essential Elements of Grade 6 Reading Standards to informational texts (e.g., "Can you produce an argument by logically organizing the claims and the supporting reasons and evidence.")

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Engage in collaborative discussions (EE.SL.7.1).
   i. Come to discussions prepared to share information (EE.SL.7.1a).
   ii. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions, and carry out assigned roles (EE.SL.7.1b).
   iii. Remain on the topic of the discussion when answering questions or making other contributions to a discussion (EE.SL.7.1c).
b. Identify details related to the main idea of a text presented orally or through other media (EE.SL.7.2).
c. Determine whether the claims made by a speaker are fact or opinion (EE.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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Present findings on a topic including relevant descriptions, facts, or details (EE.SL.7.4).
b. Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation (EE.SL.7.5).
c. Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner (EE.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)

Extended Evidence Outcomes

With guidance and support students can:

a. Analyze text to identify where information is explicitly stated and where inferences must be drawn (EE.RL.7.1).
   i. Identify events in a text that are related to the theme or central idea (EE.RL.7.2).
   ii. Determine how two or more story elements are related (EE.RL.7.3).
b. Determine the meaning of simple idioms and figures of speech as they are used in a text (EE.RL.7.4).
   i. Compare the structure of two or more texts (e.g., stories, poems, or dramas) (EE.RL.7.5).
   ii. Compare the points of view of two or more characters or narrators in a text (EE.RL.7.6).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text (EE.RL.7.7).
   i. Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in an historical account (EE.RL.7.9).

d. Demonstrate understanding of text while actively engaging in reading or listening to stories, dramas, and poetry (EE.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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Analyze text to identify where information is explicitly stated and where inferences must be drawn (EE.R.I.7.1).
   i. Determine two or more central ideas in a text (EE.R.I.7.2).
   ii. Determine how two individuals, events or ideas in a text are related (EE.R.I.7.3).
b. Determine how words or phrases are used to persuade or inform a text (EE.R.I.7.4).
   i. Determine how a fact, step, or event fits into the overall structure of the text (EE.R.I.7.5).
   ii. Determine an author's purpose or point of view (EE.R.I.7.6).

Colorado Academic Standards
Reading, Writing, and Communicating

Evidence Outcomes

Students Can:

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)

Extended Evidence Outcomes

With guidance and support students can:

c. Compare a text to an audio, video or multimedia version of the same text (EE.R.I.7.7).
   i. Determine how a claim or reason fits into the overall structure of an informational text (EE.R.I.7.8).
   ii. Compare and contrast how different texts on the same topic present the details (EE.R.I.7.9).

d. With support and scaffolding, read or listen to and comprehend literature and adapted texts including stories, dramas and poems in the 6-8 text complexity band.

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 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.
   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)

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate knowledge of word meanings (EE.L.7.4).
   i. Use context to determine which word is missing from a text (EE.L.7.4).
   ii. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking) (EE.L.7.4b).
   iii. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating (EE.L.7.4c).
   iv. Access reference materials (i.e., dictionary, word prediction) to verify the meaning of the word or phrase.

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

b. Demonstrate understanding of word relationships and use (EE.L.7.5).
   i. Identify the literal and nonliteral meaning of words in context (EE.L.7.5a).
   ii. Demonstrate understanding of synonyms and antonyms (EE.L.7.5b).
c. Use general academic and domain-specific words and phrases across contexts (EE.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)

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).

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write claims about topics or texts (EE.W.7.1).
   i. Introduce a topic or text and write one claim about it (EE.W.7.1a).
   ii. Write one or more reasons to support a claim about a topic or text (EE.W.7.1b).
   iii. Use temporal words (first, next, also) to create cohesion (EE.W.7.1c).

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write to share information supported by details (EE.W.7.2).
   i. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate (EE.W.7.2a).
   ii. Provide facts, details, or other information related to the topic (EE.W.7.2b).
   iii. Select domain-specific vocabulary to use in writing about the topic (EE.W.7.2d).

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.

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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.

Extended Evidence Outcomes

With guidance and support students can:

a. Write about events or personal experiences (EE.W.7.3).
   i. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events (EE.W.7.3a).
   ii. Use temporal words (e.g., first, then, next) to signal order (EE.W.7.3c).
   iii. Use words that describe feelings of people or characters in the narrative (EE.W.7.3d).
   iv. Provide a conclusion about experiences or events.

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.

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)

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate standard English grammar and usage when communicating (EE.L.7.1).
   i. Produce simple sentences when writing or communicating.
b. Demonstrate understanding of conventions of standard English (EE.L.7.2).
   i. Use end punctuation when writing a sentence or question (EE.L.7.2a).
   ii. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns (EE.L.7.2b).
c. Use language to achieve desired outcomes when communicating (EE.L.7.3).
   i. Use precise language as required to achieve desired meaning.
d. Organize sentences on a topic in a logical order and following a particular style that is appropriate for the audience.

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

e. With guidance and support from adults and peers, plan before writing and revise own writing (EE.W.7.5).
f. Use technology, including the Internet, to produce writing to interact and collaborate with others.
g. Write routinely for a variety of tasks, purposes, and audiences (EE.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?

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.

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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. 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)

Extended Evidence Outcomes

With guidance and support students can:

a. Conduct research to answer a question based on multiple sources of information (EE.W.7.7).
b. Identify quotes providing relevant information about a topic from multiple print or digital sources (EE.W.7.8).
c. Use information from literary and informational text to support writing (EE.W.7.9).
    i. Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters.") (EE.W.7.9a).
    ii. Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.") (EE.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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Engage in collaborative discussions (EE.SL.8.1).
   i. Come to discussions prepared to share information previously studied (EE.SL.8.1a).
   ii. Follow simple rules and carry out assigned roles during discussions (EE.SL.8.1b).
   iii. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion (EE.SL.8.1c).
   iv. Acknowledge new information expressed by others in a discussion and relate it to own ideas (EE.SL.8.1d).

b. Determine the purpose of information presented in graphic, oral, visual, or multimodal formats (EE.SL.8.2).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Determine the argument made by a speaker on a topic (EE.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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Present descriptions, facts, or details supporting specific points made on a topic (EE.SL.8.4).
b. Include multimedia and visual information into presentations (EE.SL.8.5).
c. Adapt communication to a variety of contexts and tasks (EE.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).
   Identify and correct common fallacies in reasoning.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Cite text to support inferences from stories and poems (EE.RL.8.1).
   i. Recount an event related to the theme or central idea, including details about character and setting (EE.RL.8.2).
   ii. Identify which elements in a story of drama lead to subsequent action.
b. Determine connotative meanings of words and phrases in a text (EE.RL.8.4).
   i. Compare and contrast the structure of two or more texts (EE.RL.8.5).
   ii. Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor (EE.RL.8.6).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text (EE.RL.8.7).
   i. Compare and contrast themes, patterns of events, or characters across two or more stories or dramas (EE.RL.8.9).
d. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry (EE.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.

Justify or critique interpretations of text.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Cite text to support inferences from informational text (EE.RI.8.1).
   i. Provide a summary of familiar informational text (EE.RI.8.2).
   ii. Recount events in the order they were presented in the text (EE.RI.8.3).
b. Determine connotative meanings of words and phrases in a text (EE.RI.8.4).
   i. Locate the topic sentence and supporting details in a paragraph (EE.RI.8.5).
   ii. Determine an author's purpose or point of view and identify examples from text that describe or support it (EE.RI.8.6).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Determine whether a topic is best presented as audio, video, multimedia, or text (EE.RI.8.7).
   i. Determine the argument made by an author in an informational text (EE.RI.8.8).
   ii. Identify where two different texts on the same topic differ in their interpretation of the details (EE.RI.8.9).
d. Demonstrate understanding while actively reading or listening to literary nonfiction (EE.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.

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)

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate knowledge of word meanings (EE.L.8.4).
   i. Use context to determine which word is missing from a content area text (EE.L.8.4a).
   ii. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking) (EE.L.8.4b).
   iii. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating (e.g., printed, adapted, or electronic dictionary, thesaurus, or glossary) (EE.L.8.4c).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

b. Demonstrate understanding of word relationships and use (EE.L.8.5).
   i. Demonstrate understanding of the use of multiple meaning words (EE.L.8.5a).
   ii. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household) (EE.L.8.5b).
   iii. Use descriptive words to add meaning when writing and communicating (EE.L.8.5c).
c. Use general academic and domain-specific words and phrases across contexts (EE.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)

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write claims about topics or texts (EE.W.8.1).
   i. Introduce the claim and provide reasons or pieces of evidence to support it (EE.W.8.1a).
   ii. Write reasons to support a claim about a topic or text (EE.W.8.1b).

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Write to share information supported by details (EE.W.8.2).
   i. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate (EE.W.8.2a).
   ii. Write on or more facts or details related to the topic (EE.W.8.2b).
   iii. Write complete thoughts as appropriate (EE.W.8.2c).
   iv. Use domain specific vocabulary related to the topic (EE.W.8.2d).
   v. Provide a closing (EE.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.

Extended Evidence Outcomes

With guidance and support students can:

a. Write about events or personal experiences (EE.W.8.3).
   i. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events (EE.W.8.3a).
   ii. Use temporal words (e.g., first, then, next) to signal order (EE.W.8.3c).
   iii. Use words to describe the feelings of characters or provide other sensory information about the setting, experiences or events (EE.W.8.3d).
   iv. Provide a closing (EE.W.8.3e).

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate standard English grammar and usage when communicating (EE.L.8.1).
   i. Form and use simple verb tenses (e.g., I walked, I walk, I will walk) (EE.L.8.1a).
   ii. Use appropriate verbs to match nouns (EE.L.8.1c).
b. Demonstrate understanding of conventions of standard English (EE.L.8.2).
   i. Use end punctuation and capitalization when writing a sentence or questions (EE.L.8.2a).
   ii. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns (EE.L.8.2c).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Use language to achieve desired outcomes when communicating (EE.L.8.3).
   i. Use to-be verbs (am, is, was, were, be, become, became) accurately when writing and communicating (EE.L.8.3a).
d. Produce writing that is appropriate for the task, purpose, or audience (EE.W.8.4).
e. Plan before writing and revise own writing (EE.W.8.5).
f. Use technology, including the Internet, to produce writing to interact and collaborate with others (EE.W.8.6).
g. Write routinely for a variety of tasks, purposes, and audiences (EE.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.

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)

Extended Evidence Outcomes

With guidance and support students can:

a. Conduct short research projects to answer and pose questions based on one source of information (EE.W.8.7).
b. Select quotes providing relevant information about a topic from multiple print of digital sources (EE.W.8.8).
c. Use information from literary and informational text to support writing (EE.W.8.9).
    i. Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., "Compare and contract themes, patterns of events, or characters across two or more stories or dramas.") (EE.W.8.9a).
    ii. Apply Essential Elements of Grade 8 Reading Standards to informational texts (e.g., "Use relevant and sufficient for supporting the claims and argument.") (EE.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?

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)

Extended Evidence Outcomes

With guidance and support students can:

a. Engage in collaborative discussions (EE.SL.9-10.1).
   i. Prepare for discussions by collecting information on the topic (EE.SL.9-10.1a).
   ii. Work with adults and peers to set rules for discussions (EE.SL.9-10.1b).
b. Determine the credibility of information presented in diverse media or formats (EE.SL.9-10.2).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Determine the speaker's point of view on a topic (EE.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.

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.

Extended Evidence Outcomes

With guidance and support students can:

a. Present an argument on a topic with logically organized claims, reasons, and evidence (EE.SL.9-10.4).
b. Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding (EE.SL.9-10.5).
c. Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate (EE.SL.9-10.6).
d. Listen and respond to feedback.

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text (EE.RL.9-10.1).
   i. Recount events related to the theme or central idea, including details about character and setting (EE.RL.9-10.2).
   ii. Determine how characters change or develop over the course of a text (EE.RL.9-10.3).

b. Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech (EE.RL.9-10.4).
   i. Identify where a text deviates from a chronological presentation of events (EE.RL.9-10.5).
   ii. Determine a point of view of cultural experience in a work of literature from outside the United States and compare it with own point of view or experience (EE.RL.9-10.6).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration) (EE.RL.9-10.7).
   i. Identify when an author draws upon or references a different text (EE.RL.9-10.9).

d. Demonstrate understanding while actively engaged in reading or listening to literary nonfiction (EE.RL.9-10.10).

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.

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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)

Extended Evidence Outcomes

With guidance and support students can:

a. Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text (EE.RI.9-10.1).
   i. Determine the central idea of the text and select details to support it (EE.RI.9-10.2).
   ii. Determine logical connections between individuals, ideas or events in a text (EE.RI.9-10.3).
b. Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech (EE.RI.9-10.4).
   i. Locate sentences that support an author's central idea or claim (EE.RI.9-10.5).
   ii. Determine author's point of view and compare with own point of view (EE.RI.9-10.6).

Evidence Outcomes (continued)

Students Can:

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

e. Evaluate the ways exposure to and interpretation of multiple perspectives is important to being a global member of a global society.

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Analyze two accounts of a subject told in different mediums to determine how they are the same and different (E.RI.9-10.7).
   i. Determine how the specific claims support the argument made in an informational text (EE.RI.9-10.8).
   ii. Make connections between texts with related themes and concepts (EE.RI.9-10.9).

d. Demonstrate understanding while actively engaged in reading or listening to literary nonfiction (EE.RI.9-10.10).

e. Read or listen to and comprehend a variety of grade-level texts or adapted texts from multiple perspectives.

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.

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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.

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)

Extended Evidence Outcomes

With guidance and support students can:

a. Demonstrate knowledge of word meanings (EE.L.9-10.4).
   i. Use context to determine the meaning of unknown (EE.L.9-10.4a).
   ii. Identify and use root words and the words that result when affixes are added or removed (EE.L.9-10.4b).
   iii. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading (EE.L.9-10.4c).

b. Demonstrate understanding of word relationships and use (EE.L.9-10.5).
   i. Interpret common figures of speech (EE.L.9-10.5a).
   ii. Determine the intended meaning of multiple meaning words (EE.L.9-10.5b).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

With guidance and support students can:

c. Use general academic and domain specific words and phrases across contexts (EE.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.

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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)

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Write claims about topics or texts (EE.W.9-10.1).
   i. Introduce a topic or text and write one claim and one counterclaim about it (EE.W.9-10.1a).

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.

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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)

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate (EE.W.9-10.2a).
   i. Develop the topic with facts or details (EE.W.9-10.2b).
   ii. Use complete, simple sentences as appropriate (EE.W.9-10.2c).
   iii. Use domain specific vocabulary when writing claims related to a topic of study or text (EE.W.9-10.2d).
   iv. Provide a closing (EE.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.

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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.

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Use language to achieve desired outcomes when communicating (EE.L.9-10.3).
   i. Vary syntax when writing and communicating (EE.L.9-10.3a).

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.

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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)

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Demonstrate standard English grammar and usage when communicating (EE.L.9-10.1).
   i. Use a variety of parts of speech (noun, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information (EE.L.9-10.1b).
b. Demonstrate understanding of conventions of standard English (EE.L.9-10.2).
   i. Use a comma and conjunction to combine two simple sentences (EE.L.9-10.2a).
   ii. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words (EE.L.9-10.2c).
c. Use language to achieve desired outcomes when communicating.
   i. Vary syntax when writing and communicating.

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

Students Can, with Guidance and Support:

d. Produce writing that is appropriate for the task, purpose, and audience (EE.W.9-10.4).
e. Develop writing by planning and revising own writing (EE.W.9-10.5).
f. Use technology, including the Internet, to produce, publish, and update individual or shared writing projects (EE.W.9-10.6).
g. Write routinely over time for a range of tasks, purposes, and audiences (EE.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)

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Conduct research projects to answer questions posed by self and others using multiple sources (EE.W.9-10.7).
b. Write answers to research questions by selecting relevant information from multiple resources (EE.W.9-10.8).
c. Use information from literary and informational text to support writing (EE.W.9-10.9).
    i. Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., "Identify when an author has drawn upon or included references to another text.") (EE.W.9-10-a).
    ii. Apply Essential Elements of Grade 9-10 Reading Standards to informational texts (e.g., "Use sound reasons for supporting the claims and argument.") (EE.W.9-10-b).

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.

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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)

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Engage in collaborative discussions (EE.SL.11-12.1).
   i. Prepare for discussions by collecting information on the topic.
   ii. Work with peers to set rules and goals for discussions.
   iii. Ask and answer questions to verify or clarify own ideas and understandings during a discussion.
   iv. Respond to agreements and disagreements in a discussion.

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

Students Can, with Guidance and Support:

b. Determine the credibility and accuracy of information presented across diverse media or formats (EE.SL.11-12.2).
c. Determine whether the claims and reasoning enhance the speaker's argument on a topic (EE.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)

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Present an argument on a topic using an organization appropriate to the purpose, audience, and task (EE.SL.11-12.4).
b. Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest (EE.SL.11-12.5).
c. Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate (EE.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.

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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)

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings (EE.RL.11.12.1).
   i. Recount the main events of the text which are related to the theme or central idea (EE.RL.11-12.2).
   ii. Determine how characters, the setting or events change over the course of the story or drama (EE.RL.11-12.3).
b. Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning (EE.RL.11-12.4).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

Students Can, with Guidance and Support:

c. Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem (EE.RL.11-12.7).
   i. Demonstrate explicit understanding of recounted versions of foundational works of American literature (EE.RL.11-12.9).
d. Demonstrate understanding while actively engaged in reading or listening to stories, dramas, or poems (EE.RL.11-12.10).

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.

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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)

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding (EE.RI.11-12.1).
   i. Determine the central idea of a text (EE.RI.11-12.2).
   ii. Recount the text.
   iii. Determine how individuals, ideas, or events change over the course of the text (EE.RI.11-12.3).
b. Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text (EE.RI.11-12.4).
   i. Determine whether the structure of a text enhances the author's claim (EE.RI.11-12.5).
   ii. Determine author's point of view and compare and contrast it with own point of view (EE.RI.11-12.6).

Evidence Outcomes (continued)

Students Can:

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.

Extended Evidence Outcomes (continued)

Students Can, with Guidance and Support:

c. Analyze information presented in different media on related topics to answer questions or solve problems (EE.RI.11-12.7).

i. Determine whether the claims and reasoning enhance the author's argument in an informational text (EE.RI.11-12.8).

ii. Compare and contrast arguments made by two different texts on the same topic (EE.RI.11-12.9).

d. Demonstrate understanding while actively engaged in reading or listening to literary non-fiction (EE.RI.11-12.10).

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)

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Demonstrate knowledge of word meanings (EE.L.11-12.4).
   i. Use context to determine the meaning of unknown words (EE.L.11-12.4a).
   ii. Identify and use root words and the words that result when affixes are added or removed (EE.L.11-12.4b).
   iii. Consult reference materials (e.g., print and adapted dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading (EE.L.11-12.4d).

b. Demonstrate understanding of word relationships and use (EE.L.11-12.5).
   i. Interpret simple figures of speech encountered while reading or listening (e.g., metaphors, analogies) (EE.L.11-12.5a).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

Students Can, with Guidance and Support:

c. Use general academic and domain-specific words and phrases across contexts (EE.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)

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Write arguments to support claims (EE.W.11-12.1).
   i. Write an argument to support a claim that results from studying a topic or reading a text.
   ii. Support claims with reasons and evidence drawn from text.

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.

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)

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate (EE.W.11-12.2a).
   i. Develop the topic with relevant, facts, details, or quotes (EE.W.11-12.2b).
   ii. Use complete, simple sentences, as well as compound and other complex sentences as appropriate (EE.W.11-12.2c).
   iii. Use domain specific vocabulary when writing claims related to a topic of study or text (EE.W.11-12.2d).
   iv. Provide a closing or concluding statement (EE.W.11-12.2f).

Evidence Outcomes (continued)

Students Can:

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.

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.

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Write about events or personal experiences (EE.W.11-12.3).
   i. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events (EE.W.11-12.3a).
   ii. Organize the events in the narrative using temporal words to signal order and add cohesion (EE.W.11-12.3c).
   iii. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters (EE.W.11-12.3d).
   iv. Provide a closing (EE.W.11-12.3e).

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.

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)

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Demonstrate standard English grammar and usage when communicating (EE.L.11-12.1).
   i. Use conventions of standard English when needed (EE.L.11-12.1a).
   ii. Use digital, electronic, and other resources and tools to improve uses of language as needed (EE.L.11-12.1b).

b. Demonstrate understanding of conventions of standard English (EE.L.11-12.2).
   i. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing.
   ii. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

c. Use language to achieve desired outcomes when communicating (EE.L.11-12.3).
   i. Vary sentence structure using a variety of simple and compound sentence structures (EE.L.11-12.3a).

d. Produce writing that is appropriate to a particular task, purpose, and audience (EE.W.11-12.4).

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

Students Can, with Guidance and Support:

e. Develop and strengthen writing as needed by planning, revising, editing, and rewriting (EE.W.11-12.5).
f. Use technology, including the Internet, to produce, publish and update an individual or shared writing project (EE.W.11-12.6).
g. Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences (EE.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).

Extended Evidence Outcomes

Students Can, with Guidance and Support:

a. Conduct research projects to answer questions posed by self and others using multiple sources of information (EE.W.11-12.7).
b. Write answers to research questions by selecting relevant information from multiple resources (EE.W.11-12.8).
c. Determine accuracy of source information.
d. Cite resources using a formatting template.

Evidence Outcomes (continued)

Students Can:

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)

Extended Evidence Outcomes (continued)

Students Can, with Guidance and Support:

e. Cite evidence from literary or informational texts (EE.W.11-12.9).
   i. Apply grades 11-12 Essential Elements for Reading Standards to literature (e.g., "Compare and contrast elements of American literature to other literary works, self, or one's world [Compare themes, topics, locations, context, and point of view]."") (EE.W.11-12.9a).
   ii. Apply grades 11-12 Essential Elements for Reading Standards to informational text (e.g., "Compare and contrast reasoning and arguments used in one's work with those used in seminal U.S. texts.") (EE.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?

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.