

Eleventh Grade

Reading, Writing, & Communicating



Revised: December 2010



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

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

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

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

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

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

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

Colorado Academic Standards Reading, Writing, and Communicating

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

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

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

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

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

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

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

Standards Organization and Construction

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

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

The elements of the revised standards are:

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

Standard: The topical organization of an academic content area.

High School Expectations: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

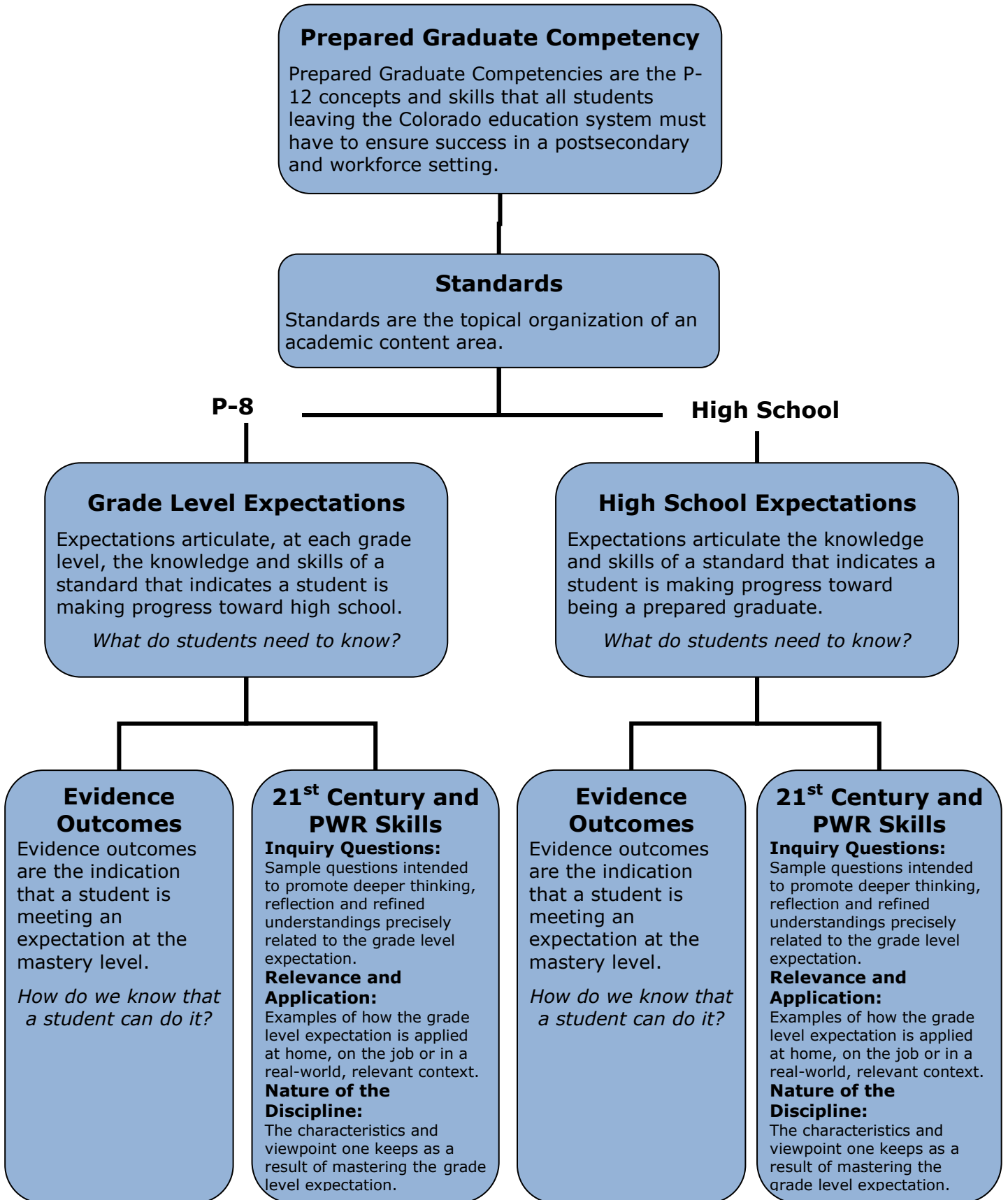
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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

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

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

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

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

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

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

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

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

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies in Reading, Writing, and Communicating

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

Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening
- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks
- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing
- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

Standards in Reading, Writing, and Communicating

Standards are the topical organization of an academic content area. The four standards of Reading, Writing, and Communicating are:

1. Oral Expression and Listening

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

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

2. Reading for All Purposes

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

3. Writing and Composition

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

4. Research and Reasoning

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

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

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

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

Colorado's Description of 21st Century Skills

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

Critical Thinking and Reasoning

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

Information Literacy

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

Collaboration

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

Self Direction

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

Invention

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

Colorado’s Description for School Readiness

(Adopted by the State Board of Education, December 2008)

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado’s Description of Postsecondary and Workforce Readiness

(Adopted by the State Board of Education, June 2009)

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

How These Skills and Competencies are Embedded in the Revised Standards

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

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

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

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

1. Oral Expression and Listening

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

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

Prepared Graduate Competencies

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

Prepared Graduate Competencies in the Oral Expression and Listening Standard:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

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

Prepared Graduates:
 ➤ Use language appropriate for purpose and audience

Grade Level Expectation: Eleventh Grade

Concepts and skills students master:
 1. Verbal and nonverbal cues impact the intent of communication

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Give informal talks using an appropriate level of formality of verbal language and nonverbal interaction with audience b. Deliver formal oral presentations for intended purpose and audience, using effective verbal and nonverbal communication c. Deliver oral talks with clear enunciation, vocabulary, and appropriate organization; nonverbal gestures; and tone d. Analyze audience responses to evaluate how effectively the talk or presentation met the purpose e. Identify, explain, and use content-specific vocabulary, terminology, dialect, or jargon unique to particular groups, perspectives, or contexts (such as social, professional, political, cultural, historical or geographical) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 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? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Tone and eye contact can negatively influence an outcome. 2. Verbal and nonverbal cues can build or destroy the trust of an individual or an audience. 3. Real-time feedback technologies can provide nonverbal cues and systematic information regarding a speaker’s degree of impact or persuasion on an audience. 4. Electronic tools, for example pod casts or video conferencing, can allow deliver to and feedback from a diverse audience. 5. World travelers often use nonverbal cues to communicate needs. 6. Forensic and debate techniques frequently self-correct to gain the favor of an audience’s judgment. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> 1. Great presenters are accustomed to public speaking. 2. Great presenters think about what types of language (formal or informal) they need to use to convey a message. 3. Audience analysis is critical to being understood and credible.

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

Prepared Graduates:
 ➤ Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Eleventh Grade

Concepts and skills students master:
 2. Validity of a message is determined by its accuracy and relevance

Evidence Outcomes	21st Century Skills and Readiness Competencies
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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. Critique the accuracy, relevance, and organization of evidence of a presentation
 - iii. Evaluate effectiveness of oral delivery techniques
 - iv. Listen critically to evaluate the overall effectiveness of the presentation
 - v. Analyze the resources cited for validity
 - vi. 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.11-12.1b)
- b. Integrate multiple sources of information presented in diverse formats and media (e.g., 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)

Inquiry 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. When is something in life perceived as accurate and relevant to experiences, and yet wrong?
4. Is there any fact that is forever certain?

Relevance and Application:

1. Informed voters must “do their homework” and verify facts, premises, and claims.
2. Asking relevant questions is a combination of skepticism and good faith.
3. Fact-checking engines can be used to determine citations, sources, and the validity of evidence.
4. Historians must always substantiate and prove their claims.

Nature of Reading, Writing, and Communicating:

1. Skilled communicators are both critical listeners and effective speakers.
2. Good communicators evaluate other speakers’ points of view, biases, and evidence.

2. Reading for All Purposes

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

Prepared Graduate Competencies

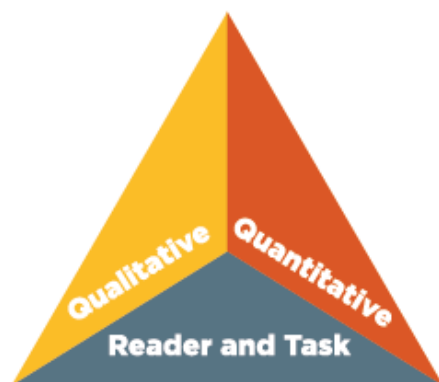
The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Reading for All Purposes Standard:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

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

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

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

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

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

Range of Text Types for K–5

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

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

Range of Text Types for 6–12

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

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

Content Area: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes

Prepared Graduates:

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

Grade Level Expectation: Eleventh Grade

Concepts and skills students master:

1. Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning

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 (e.g., 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 a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (CCSS: RL.11-12.6)
 - iii. Explain the influence of historical context on the form, style, and point of view of a written work
- c. Use Integration of Knowledge and Ideas to:
 - i. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (CCSS: RL.11-12.7)
 - ii. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (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)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Which character from the current text do you most identify with and why?
2. Why did the author choose this particular setting for this story?
3. How might this story have been different with another setting?
4. How does living in the 18th and 19th centuries compare with life in the 21st century?

Relevance and Application:

1. Capturing the stories and culture of ancestors through American literature is the role of most periodical writers, historians, and sports writers.
2. Exposure to diverse authors and genres of literature enhances readers’ perspectives.
3. Online book clubs, blog sites, and storytellers depend on ever better literary text strategies to find and share meaning in stories.
4. Electronic spreadsheets and online storyboarding are effective tools for comparing and contrasting, tone, metaphor and theme development.

Nature of Reading, Writing, and Communicating:

1. Reading Standards for Literacy in Science and Technical Subjects, Grades 11-12. (CCSS: RST.11-12.1-10)
2. Reading Standards for Literacy in History/Social Studies, Grades 11-12. (CCSS: RH.11-12.1-10)

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

Prepared Graduates:	
➤ Demonstrate comprehension of a variety of informational, literary, and persuasive texts	
Grade Level Expectation: Eleventh Grade	
Concepts and skills students master:	
2. Ideas synthesized from informational texts serve a specific purpose	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <p>a. Use Key Ideas and Details to:</p> <ol style="list-style-type: none"> 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 <p>b. Use Craft and Structure to:</p> <ol style="list-style-type: none"> 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 (e.g., how Madison defines faction in Federalist No. 10). (CCSS: RI.11-12.4) ii. Use text features and graphical representations to complement comprehension and enhance critical analysis of a text iii. 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) <p>c. Use Integration of Knowledge and Ideas to:</p> <ol style="list-style-type: none"> i. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses). (CCSS: RI.11-12.8) ii. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (CCSS: RI.11-12.9) <p>d. Use Range of Reading and Complexity of Text to:</p> <ol style="list-style-type: none"> 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) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Does a periodical's headline affect an argument differently? 2. When people's ideas are challenged, does their ego or instinct respond first? 3. What is the greatest authoritative position from which to write for a specific purpose? 4. Describe an author's belief that you can cite from the text. Why do you suppose the author holds that belief? Do you share that same belief? Why or why not? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Pharmacists require the ability to compare and synthesize ideas from informational texts to prevent unnecessary deaths. 2. Mechanics use informational texts when making repairs to assess the sufficiency of a specific "fixing" function. 3. Air quality commissioners depend and must discern many research texts to make difficult and specific decisions. 4. Trusted Web sites are used to seek out visual and multimedia representations of printed text to enhance understanding. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 1. Readers use relevant background knowledge and consistently apply it to what they are reading to better facilitate drawing conclusions and increase comprehensibility of the text. 2. Reading Standards for Literacy in Science and Technical Subjects, Grades 11-12. (CCSS: RST.11-12.1-10) 3. Reading Standards for Literacy in History/Social Studies, Grades 11-12. (CCSS: RH.11-12.1-10)

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

Prepared Graduates:

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

Grade Level Expectation: Eleventh Grade

Concepts and skills students master:

- 3. Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts

Evidence Outcomes

Students can:

- a. 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.11-12.3)
 - i. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS: L.11-12.3a)
- b. 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 (e.g., 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 (e.g., *conceive, conception, conceivable*). (CCSS: L.11-12.4b)
 - iii. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, 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 (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.11-12.4d)
- c. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5)
 - i. Interpret figures of speech (e.g., 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)
- d. 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)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How does having a sound knowledge of English Language aid in text comprehension of difficult text?
- 2. Describe how content specific academic language is beneficial to the development of comprehension in content areas, i.e. science, social studies, and health and PE, specific vocabulary.
- 3. What is the significance of being able to correctly use patterns of word changes to bring meaning to text?

Relevance and Application:

- 1. Doctoral students are required to write a thesis with a dissertation. Having a sound knowledge of language, and how language functions, is a necessity to this type of work.

Nature of Reading, Writing, and Communicating:

- 1. Sound readers are able to immerse into the English Language to derive and infer meaning from difficult text.

3. Writing and Composition

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

From the Common Core State Standards Expectations for EACH grade level:

"Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences."

Prepared Graduate Competencies

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

Prepared Graduate Competencies in the Writing and Composition standard:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing

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

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

Grade Level Expectation: Eleventh Grade

Concepts and skills students master:
 1. Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.11-12.3) <ul style="list-style-type: none"> 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 (e.g., 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. Use a range of strategies to evaluate whether the writing is presented in a clear and engaging manner (such as reading the text from the perspective of the intended audience, seeking feedback from a reviewer) vii. Evaluate and revise text to eliminate unnecessary details, ineffective stylistic devices, and vague or confusing language 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What are the implications if the revision process is not done? 2. Why do writers want to appeal to the readers' senses? 3. Why use sensory tools to influence the reader? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Many companies and colleges require a statement of intent when applying for a job or completing applications, respectively. 2. Conveying a point of view in writing is an important skill to have when applying for a competitive job or to college. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> 1. Writers enjoy finding new ways to create tone or mood in writing. 2. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 11-12. (CCSS: WHST.11-12.1-6 and 10)

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

Prepared Graduates:

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

Grade Level Expectation: Eleventh Grade

Concepts and skills students master:

- 2. Elements of informational and persuasive texts can be refined to inform or influence an audience

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, and clauses as well as varied syntax 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.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)
- b. 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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.11-12.2a)
 - ii. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (CCSS: W.11-12.2b)
 - iii. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.11-12.2c)
 - iv. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS: W.11-12.2d)
 - v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.2e)
 - vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS: W.11-12.2f)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is audience determination important to the writer?
2. What are the implications if the revision process is not done?
3. Why do authors want to appeal to the readers’ senses?
4. How is this beneficial to the reader?
5. How does an author use sensory tools to influence readers as they read?

Relevance and Application:

1. Forest rangers and cattlemen can sometimes refine information to differentiate their respective points of view.
2. Blogs, advertising and public service announcements are examples of where persuasive texts attempt to influence audiences.

Nature of Reading, Writing, and Communicating:

1. Writers can clearly articulate their thoughts to persuade or inform an audience.
2. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 11-12. (CCSS: WHST.11-12.1-6 and 10)

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

Prepared Graduates:	
➤ Apply standard English conventions to effectively communicate with written language	
Grade Level Expectation: Eleventh Grade	
Concepts and skills students master:	
3. Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity	
Evidence Outcomes	21st Century Skills and Readiness Competencies
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 (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i>) as needed. (CCSS: L.11-12.1b) iii. Use a variety of phrases (absolute, appositive) accurately and purposefully to improve writing iv. Use idioms correctly, particularly prepositions that follow verbs v. Ensure that a verb agrees with its subject in complex constructions (such as inverted subject/verb order, indefinite pronoun as subject, intervening phrases or clauses) vi. Use a style guide to follow the conventions of Modern Language Association (MLA) or American Psychological Association (APA) format vii. Use resources (print and electronic) and feedback to edit and enhance writing for purpose and audience 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. Spell correctly. (CCSS: L.11-12.2b) c. 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) d. 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) e. 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)	Inquiry 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. Why is it important to know and properly use the English conventions of writing? 4. What are both a benefit and a caution to using grammar and spell-checker tools? 5. How does reviewing previous drafts and revisions improve a writer’s work? Relevance and Application: 1. Writing personal narratives in college essays and scholarship applications is necessary to be considered as a candidate. 2. Using the dictionary, spell-checker, and other tools can teach as well as correct or edit writing. Nature of Reading, Writing, and Communicating: 1. Writers save copies of their revisions to see how their writing has progressed. 2. Writers use proper English conventions when writing.

4. Research and Reasoning

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

Prepared Graduate Competencies

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

Prepared Graduate Competencies in the Research and Reasoning standard:

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

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

Prepared Graduates:

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

Grade Level Expectation: Eleventh Grade

Concepts and skills students master:

1. Self-designed research provides insightful information, conclusions, and possible 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 and revise research questions for precision and clarity
- d. Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources
- e. 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)
- f. 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 (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-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 (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”). (CCSS: W.11-12.9b)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do you know if an online source is credible?
2. How can subjective viewpoints be used in research?

Relevance and Application:

1. Representing and accurately citing data, conclusions, the opinions of others can be compromised if the researcher does not recognize his/her bias on the topic.
2. Accurately documenting sources of information can prevent accusations of plagiarism which can sometimes lead to legal action.

Nature of Reading, Writing, and Communicating:

1. Researchers follow the reasoning that supports an argument or explanation and can assess whether the evidence provided is relevant and sufficient
2. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 9-10. (CCSS: WHST.9-10.7-9)

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning

Prepared Graduates:

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

Grade Level Expectation: Eleventh Grade

Concepts and skills students master:

2. Complex situations require critical thinking across multiple disciplines

Evidence Outcomes

Students can:

- Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts
- Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision
- Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)
- Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations
- Monitor and assess the extent to which their own beliefs and biases influenced their reactions to the viewpoints and logic of others

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do readers determine if the author(s) they are using are credible, biased on a topic or have a neutral, unbiased approach?
- As they read from multiple texts and across disciplines, how do people organize their thinking for depth of content understanding?
- Are there any disciplines of study which do not require critical thinking?
- When does logic undermine a discipline?

Relevance and Application:

- Presenters organize information and present it to others around a point of view.
- In the media world, people are bombarded with many pieces of information. Keen observing skills to sift through information for clarity, bias, and relevance help one to discriminate good information from faulty input when making informed decisions.
- Writers have strong influence on others' thinking. Good professors help students expand the ability to critically think and foster intellectual humility.
- Reading and participating in blogs give practice in applying critical thinking through the engagement with an authentic audience.

Nature of Reading, Writing, and Communicating:

- Researchers must be flexible with their thinking, so new learning can take place.
- When researchers analyze and assess thinking, they attempt to be fair-minded and look for connections to other content areas.
- Investigative intellects can transform their ideas when being flexible, open-minded, empathetic, humble and confident in reason.

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

Prepared Graduates:
 ➤ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

Grade Level Expectation: Eleventh Grade

Concepts and skills students master:
 3. Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking b. Assess strengths and weaknesses of thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision c. Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness) d. Evaluate the reasoning of self and others for quality, strong-sense thinking 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. How does one analyze the logic of thinking? 2. How does one evaluate the logic of thinking? 3. What does it look like to see intellectual humility or intellectual arrogance? 4. What types of complexities make it difficult for one to take apart his/her own thinking? 5. What obstacles interfere with quality reasoning? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Intellectual open-mindedness challenges rules and traditions and can instigate tension in a society. 2. The absence of logic and precision has steep consequences in medical, safety and judicial settings. 3. "Growing up" is a lifelong event and most often is noticed when faced with differing information, points of view, assumptions, and inferences. 4. Sociologists, anthropologists and historians make a living studying influence, bias, and patterns of quality thinking. 5. Reading and participating in social networking sites such as blogs give practice in applying humility, empathy and confidence through the engagement with an authentic audience. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> 1. Evaluating quality logic and mental flexibility is a trait that becomes a habit which improves the thinking of others. 2. Making connections and bringing fresh clarity to an intellectual assumption brings into mental focus the actual problem or a possible solution.

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