Reading, Writing, and Communicating

Draft Proposed Reading, Writing, and Communicating Standards Revisions December 2017

*Please note: These are screen shots of the October-December, 2017 online feedback system window for reference only. These are not the final proposed revisions*
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Review the Prepared Graduate Statements
Reading, Writing and Communicating

Instructions

In this section, you have the opportunity to provide feedback on the content of the Prepared Graduate Statements (PGS).

On the next page, as you review the grade level expectations, you will be able to provide feedback on the alignment of the PGS with the given grade level expectation.

To leave feedback, click on the comment icon next to any item. You can then offer feedback and comments.

Once you save your feedback, the icon will change color and show as a checkbox so you can keep track of your progress.

About Prepared Graduate Statements (PGS)

All of Colorado’s Academic Standards were designed “backwards” from Prepared Graduate Statements. These statements were formerly known as Prepared Graduate Competencies but have been changed to reduce confusion with competency-based learning systems of instruction and assessment practices. The PGS identify the concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting for each content area.

Each grade level expectation of the Colorado Academic Standards aligns to one or more of the PGS.

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

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

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

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

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

6. Craft arguments using techniques specific to the genre.

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

8. Craft narratives using techniques specific to the genre.

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

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

Grade Level: Preschool

Standard: 1. Oral Expression and Listening
Prepared Graduates
1. Collaborate effectively as group members or leaders who listen actively, 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 80 months/5 years old) students may
a. Attend to language during conversations, songs, stories, or other learning experiences
b. Comprehend increasingly complex and varied vocabulary.
c. Follow two- to three-step directions

Examples of High Quality Teaching and Learning Experiences:

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

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

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

Preschool Learning and Development Expectation:

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

Indicators of Progress:

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

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

Examples of High Quality Teaching and Learning Experiences:

Supportive Teaching Practices/Adults May:

1. The classroom environment provides a variety of play centers that encourage children to interact and communicate with one another.

2. Child-initiated play time occurs at least 1/3 of the day to provide ample opportunity to practice using vocabulary and conversational skills.

3. Talk with children frequently, encouraging them to share their experiences and ideas and listening attentively to their contributions.

4. For children with limited expressive capabilities, use the language stimulation technique of expansion (i.e. 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 ten 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”).
Reading, Writing and Communicating

Grade Level: Preschool

Standard: 2. Reading for All Purposes
Prepared Graduates

3. Read a wide range of literary texts to build knowledge and better understand the human experience.
4. Read a wide range of informational texts to build knowledge and 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 non-fiction books and poetry, on a range of topics.

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

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

g. Make predictions based on illustrations.

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

Examples of High Quality Teaching and Learning Experiences:

Supportive Teaching Practices/Adults May:

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

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

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

4. Provide dramatic play props that link to the stories that are read and are rotated on an ongoing basis such as furniture (table, chair, crib, store dividers), clothes (hats, shoes, material, costumes) and props (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 he 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.
**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.

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**Preschool Learning and Development Expectation:**

2. Phonological awareness is the building block for understanding language

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**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

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**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); Syllables (e-1e-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/ /p/ /u/) (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 four- and five-year-olds. They generate rhymes together for words like star, ring, and frog. Her assistant Mrs. Oldshead 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 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 80 months/5 years old) students may

a. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.

b. Understand that print conveys meaning.

c. Understand conventions, such as print moves from left to right and top to bottom of a page.

d. Recognize words as a unit of print and understand that letters are grouped to form words.

e. Recognize the association between spoken or signed and written words.

Examples of High Quality Teaching and Learning Experiences:

1. 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 cubble, 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

Examples of High Quality Teaching and Learning Experiences:

Examples of 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 four- and five-year-olds while her assistant Mr. Bryan plays a simple alphabet matching game with the three-year-olds and younger fours.
Reading, Writing and Communicating

Grade Level: Preschool

Standard: 3. Writing and Composition
Common Core Information
Colorado's standards for mathematics and reading, writing, and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS. SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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.

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 dough, 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-alphabetical (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.] Semi-alphabetical/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 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.
Reading, Writing and Communicating

Grade Level: Preschool

Standard: 4. Research Inquiry and Design
Prepared Graduates

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

Preschool Learning and Development Expectation:

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

Indicators of Progress:

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

a. Differentiate between questions and statements

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

Examples of High Quality Teaching and Learning Experiences:

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.

Colorado Essential Skills:

1. What is the difference between a question and a statement?

2. How do asking questions help us learn and solve problems?

Essential Questions:

1. Researchers know the world is full of information.

2. The question lays out the problem or issue and guides thinking.

3. Researchers understand that for thinking to improve, it is necessary to seek out alternative ways to solve problems.
Reading, Writing and Communicating

Grade Level: Kindergarten

Standard: 1. Oral Expression and Listening
Common Core Information

Colorado’s standards for **mathematics** and **reading, writing and communicating** include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

### Prepared Graduates

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

### Grade Level Expectation: Kindergarten

1. Verbal and nonverbal language is used to communicate.

### 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)
   - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)
   - Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)

b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2)

c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3)

d. Listen with comprehension to follow two-step directions

e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6)

### Academic Context and Connections

**Colorado Essential Skills:**

1. Use interpersonal skills to learn and work with individuals from diverse backgrounds

2. Interpret information and draw conclusions based on the best analysis

3. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multi-lingual)

4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

**Essential Questions:**

1. What are proper ways for people to ask for something they need?

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. Quality of thinking depends on the quality of questions.
Prepared Graduates

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

Grade Level Expectation: Kindergarten

2. Oral communication skills are built within 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 (e.g., 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 (e.g., note places at school that are colorful). (CCSS: L.K.5c)

g. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)

h. Express words and word meanings as encountered in books and conversation

i. Use new vocabulary that is directly taught through reading, speaking, and listening

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 multi-lingual)

2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes

3. Educate and inspire others to realize their potential

Essential Questions:

1. Why is it important to learn new words and build speaking vocabularies?

2. When talking to a partner, why is important to speak clearly and use words the person understands?

3. How would the world be different if people didn't speak to each other?

Essential Reasoning Skills:

1. A variety of locations resources must be explored to find information that answers questions of interest.
Reading, Writing and Communicating

Grade Level: Kindergarten

Standard: 2. Reading for All Purposes
Common Core Information
Colorado’s standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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

Grade Level Expectation: Kindergarten
1. A concept of print and comprehension of literary texts are the beginning traits of readers.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   1. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1)
   2. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)
   3. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3)

b. Use Craft and Structure to:
   1. Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)
   2. Recognize common types of texts (for example: storybooks, poems). (CCSS: RL.K.5)
   3. 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:
   1. 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)
   2. 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:
   1. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)

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 multi-lingual)

Essential Questions:
2. What words can readers use to describe the main character in a story?
3. Was the title of this story a good title? What could be another title?

Essential Reasoning Skills:
1. Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them).
2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Prepared Graduates

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

Grade Level Expectation: Kindergarten

2. A concept of print and comprehension of informational texts are the beginning traits of readers.

Evidence Outcomes

Students Can:

a. Use Key ideas and Details to:
   - With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)
   - With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)
   - 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:
   - With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)
   - Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5)
   - 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:
   - 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)
   - With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)
   - With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.K.9)

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

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis
2. Make predictions and design data/information collection and analysis strategies
3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand
4. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)

Essential Questions:

1. How do the illustrations help you figure out the meaning of the text?
2. How is informational text read differently than a literary text?

Essential Reasoning Skills:

1. Dictate questions that arise during instruction
2. Use a variety of resources (for example: direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry
Evidence Outcomes

Students Can:

a. Demonstrate understanding of the relationships and basic features of print. (CCSS: RF.K.1)
   - Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)
   - Recognize that spoken words are represented in written language by specific sequences of symbols (phonemes). (CCSS: RF.K.1b)
   - Understand that words are separated by spaces in print. (CCSS: RF.K.1c)
   - Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)

b. Demonstrate understanding of spoken sounds, syllables, and words (phonemes). (CCSS: RF.K.2)
   - Notice and produce rhyming words. (CCSS: RF.K.2a)
   - Count, recite, and write, and segment syllables in spoken words. (CCSS: RF.K.2b)
   - Blend and segment sounds and identify and produce the initial, medial vowel, and final sounds (phonemes) in single-syllable spoken words. (CCSS: RF.K.2c)
   - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-syllable spoken words ( consonant-vowel-consonant, or CV.C.V). (CCSS: RF.K.2d)
   - Add or substitute individual sounds (phonemes) in simple, spoken words to make new words. (CCSS: RF.K.2e)
   - Identify consonant and vowel sounds for letters.

c. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K.3)
   - Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)
   - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)
   - Read common high-frequency words by sight. (For example, the, my, is, are, go, do, does). (CCSS: RF.K.3c)
   - Distinguish between similar spoken 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)
   - Identify one meaning for familiar words and apply them accurately. (For example, knowing duck is a bird and knowing duck as a verb). (CCSS: L.K.4a)
   - Use most frequently occurring suffixes and affixes, (for example, -ed, -ing, -ly, un- pre- post-). (CCSS: L.K.4b)

f. Identify and manipulate sounds.
   - Identify and create rhyming words.
   - Identify and create alliterations.
   - Identify words orally according to shared begining or ending sounds.
   - Blend sounds orally to make single-syllable words.
   - Segment one-syllable words into sounds.
   - Segment spoken words into onset (initial consonant sounds) and rime (remaining of syllables).
   - Identify the initial, medial, and final phoneme (speech sound) of spoken words.

Academic Context and Connections

Colorado Essential Skills:

1. Analyze both how and why media messages are constructed, and for what purposes, to communicate ideas, information accurately, ethically, and creatively for the issue or problem at hand.
2. Apply knowledge and skills to implement sophisticated appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.
3. Interpret information and draw conclusions based on the best analysis.

Essential Questions:

1. How do phonemes (sound speech) connect to graphemes (letters and letter clusters)?
2. What letters are needed to spell the word?
3. What sounds are in the word “cat”? (V/ae/ /V – three sounds)
4. Where do you find other letters in our room that are like letters in your name?
5. Why is an uppercase letter used at the beginning of a name?

Essential Reasoning Skills:

1. Dictate questions that arise during instruction.
2. Use a variety of resources (for example, direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.
Reading, Writing and Communicating

Grade Level: Kindergarten

Standard: 3. Writing and Composition
Common Core Information

Colorado's standards for **mathematics** and **reading, writing and communicating** include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). **View a reference guide to the CCSS reference codes (PDF).**

### Prepared Graduates

6. Craft arguments using techniques specific to the genre.

### Grade Level Expectation: Kindergarten

1. Writers use a variety of text types and purposes, labels, and familiar words to communicate opinions and ideas.

### 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 (e.g., My favorite book is...). (CCSS: W.K.1)

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

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

### Academic Context and Connections

**Colorado Essential Skills:**

1. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them

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

3. Demonstrate ways to adapt and reach workable solutions

4. Participate effectively in civic life

**Essential Questions:**

1. How do people state their opinions in writing?

2. Why is it important to express your opinion in writing?
Prepared Graduates

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

Grade Level Expectation: Kindergarten

2. Writers use a variety of text types and purposes, labels, and familiar words to inform and explain.

Evidence Outcomes

Students Can:

- a. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)

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

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

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis

2. Make predictions and design data/information collection and analysis strategies

3. Make predictions and design data/information collection and analysis strategies

4. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand

5. Create information through the use of technologies

Essential Questions:

1. How do people share ideas with print?

2. Why is it important to explain ideas in writing?

3. How can writers use pictures and words to explain ideas?
Prepared Graduates

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation: Kindergarten

3. Writers use a variety of text types and purposes, labels, and familiar words to tell stories.

Evidence Outcomes

Students Can:

a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3)

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

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

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multi-lingual)

2. Synthesize ideas in original and inspiring ways

3. Act on creative ideas to make a tangible and useful contribution

4. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships.

Essential Questions:

1. How do people share stories in writing?

2. Why is it important for us to write our stories down?

3. Why does writing our own story require us to be creative and original?
Prepared Graduates

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

Grade Level Expectation: Kindergarten

4. Writers use appropriate mechanics and conventions to create 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)
   - Print many upper- and lowercase letters. (CCSS: L.K.1a)
   - Use frequently occurring nouns and verbs. (CCSS: L.K.1b)
   - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS: L.K.1c)
   - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d)
   - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (CCSS: L.K.1e)
   - Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)
   - Use proper spacing between words.
   - Write left to right and top to bottom.
   - Use appropriate pencil grip

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)
   - Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)
   - Recognize and name end punctuation. (CCSS: L.K.2b)
   - Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)
   - Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)

Academic Context and Connections

Colorado Essential Skills:

1. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
2. Meet deadlines and goal as assigned

Essential Questions:

1. How does a sentence begin?
2. How does a sentence begin?
3. How does a writer show that one sentence ends and another begins?
Reading, Writing and Communicating

Grade Level: Kindergarten

Standard: 4. Research Inquiry and Design
Common Core Information
Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.6). View a reference guide to the CCSS reference codes (PDF).

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: Kindergarten
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 (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 (in a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.)

g. With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. (CCSS: W.K.8)

Academic Context and Connections

Colorado Essential Skills:
1. Researchers use many tools for finding the answers to our questions.
2. Asking questions is important to researchers because it helps to clarify their thinking.
3. Researchers ask questioning related to the topic being researched.

Essential Questions:
1. Why do we conduct research?
2. Why do researchers ask questions?
3. How does asking questions help researchers define a problem and find a solution?
4. How does asking questions help researchers define a problem and find a solution?
5. What resources can researchers use to help find the answers to their questions?

Essential Reasoning Skills:
1. Researchers ask questions when they look at the pictures and words in their books.
2. Researchers continually find resources to support, challenge, or change thinking.
3. Questions are where learning begins.
4. People redirect their thinking when the first ideas they have don’t make sense.
5. All reasoning has a purpose based on information and is an attempt to figure something out.
6. Researchers know that for thinking to improve, it is necessary to ask critical questions.
Common Core Information
Colorado’s standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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

Grade Level Expectation: First Grade
1. Verbal and nonverbal language is used 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)
   - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.1.1a)
   - Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)
   - Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)

b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)

c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)

Academic Context and Connections
Colorado Essential Skills:
1. Use interpersonal skills to learn and work with individuals from diverse backgrounds
2. Interpret information and draw conclusions based on the best analysis
3. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multi-lingual)
4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

Essential Questions:
1. What does it mean to communicate courteously in conversations?
2. How can students ask for something without speaking out in class?
3. Why is it important for students to wait their turn before speaking?
2. Deliver effective oral presentations for diverse audiences and varied purposes.

Grade Level Expectation: First Grade

2. Multiple strategies develop and expand oral vocabulary.

Evidence Outcomes

Students Can:

a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)

b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.)

c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)

d. Give and follow simple two-step directions.

Academic Context and Connections

Colorado Essential Skills:

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

2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes

3. Educate and inspire others to realize their potential

Essential Questions:

1. Why is it important to learn new words?

2. How is the meaning of a word demonstrated without speaking?

3. How do presenters decide which words to use when they speak?

4. What is the value of using different words in writing?

Essential Reasoning Skills:

1. A variety of resources leads to locating information and answering questions of interest.
Reading, Writing and Communicating

Grade Level: First Grade

Standard: 2. Reading for All Purposes
Common Core Information
Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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

Grade Level Expectation: First Grade
1. Comprehension and fluent reading of literary texts are characteristics of beginning readers.

Evidence Outcomes

Students Can:

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

b. Use Craft and Structure to:
   - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)
   - Explain major differences between books that tell stories and books that give information drawing on a wide reading of a range of text types. (CCSS: RL.1.5)
   - Identify who is telling the story at various points in a text. (CCSS: RL.1.6)
   - Follow and replicate patterns in predictable poems.

Students Can:

b. Use Craft and Structure to:
   - Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)
   - 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:
   - With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)

Academic Context and Connections

Colorado Essential Skills:
1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual)

Essential Questions:
1. How does a reader picture the character?
2. How does a reader explain a character’s actions?

Essential Reasoning Skills:
1. Write or dictate questions for inquiry that arise during instruction.
2. With peers, use a variety of resources (for example: direct observation, trade books, texts, read aloud) to answer questions of interest through guided inquiry.
3. Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information.
Prepared Graduates

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

Grade Level Expectation: First Grade

2. Comprehension and fluent reading of informational texts are characteristics of beginning readers.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   - Ask and answer questions about key details in a text. (CCSS: RI.1.1)
   - Identify the main topic and retell key details of a text. (CCSS: RI.1.2)
   - Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3)
   - Activate schema and background knowledge to construct meaning

b. Use Craft and Structure:
   - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)
   - 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)
   - 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:
   - Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)
   - Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8)
   - Identify basic similarities and differences between two texts on the same topic (for example: illustrations, descriptions, or procedures). (CCSS: RI.1.9)

d. Use Range of Reading and Level of Text Complexity:
   - With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis.
2. Make predictions and design data/information collection and analysis strategies.
3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand.
4. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual).

Essential Questions:

1. What is the author saying with different punctuation marks?
2. How does a reader’s voice change when a sentence uses a specific punctuation mark?
3. In informational text, why is the main idea important? How do the details support the main idea?

Essential Reasoning Skills:

1. 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)
2. 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?)
3. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)
4. Evaluate information for clarity and accuracy.
Evidence Outcomes

Students Can:

a. Demonstrate understanding of the phonetic and text-based strategies for print (CCSS. ELA-Literacy.RF.1)
   - Recognize the distinguishing properties of letters and sounds (phonemes) (CCSS. RF.1.2)
   - Read aloud with accuracy and fluency to support comprehension (CCSS. RL.1.4)
   - Identify and analyze print structures and conventions, including word families (CCSS. RF.1.3)

b. Demonstrate understanding of spoken words, phrases, and sentences (gender, age, and race) (CCSS. RF.1.2)
   - Display the ability to distinguish between short and long vowel sounds (CCSS. RF.1.3)
   - Read a list of words accurately and fluently (CCSS. RL.1.3)

c. Understand and recognize print words, directions, and visual cues (CCSS. RF.1.4)
   - Read a list of words accurately and fluently (CCSS. RL.1.3)
   - Identify and analyze print structures and conventions, including word families (CCSS. RF.1.3)

d. Read with sufficient accuracy and fluency to support comprehension (CCSS. RL.1.4)
   - Read grade-level text with purpose and understanding (CCSS. RL.1.4)
   - Use context clues to determine the meaning of a word (CCSS. RL.1.4)

Academic Content and Connections

Essential Questions:

1. How do phonemes (the sounds that letters make) contribute to understanding the meaning of words?
2. What new words can readers create from the letter complex (e.g., red, read)?
3. What can readers do with short vowel sounds and consonant clusters?
Reading, Writing and Communicating

Grade Level: First Grade

Standard: 3. Writing and Composition
Common Core Information

Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

Prepared Graduates

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation: First Grade

1. Writers use a writing process to write opinion pieces. (adapted from CCSS: W.1.1)

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)
e. 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)
f. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them.
2. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual).
3. Demonstrate ways to adapt and reach workable solutions.
4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.
5. Participate effectively in civic life.

Essential Questions:

1. How can thoughts and ideas be organized to prepare for writing?
2. Why is it important to express our opinions in writing?
3. When is it useful to express our opinions in writing?
Prepared Graduates

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

Grade Level Expectation: First Grade

2. Writers use a writing process to write informative/explanatory texts. (adapted from CCSS: W.1.2)

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)

d. 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)

e. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis

2. Make predictions and design data/information collection and analysis strategies

3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand

4. Use Information and Communication Technologies: Create information through the use of technologies.

Essential Questions:

1. How can thoughts and ideas be organized to prepare for writing?

2. How can a graphic organizer help writers plan their writing?

3. Why do writers give facts to help their reader understand the topic?
Prepared Graduates

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation: First Grade

3. Writers use a writing process to write narratives. (adapted from CCSS: W.1.3)

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)

d. 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)

e. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multi-lingual)

2. Synthesize ideas in original and inspiring ways

3. Act on creative ideas to make a tangible and useful contribution

4. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships

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. How can a graphic organizer help writers plan their writing?

4. Why is it important for people to share stories?
Prepared Graduates

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

Grade Level Expectation: First Grade

4. Writers use a writing process to revise and edit so that their 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.1.1)
   - Print all upper- and lowercase letters. (CCSS L.1.1a)
   - Use common, proper, and possessive nouns. (CCSS L.1.1b)
   - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop). (CCSS L.1.1c)
   - Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, there, anyone, everything). (CCSS L.1.1d)
   - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home, Today I walk home, Tomorrow I will walk home). (CCSS L.1.1e)
   - Use frequently occurring adjectives. (CCSS L.1.1f)
   - Use frequently occurring conjunctions (e.g., and, but, or, so, because). (CCSS L.1.1g)
   - Use determiners (e.g., articles, demonstratives). (CCSS L.1.1h)
   - Use frequently occurring prepositions (e.g., during, beyond, toward). (CCSS L.1.1i)
   - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS L.1.1j)

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS L.1.2)
   - Write complete simple sentences.
   - Capitalize dates and names of people. (CCSS L.1.2a)
   - Use end punctuation for sentences. (CCSS L.1.2b)
   - Use commas in dates and to separate single words in a series. (CCSS L.1.2c)
   - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS L.1.2d)
   - Spell taught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS L.1.2e)

Academic Context and Connections

Colorado Essential Skills:

1. Meet deadlines and goals as assigned
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes

Essential Questions:

1. How can thoughts and ideas be organized to prepare for writing?
2. How do writers make changes to their writing to make it look and sound better?
3. How does clear communication impact our readers?
Reading, Writing and Communicating

Grade Level: First Grade

Standard: 4. Research Inquiry and Design
Common Core Information
Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

1. 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.

2. Grade Level Expectation: First Grade
   1. Set a clear purpose for research and inquiry by asking essential questions from several resources while working toward clarity and accuracy.

3. 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 (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry
   d. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information
   e. Identify a clear and significant purpose for research (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)

4. Academic Context and Connections

   Colorado Essential Skills:
   1. Researchers pay attention to text features so that they can be clear about their purpose for research and inquiry.

   Essential Questions:
   1. Why must researchers be clear about their purpose for research and inquiry?
   2. Why is it important for researchers to use several resources to find the answers to their questions?
   3. Why is it critical for researchers to use accurate and supported data?
Reading, Writing and Communicating

Grade Level: Second Grade

Standard: 1. Oral Expression and Listening
Common Core Information
Colorado’s standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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

2. Grade Level Expectation: Second Grade
   1. New information can be learned and better dialogue created by listening actively.

3. 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)
      ○ Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking only at a time about the topics and texts under discussion). (CCSS: SL.2.1a)
      ○ Build on others’ talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
      ○ 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)

4. Academic Context and Connections

   a. Colorado Essential Skills:
      1. Use interpersonal skills to learn and work with individuals from diverse backgrounds.
      2. Interpret information and draw conclusions based on the best analysis.
      3. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).
      4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

   b. Essential Questions:
      1. Why is it important to use precise vocabulary in communication?
      2. How do people remember new words and their meanings?
      3. How do people connect new words to things that are important to them?
      4. What is the most important thing to do to ensure people understand a presentation?

   c. Essential Reasoning Skills:
      1. Questions are essential to analyze and evaluate the quality of thinking.
Prepared Graduates
2. Deliver effective oral presentations for diverse audiences and varied purposes.

Grade Level Expectation: Second Grade
2. Discussions contribute and expand on the ideas of self and others.

Evidence Outcomes

Students Can:
1. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
2. Contribute knowledge to a small group or class discussion to develop a topic
3. Maintain focus on the topic
4. 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)
5. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
6. Use content-specific vocabulary to ask questions and provide information

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 multi-lingual)
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
3. Educate and inspire others to realize their potential

Essential Questions:
1. Why is it important to use precise vocabulary in communication?
2. How do people remember new words and their meaning?
3. How do people connect new words to things that are important to them?
4. What is the most important thing to do to ensure people understand a presentation?

Essential Reasoning Skills:
1. Questions are essential to analyze and evaluate the quality of thinking.
Reading, Writing and Communicating

Grade Level: Second Grade

Standard: 2. Reading for All Purposes
Common Core Information
Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each standard that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 6.NF.2) or (CCSS: 8.L.5). View a reference guide to the CCSS reference codes (PDF).

Prepared Graduates
5. Read a wide range of literate texts to build knowledge and better understand the human experience.

Grade Level Expectation: Second Grade
1. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text.

Evidence Outcomes
Students Can:

a. Use Key Ideas and Details to:
   - Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema and background knowledge to construct meaning and draw inferences.
   - 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)
   - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
   - Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)

b. Use Craft and Structure to:
   - Describe how words and phrases (for example: regular beats, alliteration, rhyme, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)
   - 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)
   - 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)
   - Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.

c. Use Integration of Knowledge and Ideas to:
   - 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)
   - Compare and contrast two or more versions of the same story (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:
   - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.2.10)

Academic Context and Connections

Colorado Essential Skills:
1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual)

Essential Questions:
1. Why is it important to read the title before reading the text?
2. What would happen to comprehension if readers never went back and reread something they did not understand?
3. Why is it important to read accurately and fluently?
4. What would a summary look like if the writer did not stick to the important details?

Essential Reasoning Skills:
1. Use a variety of multimedia sources to answer questions of interest.
2. Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)
Prepared Graduates

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

Grade Level Expectation: Second Grade

2. Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   - 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)
   - Identify the main topic of a paragraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2)
   - 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:
   - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (CCSS: RI.2.4)
   - 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)
   - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6)

c. Use Integration of Knowledge and Ideas to:
   - Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7)
   - Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)
   - 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:
   - Adjust reading rate according to type of text and purpose for reading.
   - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.2.10)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis.
2. Make predictions and design data/information collection and analysis strategies.
3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand.
4. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual).

Essential Questions:

1. What text features are most useful when reading informational texts? Why?
2. How does using the table of contents save a reader time?
3. What are two or more uses of the bold key words in the text?
4. How do captions assist a reader in gathering information?

Essential Reasoning Skills:

1. Ask primary questions of depth and breadth
2. Acknowledge the need to treat all viewpoints fairly-mindedly.
Prepared Graduates

6. 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: Second Grade

3. Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology.

Evidence Outcomes

Students Can:

a. Know and apply grade-level phonics and word analysis skills in decoding words.
   - Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
   - Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
   - Read multisyllabic words accurately and fluently. (CCSS: RF.2.3c)
   - Decode irregularly spelled two-syllable words with long vowels. (CCSS: RF.2.3d)
   - Decode words with common prefixes and suffixes. (CCSS: RF.2.3e)
   - Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3f)
   - Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.2.3g)

b. Read with sufficient accuracy and fluency to support comprehension.
   - Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)
   - Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)
   - Use context to confirm or self-correct word recognition and understanding, requesting as necessary. (CCSS: RF.2.4c)

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, making inferences from an array of strategies.
   - Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)
   - Determine the meaning of the new word formed when a known prefix is added to a known root word (for example: happy/happily, believable). (CCSS: L.2.4b)
   - Use a known root word as a clue to the meaning of an unknown word with the same root (for example: addition, addional). (CCSS: L.2.4c)
   - Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: birdhouse, lighthouse, Douche, toolshed, notebook, bookmark). (CCSS: L.2.4d)
   - 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.
   - Identify real-life connections between words and their use (for example: describe foods that are spicy or juicy). (CCSS: L.2.5a)
   - Distinguish nuances of meaning among closely related words (for example: toss, throw, hurl) and closely related adjectives (for example: thin, slender, skinny). (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. Which strategies should be used to decode multisyllabic words?
Reading, Writing and Communicating

Grade Level: Second Grade

Standard: 3. Writing and Composition
Common Core Information

Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

1 Prepared Graduates

6. Craft arguments using techniques specific to the genre.

1 Grade Level Expectation: Second Grade

1. Writers use a recursive process to write opinion pieces. (adapted from CCSS: W.2.1)

1 Evidence Outcomes

Students Can:

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

1 Academic Context and Connections

1 Colorado Essential Skills:

1. Demonstrate ways to adapt and reach workable solutions
2. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them
3. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)
4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

1 Essential Questions:

1. Why is it important to writers to know who will be reading their work?
2. What words do writers use to convince others of their opinions?
3. How do writers use technology to support the writing process?
4. How do authors stay focused on one topic throughout a piece of writing?
Prepared Graduates

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

Grade Level Expectation: Second Grade

2. Writers use a recursive writing process to write informative/explanatory texts. (adapted from CCSS: W.2.2)

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. How do writers use technology to support the writing process?

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis

2. Make predictions and design data/information collection and analysis strategies

3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand

4. Create information through the use of technologies.

Essential Questions:

1. What are different forms of informational writing?

2. Why is it important to writers to know who will be reading their work?

3. How is report writing different from storytelling?

4. How do authors stay focused on one topic throughout a piece of writing?

5. How might technology impact the writing process for informational texts?
Prepared Graduates
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation: Second Grade
3. Writers use a writing process to write narratives in which they recount a well-elaborated event or short sequence of events. (adapted from CCSS: W.2.3)

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. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts

g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)

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 multi-lingual)

2. Synthesize ideas in original and inspiring ways

3. Act on creative ideas to make a tangible and useful contribution

4. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships

Essential Questions:
1. How are different literary genres different in form and substance?

2. What are two characteristics of the person you are describing?

3. Why do short poems still have an important message?

4. How do planning frames (graphic organizers, lists, photos, or drawings) help writers as they write a story?

5. How do authors collect topics for writing?

6. How might authors create an inviting beginning and satisfying ending?
Prepared Graduates

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

Grade Level Expectation: Second Grade

4. Writers use a writing process to revise and edit so that their 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.2.1a)
   - Use collective nouns (e.g., group). (CCSS. L.2.1a)
   - Use reflexive pronouns (e.g., myself, ourselves). (CCSS. L.2.1c)
   - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCSS. L.2.1d)
   - Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS. L.2.1e)
   - Apply accurate subject-verb agreement while writing.
   - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS. L.2.1f)
   - Vary sentence beginnings.
   - Spell high-frequency words correctly.

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS. L.2.2a)
   - Capitalize holidays, product names, and geographic names. (CCSS. L.2.2a)
   - Use commas in greetings and closings of letters. (CCSS. L.2.2b)
   - Use an apostrophe to form contractions and frequently occurring possessives. (CCSS. L.2.2c)
   - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS. L.2.2d)
   - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS. L.2.2e)

Academic Context and Connections

Colorado Essential Skills:

1. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
2. Meet deadlines and goal as assigned

Essential Questions:

1. How can spelling change the meaning of a word?
2. How can punctuation change the meaning of a sentence?
3. What is the primary use of the apostrophe in contractions?
4. Why is punctuation used for many different purposes in writing?
5. Why are uppercase/capital letters important in writing?
Reading, Writing and Communicating

Grade Level: Second Grade

Standard: 4. Research Inquiry and Design
Common Core Information

Colorado's standards for **mathematics** and **reading, writing and communicating** include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

1. **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.

2. **Grade Level Expectation: Second Grade**

1. Combine a variety of resources and essential questions to define a clear purpose for accurate research and inquiry that acknowledges varied viewpoints.

3. **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 (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)

4. **Academic Context and Connections**

3. **Colorado Essential Skills:**

1. Researchers use many resources and ways to find information to answer their questions so their conclusions are unbiased.

4. **Essential Questions:**

1. How do researchers ensure that their research is relevant and accurate?

2. Why is it important for researchers to include others' points of view in their research?
Reading, Writing and Communicating

Grade Level: Third Grade

Standard: 1. Oral Expression and Listening
Common Core Information
Colorado’s standards for mathematics and reading, writing, and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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

Grade Level Expectation: Third Grade
1. Group activities require active listening, contribution of thoughtful ideas, and cooperation.

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)
   - 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)
   - Follow agreed-upon rules for discussions (e.g., 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)
   - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
   - Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
   - Use eye contact, volume, and tone appropriate to audience and purpose.
   - Use different types of complete sentences to share information, give directions, or request information.

b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)

c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail (CCSS: SL.3.3)

Academic Context and Connections

Colorado Essential Skills:
1. Use interpersonal skills to learn and work with individuals from diverse backgrounds
2. Interpret information and draw conclusions based on the best analysis
3. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual)
4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

Essential Questions:
1. What are the different kinds of roles people have when working in a group?
2. Do roles help people or hold them back?
3. What characteristics do good group leaders have?

Essential Reasoning Skills:
1. Inferences and points of view exist.
Prepared Graduates

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

Grade Level Expectation: Third Grade

2. Oral communication is used both informally and formally.

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)

g. Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details.

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 multi-lingual)

2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes

3. Educate and inspire others to realize their potential

Essential Questions:

1. Do children talk differently to their friends than to their teachers? Why?

2. Could presenters speak passionately about a topic if their back was turned to the audience?

3. When people talk to someone who speaks a different language, how do they know that the person is happy, sad, scared, or mad?

4. Why is it important to speak clearly with appropriate volume and pitch?

Essential Reasoning Skills:

1. Researching a topic and sharing findings are often done with others.
Reading, Writing and Communicating

Grade Level: Third Grade

Standard: 2. Reading for All Purposes
Colorado's standards for mathematics and reading, writing, and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS.5.NF.2) or (CCSS.5L.K-5). View a reference guide to the CCSS reference codes (PDF).

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

Grade Level Expectation: Third Grade
1. Strategies are needed to make meaning of various types of literary texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   - 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)
   - Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting).
   - 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).
   - 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:
   - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS. RL.3.4)
   - Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events.
   - 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)
   - Distinguish their own point of view from that of the narrator or those of the characters. (CCSS. RL.3.6)

c. Use Integration of Knowledge and Ideas to:
   - 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.3.1)
   - Compare and contrast the themes, settings, and plot 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:
   - 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)
   - Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.

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).

Essential Questions:
1. How do readers use different reading strategies to better understand a variety of texts?
2. How is accuracy in reading tied to accuracy in mathematics?
3. What would readers be like if readers had no signal words to assist them?
4. What was one prediction that you made that changed after you read the text?
5. Why might the author have included the particular visual?

Essential Reasoning Skills:
1. Assess points of view using fairness, relevance, and breadth.
2. Recognize that different sources may have different points of view.
### Prepared Graduates
4. Read a wide range of informational texts to build knowledge and better understand the human experience.

### Grade Level Expectation: Third Grade
2. Strategies are needed to comprehend and fluently read various informational and persuasive texts.

### Evidence Outcomes
#### Students Can:

**a. Use Key Ideas and Details to:**
- 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)
- Determine the main idea of a text; recount the key details and explain how they support the main idea (CCSS. RI.3.2)
- 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:**
- 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)
- Use text features and search tools (for example, key words, indexes, hyperlinks) to locate information relevant to a given topic (CCSS. RI.3.5)
- Distinguish their own point of view from that of the author of a text (CCSS. RI.3.6)
- Use semantic cues and signal words (because, although, to identify cause/effect and compare/contrast relationships)

**c. Use Integration of Knowledge and Ideas to:**
- 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)
- 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.3.6)
- 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:**
- 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)
- Adjust reading rate according to type of text and purpose for reading.

### Academic Context and Connections
#### Colorado Essential Skills:
1. Interpret information and draw conclusions based on the best analysis
2. Make predictions and design data/information collection and analysis strategies
3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand
4. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contents (including multilingual)

#### Essential Questions:
1. How do readers use different reading strategies to better understand a variety of texts (science, social studies, nonfiction)?
2. Looking at our list of comprehension strategies which one supported your thinking the most as you read this genre today (e.g., I used monitoring because this text had many details and technical terms)?
3. How does cause and effect help us to understand and events?
4. How does punctuation change the meaning of a sentence?

#### Essential Reasoning Skills:
1. Recognize that different sources may have different points of view
2. Assess points of view using fairness, relevance, and breadth
Evidence Outcomes

Students Can:

a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSSF: RF3.3)
   - Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSSF: RF3.3a)
   - Decode words with common Latin suffixes. (CCSSF: RF3.3b)
   - Decode multisyllabic words. (CCSSF: RF3.3c)
   - Read grade-appropriate irregularly spelled words. (CCSSF: RF3.3d)

b. Read with sufficient accuracy and fluency to support comprehension. (CCSSF: RF3.4)
   - Read grade-level text with purpose and understanding.
   - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
   - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSSF: L.3.4)
   - Use sentence-level context as a clue to the meaning of a word or phrase. (CCSSF: L.3.4a)
   - Use sentence-level context as a clue to the meaning of a word or phrase. (CCSSF: L.3.4c)
   - Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
   - Use a known root word as a clue to the meaning of an unknown word with the same root (for example, company, companion). (CCSSF: L.3.4d)
   - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSSF: L.3.4e)

d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSSF: L.3.5)
   - Distinguish the literal and nonliteral meanings of words and phrases in context (for example, take steps). (CCSSF: L.3.5a)
   - Identify real-life connections between words and their use (for example, describe people who are friendly or helpful). (CCSSF: L.3.5b)
   - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example, illustrate, imagine, suspect). (CCSSF: 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). (CCSSF: L.3.6)
Common Core Information

Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

### Prepared Graduates

6. Craft arguments using techniques specific to the genre.

### Grade Level Expectation: Third Grade

1. Writers use a recursive writing to write opinion pieces on topics or texts, supporting a point of view with reasons. (adapted from CCSS: W.3.1)

### 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 (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)

d. Provide a concluding statement or section. (CCSS: W.3.1d)

### Academic Context and Connections

**Colorado Essential Skills:**

1. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them

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

3. Demonstrate ways to adapt and reach workable solutions

**Essential Questions:**

1. How do transitions support fluent writing?

2. Why is it necessary to connect ideas when writing?

3. How do authors know what information is accurate?

4. How do authors know what information is credible?

5. What forms of writing assist writers in sharing information?
Prepared Graduates

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

Grade Level Expectation: Third Grade

2. Writers use a recursive writing process to write informative/explanatory texts that examine a topic and convey ideas and information clearly. (adapted from CCSS: W.3.2)

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 (e.g., also, another, and, more, but) to connect ideas within categories of information. (CCSS: W.3c)

d. Provide a concluding statement or section. (CCSS: W.3.2d)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis
2. Make predictions and design data/information collection and analysis strategies
3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand
4. Create information through the use of technologies.

Essential Questions:

1. How do transitions support fluent writing?
2. Why is it necessary to connect ideas when writing?
3. How do authors know what information is accurate?
4. Why would it be important for authors to label illustrations, photos, graphs, charts, or other media?
5. What forms of writing assist writers in sharing information?
Prepared Graduates

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation: Third Grade

3. Writers use a recursive process to write narratives that develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (adapted from CCSS: W.3.3)

Evidence Outcomes

Students Can:

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)

c. Use temporal words and phrases to signal event order. (CCSS: W.3c)

d. Provide a sense of closure. (CCSS: W.3.3d)

Academic Context and Connections

Colorado Essential Skills:

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

2. Synthesize ideas in original and inspiring ways

3. Act on creative ideas to make a tangible and useful contribution

4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

5. Participate effectively in civic life

6. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships

Essential Questions:

1. How can thoughts and ideas be organized to prepare for writing?

2. When are transition words appropriate to use in writing?

3. What is a primary use of a graphic organizer?

4. When people brainstorm, why do they write down all ideas without judgment?
### Evidence Outcomes

**Students Can:**

- **a.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCSS: L.3.1):
  - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences (CCSS: L.3.1a).
  - Use appropriate nouns (e.g., childhood), (CCSS: L.3.1c).
  - Form and use regular and irregular verbs (CCSS: L.3.1d).
  - Form and use the simple (e.g., I want), I want, I made verbs (CCSS: L.3.1e).
  - Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f).
  - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g).
  - Use coordinating and subordinating conjunctions. (CCSS: L.3.1h).
  - Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (adapted from CCSS: L.3.1i).
  - 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):
  - Capitalize appropriate words in titles (CCSS: L.3.2a).
  - Use commas in addresses. (CCSS: L.3.2b).
  - Use commas and quotation marks in dialogue. (CCSS: L.3.2c).
  - Form and use possessives. (CCSS: L.3.2d).
  - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e).
  - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f).
  - 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):
  - Choose words and phrases for effect (CCSS: L.3.3a).
  - Recognize and observe differences between the conventions of spoken and written 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.3.19).
Reading, Writing and Communicating

Grade Level: Third Grade

Standard: 4. Research Inquiry and Design
Common Core Information

Colorado’s standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

1 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: Third Grade

1. Information gathered during research can be presented to an audience.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

1. Some resources, such as Wikipedia, may not contain reliable information.
2. People use collaborative online tools to share work with others

Essential Questions:

1. What would happen to the quality of research if it was always done alone?
2. Why are visuals important in resources?

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.
Reading, Writing and Communicating

Grade Level: Fourth Grade

Standard: 1. Oral Expression and Listening
Common Core Information

Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

Prepared Graduates

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

Grade Level Expectation: Fourth Grade

1. Thoughtful questions are posed after actively listening to the ideas of 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)
   - 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)
   - Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
   - 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)
   - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)

b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)

c. Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)

Academic Context and Connections

Colorado Essential Skills:

1. Use interpersonal skills to learn and work with individuals from diverse backgrounds
2. Interpret information and draw conclusions based on the best analysis
3. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)
4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

Essential Questions:

1. Why is it important to listen to all members in a group before making a decision about an issue or problem?
2. What are some important things to do when presenting ideas to a group?
3. Why is paraphrasing someone else's thinking important before sharing other opinions?

Essential Reasoning Skills:

1. Comprehending new information for research is a process undertaken with discipline both alone and within groups.
Prepared Graduates

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

Grade Level Expectation: Fourth Grade

2. A clear communication plan is necessary to effectively present information 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 (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL.4.6)

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)

2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes

3. Educate and inspire others to realize their potential

Essential Questions:

1. Why is it important to listen to all members in a group before making a decision about an issue or problem?

2. What are some important things to do when presenting ideas to a group?

3. Why is paraphrasing someone else's thinking important before sharing other opinions?

Essential Reasoning Skills:

1. Comprehending new information for research is a process undertaken with discipline both alone and within groups.
Reading, Writing and Communicating

Grade Level: Fourth Grade

Standard: 2. Reading for All Purposes
Prepared Graduates
3. Read a wide range of literary texts to build knowledge and better understand the human experience.

Grade Level Expectation: Fourth Grade
1. Strategies are needed to comprehend and fluently read various types of literary texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   - 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)
   - Determine a theme of a story, drama, or poem from details in the text (including the narrator's and characters' thoughts, words, and actions). (CCSS: RL.4.2)
   - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (CCSS: RL.4.3)
   - Describe the development of a character (dramatic or otherwise) and how the conflicts and events in the text lead to important moments in the plot. (CCSS: RL.4.4)

b. Use Craft and Structure to:
   - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules, Poseidon). (CCSS: RL.4.4)
   - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter, and form) drama (e.g., scenes, acts, and monologues). (CCSS: RL.4.5)
   - 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)

Use Integrations of Knowledge and Ideas to:
   - 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 details, descriptions, and directions in the text. (CCSS: RL.4.7)
   - Compare and contrast the treatment of similar themes, topics, and patterns of events (for example, the quest or the journey) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.8)
   - Summarize text by identifying important ideas and sequence and by providing supporting details while maintaining sequence.

Use Range of Reading and Complexity of Text to:
   - 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)
   - Read familiar texts orally with fluency, accuracy, and prosody (disposition)

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).

Essential Questions:
1. How do people use different reading strategies to better understand different genres (poetry, stories, nonfiction)?
2. What can readers infer about the main character of a text?
3. What and how did a character learn a lesson?
4. How did the author use events to prepare the reader for the ending?
5. How would the story be different if the author changed the setting?
6. How does the point of view affect the story?

Essential Reasoning Skills:
1. Consider negative as well as positive implications of their own thinking or behavior, others' thinking or behavior.
2. State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict).
3. Identify the key concepts and ideas they think and others use.
4. Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth.

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

Grade Level Expectation: Fourth Grade

2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   - 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)
   - Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI 4.2)
   - Explain events, procedures, 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 4.4)

b. Use Craft and Structure to:
   - Determine the meaning of general academic and subject-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI 4.6)
   - 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)
   - Compare and contrast a first-hand and second-hand account of the same event or idea; describe the differences in focus and the information provided. (CCSS: RI 4.6)
   - Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehension.
   - Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information.
   - Identify conclusions.

c. Use Integration of Knowledge and Ideas to:
   - 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 4.6)
   - Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI 4.5)
   - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably. (CCSS: RI 4.9)

d. Use Range of Reading and Complexity of Text to:
   - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-6 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI 4.10)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis.
2. Make predictions and design data/information collection and analysis strategies.
3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand.
4. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).

Essential Questions:

1. Why might the author include the text features that were present in the text?
2. How do text features help readers gain information that they need?
3. Why is it important to know if the text is a firsthand or secondhand account?

Essential Reasoning Skills:

1. Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior.
2. State, elaborate, and give examples of a concept (for example, state, elaborate, and give an example of a friendship or conflict).
3. Identify the key concepts and ideas they and others use.
4. Ask primary questions of clarity, significance, relevance, authority, depth, and breadth.

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Prepared Graduates

6. 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: Fourth Grade

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

Evidence Outcomes

Students Can:

a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.4)
   - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately multisyllabic words in context and out of context. (CCSS: RF.4.4a)
   - Read grade-level text with purpose and understanding. (CCSS: RF.4.4b)
   - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4c)
   - Use context to confirm or self-correct word recognition and understanding, revising as necessary. (CCSS: RF.4.4c)

b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4d)
   - Read grade-level text with purpose and understanding. (CCSS: RF.4.4a)
   - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b)
   - Use context to confirm or self-correct word recognition and understanding, revising as necessary. (CCSS: RF.4.4c)

C. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4)
   - 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)
   - 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.4.4a)
   - Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ly, -ness).
   - Read and understand words that change spelling to show past tense (write/wrote, catch/catched, teach/taught)
   - Read multisyllabic words with and without inflectional and derivational suffixes
   - Infer meaning of words using explorations offered within a text
   - 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)
   - Explain the meaning of simple similes and metaphors for example, as pretty as a picture) in context. (CCSS: L.4.5a)
   - Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)
   - 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)

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 critically for the issue or problem at hand.
2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.
3. Interpret information and draw conclusions based on the best analysis.

Essential Questions:

1. How can analyzing word structures help readers understand word meanings?
2. Why do prefixes (-un-, -re-) and suffixes (-ness, -ly) change the meaning of a word (meaningful, meaningless)?
3. Why do root words change their spelling when suffixes are added?
4. How might a test feature help you in understanding an unknown word?

Essential Reasoning Skills:

1. Consider negatives as well as positive implications of their own thinking or behavior, or others thinking or behavior.
2. State elaborately and give an example of a concept (for example, state, elaboration and give an example of an example of friendship or conflict)
3. Identify the key concepts and ideas they and others use.
4. Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth.
Reading, Writing and Communicating

Grade Level: Fourth Grade

Standard: 3. Writing and Composition
Common Core Information

Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

Prepared Graduates

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation: Fourth Grade

1. Writers use a recursive writing process to write opinion pieces on topics or texts, supporting a point of view with reasons and information. (adapted from 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 (e.g., for instance, in order to, in addition). (CCSS: W.4.1c)

d. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them

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

3. Demonstrate ways to adapt and reach workable solutions

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?
Prepared Graduates

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

Grade Level Expectation: Fourth Grade

2. Writers use the recursive writing process is used to write informative/explanatory texts to examine a topic and convey ideas and information clearly. (adapted from CCSS: W.4.2)

Evidence Outcomes

Students Can:

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)

b. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, 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 (e.g., another, for example, also, because). (CCSS: W.4.2c)

f. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)

g. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis

2. Make predictions and design data/information collection and analysis strategies

3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand

4. Create information through the use of technologies.

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?
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation: Fourth Grade

3. Writers use a recursive writing process to write narratives that develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (adapted from CCSS: W.4.3)

Evidence Outcomes

Students Can:

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
c. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)
e. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)
2. Synthesize ideas in original and inspiring ways
3. Act on creative ideas to make a tangible and useful contribution
4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others
5. Participate effectively in civic life
6. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships

Essential Questions:

1. How are literary genres different in form and substance?
2. How does a graphic organizer assist a writer?
3. How does writing create a visual image for the reader?
Prepared Graduates

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

Grade Level Expectation: Fourth Grade

4. With guidance from peers and adults, writers use the recursive writing process to apply knowledge of language conventions. Correct sentence formation, grammar, punctuation, and capitalization to produce and publish clear and coherent writing.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of standard English (grammar and usage) when writing or speaking (CCSS: L.4.1)

- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) (CCSS: L.4.1a).
- Form and use the progressive (e.g., I am walking; I was walking) verb tenses to refer to ongoing actions in the past, present, and future (CCSS: L.4.1b).
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions (CCSS: L.4.1c).
- Order adjectives within sentences according to conventional patterns (e.g., a red small bag rather than a small red bag) (CCSS: L.4.1d).
- Form and use prepositional phrases (CCSS: L.4.1e).
- Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said and done) to create sentence fluency in writing (CCSS: L.4.1f).
- Produce complete sentences, compound, and complex sentences. Recognize and correct inappropriate fragments and run-ons (adapted from CCSS: L.4.1g).
- Correctly use frequently confused words (e.g., its, it’s, too, two, there, they’re) (CCSS: L.4.1h).

b. Demonstrate command of the conventions of standard English (capitalization, punctuation, and spelling) when writing (CCSS: L.4.2)

- Use correct capitalization (CCSS: L.4.2a).
- Use commas and quotation marks to mark direct speech and quotations from a text (CCSS: L.4.2b).
- Use a comma before a coordinating conjunction in a compound sentence (CCSS: L.4.2c).
- Spell grade-appropriate words correctly, consulting references as needed (CCSS: L.4.2d).

f. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)

- Choose words and phrases to convey ideas precisely (CCSS: L.4.3a).
- Choose punctuation for effect (CCSS: L.4.3b).
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) (CCSS: L.4.3c).

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

e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, and publishing (CCSS: W.4.4). 

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.4.4).

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).
Reading, Writing and Communicating

Grade Level: Fourth Grade

Standard: 4. Research Inquiry and Design
Grade Level: Fifth Grade
Standard: 1. Oral Expression and Listening
Common Core Information

Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.6). View a reference guide to the CCSS reference codes (PDF).

**Prepared Graduates**

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

**Grade Level Expectation: Fifth Grade**

1. Active listening includes strategies and techniques that contribute to understanding different situations and serving different purposes.

**Evidence Outcomes**

**Students Can:**

a. Listen to other's 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.5.1a)
   - 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)
   - Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
   - 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)
   - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS: SL.5.1d)

c. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

d. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS: SL.5.3)

**Academic Context and Connections**

**Colorado Essential Skills:**

1. Use interpersonal skills to learn and work with individuals from diverse backgrounds

2. Interpret information and draw conclusions based on the best analysis

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

4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

**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. Researchers monitor their reasoning in a disciplined way.
Prepared Graduates

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

Grade Level Expectation: Fifth Grade

2. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience.

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 (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.5.5)

d. Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)

e. Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.

Academic Context and Connections

Colorado Essential Skills:

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

2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes

3. Educate and inspire others to realize their potential

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. High-quality research requires information that is organized and presented with documentation.
Reading, Writing and Communicating

Grade Level: Fifth Grade

Standard: 2. Reading for All Purposes
3. Read a wide range of literary texts to build knowledge and better understand the human experience.

1. Various literary texts are understood and interpreted using a range of strategies.

**Evidence Outcomes**

**Students Can:**

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

b. Use Key Ideas and Details to:
   - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (CCSS: RL.6.1).
   - 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.6.2).
   - 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 interpret events) (CCSS: RL.6.3).

b. Use Craft and Structure to:
   - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (CCSS: RL.6.4).
   - 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.6.5).
   - Describe how a narrator's or speaker's point of view influences how events are described (CCSS: RL.6.5).
   - Locate information to support opinions, predictions, inferences, and the identification of the author's message or theme (CCSS: RL.6.5).

c. Use integration of Knowledge and Ideas to:
   - 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, poem) (CCSS: RL.6.7).
   - Compare and contrast stories and poems in the same genre (for example, mysteries and adventure stories) on their approaches to similar themes and topics (CCSS: RL.6.9).
   - Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text (CCSS: RL.6.9).

e. Use Range of Reading and Complexity of Text to:
   - 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).

**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).

2. Essential Questions:
   - Which comprehension strategy would support you in understanding the text?
   - How do readers adjust reading strategies to better understand different texts? What does it mean to be flexible?
   - How are literary texts similar? How are they different?
   - Why does point of view matter? How does it contribute to conflict? How can understanding point of view reduce conflict?
   - How have the visual and/or multimedia elements contributed to the meaning of the text?

3. Essential Reasoning Skills:
   - Ask primary questions of clarity, significance, relevance, accuracy, precision, logic, fairness, depth, and breadth.
   - Acknowledge the need to treat all viewpoints fairly.
   - Recognize what they know and don’t know (intellectual humility).
   - Recognize the value of using the reasoning process to foster desirable outcomes (intellectual confidence in reason).
Prepared Graduates

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

Grade Level Expectation: Fifth Grade

2. Analyzing informational text requires understanding organization and structure.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
   - 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)
   - 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)
   - Distinguish between fact and opinion, providing support for judgments made.

b. Use Craft and Structure to:
   - Determine the meaning of general academic and domain-specific words and phrases in context. (CCSS: RI.5.4)
   - Compare and contrast the overall structure of two or more texts (e.g., chronology of events, cause and effect, comparison, problem and solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
   - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the account of the subject area. (CCSS: RI.5.6)
   - Use text features (such as bold type, headings, graphic organizers, number sense, glossary) and text structures to organize and categorize information, to answer questions, or to perform specific tasks.

c. Use Integration of Knowledge and Ideas to:
   - 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)
   - 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)
   - 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:
   - 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 to independently and proficiently. (CCSS: RI.5.10)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis.
2. Make predictions and design data/information collection and analysis strategies.
3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand.
4. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).

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 quickly?
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. Ask primary questions of clarity, significance, relevance, accuracy, precision, logic, fairness, depth, and breadth.
2. Acknowledge the need to treat all viewpoints fairly.
3. Recognize what they know and don’t know.
4. Recognize the value of using the reasoning process to foster desirable outcomes (intellectual confidence in reason).

Evidence Outcomes

Students Can:

a. Know and apply grade-level phonics and word analysis skills in decoding words (CCSS RF 5.3):
   - Use contextual knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
   (CCSS RF 5.3a)
   - Read with sufficient accuracy and fluency to support comprehension.
   (CCSS RF 5.4a)
   - Read grade-level text with purpose and understanding.
   (CCSS RF 5.6a)
   - Read grade-level prose and poetry with accuracy, appropriate rate, and expression.
   (CCSS RF 5.8a)
   - Use context to confirm or self-correct word recognition and understanding, reading as necessary.
   (CCSS RF 5.9a)

b. Use knowledge of language and its conventions when writing, speaking, reading, or listening (CCSS L 5.3):
   - Expand, contract, and restructure sentences for meaning, usage, audience, formality, or style.
   (CCSS L 5.3a)
   - Compare and contrast the various forms of English (e.g., dialects, registers) used in stories, dramas, or poems.
   (CCSS L 5.3b)

c. 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):
   - Use context (e.g., cassowary, relationships and comparisons in text) as a clue to the meaning of a word or phrase.
   (CCSS L 5.4a)
   - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph,photosynthesis).
   (CCSS L 5.4b)
   - Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or to determine or clarify the precise meaning of key words and phrases.
   (CCSS L 5.4c)

d. Read and identify the meaning of words with sophistication, depth, and breadth.

e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCSS L 5.6):
   - Interpret figurative language, including sensory Language and metaphor, in context.
   (CCSS L 5.6a)
   - Recognize and explain the meaning of common idioms, adages, and proverbs.
   (CCSS L 5.6b)
   - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand the meaning of the word.
   (CCSS L 5.6c)
   - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
   (CCSS L 5.6d)
   - Include those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
   (CCSS L 5.6e)

Academic Context and Connections

Colorado Essential Skills

1. Analyze both the how and why media messages are constructed, and for what purposes and use.
   (CCSS L 5.6)
   - Information accurately, ethically, and creatively for the issue of purpose or help.
   (CCSS L 5.6)
   - Apply knowledge and skills to implement appropriated applications, and works in to decode complex global problems using interdisciplinary perspectives independently or with others.
   (CCSS L 5.6)
   - Interpret information and draw conclusions based on the final analysis.

Essential Questions:

1. How does a reader's knowledge of morphology help them effectively decode and understand multisyllabic words?
2. Select a basic root word and find multiple affixes that extend the meaning of this root. How do affixes impact meaning?
3. How might context clues support you in understanding an unknown word?

Essential Reasoning Skills

1. Ask primary questions of clarity, significance, relevance, accuracy, precision, logic, fairness, depth, and breadth.
2. Acknowledge the need to test all viewpoints fairly.
3. Recognize what they know and don't know (intellectual humility).
4. Recognize the value of using the reasoning process to foster desirable outcomes (intellectual confidence in reason).
Reading, Writing and Communicating

Grade Level: Fifth Grade

Standard: 3. Writing and Composition
Common Core Information

Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation: Fifth Grade

1. Writers use a recursive writing process to write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences. (adapted from CCSS: W.5.1)

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 (e.g., consequently, specifically). (CCSS: W.5.1c)

d. Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)

e. Demonstrate ways to adapt and reach workable solutions

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them

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

Essential Questions:

1. What is the purpose of writing for different audiences?

2. How does revising writing build new skills for writers?
Prepared Graduates

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

Grade Level Expectation: Fifth Grade

2. Writers use a recursive writing process to create effective informative/explanatory texts to examine a topic and convey ideas and information clearly for a variety of purposes and audiences. (adapted from CCSS: W.5.2)

Evidence Outcomes

Students Can:

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., 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 (e.g., in contrast, especially). (CCSS: W.5.2c)

d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

e. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis

2. Make predictions and design data/information collection and analysis strategies

3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand

4. Create information through the use of technologies.

Essential Questions:

1. What is the purpose of writing for different audiences?

2. How does revising writing build new skills for writers?
Prepared Graduates
8. Craft narratives using techniques specific to the genre.

Grade Level Expectation: Fifth Grade
3. Writers use a recursive writing process to write narratives that develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (adapted from CCSS: W.5.3)

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.5.3d)

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)

d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)

e. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)

Academic Context and Connections
Colorado Essential Skills:

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

2. Synthesize ideas in original and inspiring ways

3. Act on creative ideas to make a tangible and useful contribution

4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

5. Participate effectively in civic life

6. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships

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 that they have a topic and supporting details?

4. How do graphic organizers or planning guides increase the effectiveness of a writer?

5. What is the primary message that the author wants readers to interpret from the passage? Where is the evidence from the text?
Prepared Graduates
9. Demonstrate mastery of their own writing process with clear, coherent, and error-free finished products.

Grade Level Expectation: Fifth Grade
4. With guidance and support from peers and adults, writers use a recursive writing process to produce increasingly larger pieces over extended time, and publish clear and coherent writing with conventions applied consistently.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCSS. L.5.1)
   - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS. L.5.1a)
   - Form and use the perfect (e.g., I had walked, I have walked, I will have walked) verb tenses. (CCSS. L.5.1b)
   - Use verb tense to convey various times, sequences, states, and conditions. (CCSS. L.5.1c)
   - Recognize and correct inappropriate shifts in verb tense. (CCSS. L.5.1d)
   - Use correlative conjunctions (e.g., either/or, neither/nor). (CCSS. L.5.1e)
   - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS. L.5.1f)

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS. L.5.2)
   - Use punctuation to separate items in a series. (CCSS. L.5.2a)
   - Use a comma to separate an introductory element from the rest of the sentence. (CCSS. L.5.2b)
   - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). (CCSS. L.5.2c)
   - Use underlining, quotation marks, or italics to indicate titles of works. (CCSS. L.5.2d)
   - 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 interact and collaborate with others. (adapted from CCSS. W.5.6)

f. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS. W.5.10)

Academic Context and Connections

Colorado Essential Skills:
1. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
3. Meet deadlines and goal as assigned

Essential Questions:
1. How do writers prepare their writing for different audiences?
2. How do writers organize their thinking to include the audience they are addressing?
3. Which graphic organizer that we have used may assist you with your planning?
4. What guidelines from our paragraph writing were the most helpful to you as you began to construct your paragraphs?
Reading, Writing and Communicating

Grade Level: Fifth Grade

Standard: 4. Research Inquiry and Design
Common Core Information
Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL. K.5). View a reference guide to the CCSS reference codes (PDF).

1 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.

2 Grade Level Expectation: Fifth Grade
1. Present information and ideas gathered from short research projects by summarizing information from a variety of print and digital source.

3 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)
   - Summarize and support key ideas
   - Demonstrate comprehension of information with supporting logical and valid inferences
   - 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)
   - Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models)
   - Provide documentation of sources used in a grade-appropriate format

c. Draw evidence from literary or informational texts to support analysis, reflection, and research (CCSS: W.5.9)
   - 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)
   - 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)

4 Academic Context and Connections

1 Colorado Essential Skills:
   1. Good researchers use electronic tools to summarize and organize their thinking.
   2. Researchers use social networking tools to create and share information.

2 Essential Questions:
   1. What would happen to the quality of research if it was always done alone?
   2. Why are visuals important in research?

3 Essential Reasoning Skills:
   1. Researchers plan, present, and evaluate projects that define a point of view.
   2. Researchers understand that clear concepts and ideas must be supported with facts.
   3. All reasoning is expressed through and shaped by concepts, and leads somewhere or has implications and consequences.
   4. Researchers plan, present, and evaluate projects that have a specific point of view.
   5. Understanding when people know and when they do not know is a skill that good readers use when they monitor their thinking and reasoning.
Reading, Writing and Communicating

Grade Level: Sixth Grade
Standard: 1. Oral Expression and Listening
Common Core Information
Colorado’s standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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

Grade Level Expectation: Sixth Grade
1. Successful group discussions require planning and participation by all.

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)
   - 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)
   - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
   - 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)
   - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

Academic Context and Connections
Colorado Essential Skills:
1. Use interpersonal skills to learn and work with individuals from diverse backgrounds.
2. Interpret information and draw conclusions based on the best analysis.
3. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual).
4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.
5. Collaboration expands thinking and understanding by integration of others’ ideas and perspectives.
6. Contributing ideas and listening respectfully lead to greater buy-in and give society a larger understanding of views of group members.
7. Collaboration expands thinking and understanding by integration of others’ ideas and perspectives.

Essential Questions:
1. What tools can be used in a small group to organize the discussion?
2. What active listening strategies can individuals use while working in a group?
3. What happens when members of a group don’t listen to one another?
4. Why is it important for people to wait their turn before providing an opinion or giving feedback?
5. Why is it important to understand what others may be thinking?

Essential Reasoning Skills:
1. Identify and question potential bias or faulty assumptions in personal thinking.
2. Demonstrate active listening skills.
3. Clarify the purpose and intended outcomes of collaboration.
4. Develop and/or follow guidelines for collaboration.
5. Expand thinking and understanding by integrating others’ ideas and perspectives.
Prepared Graduates
2. Deliver effective oral presentations for diverse audiences and varied purposes.

Grade Level Expectation: Sixth Grade
2. Successful presentations incorporate appropriate language, tools, and techniques to meet the needs of their task and purpose.

Evidence Outcomes

Students Can:
a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)
b. Include multimedia components (for example: graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)

Academic Context and Connections

Colorado Essential Skills:
1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
3. Educate and inspire others to realize their potential

Essential Questions:
1. What do good 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?
5. How do we fix common habits that may be distracting to an audience?

Essential Reasoning Skills:
1. Clarify thinking so others can understand their message.
2. Determine what is relevant when preparing to share information.
3. Identify audience’s interests, attitudes, goals, and fears.
4. Gather abundant credible information.
5. Exercise persistence with new ideas even though it feels frustrating or difficult at first.
Reading, Writing and Communicating

Grade Level: Sixth Grade

Standard: 2. Reading for All Purposes
Common Core Information
Colorado’s standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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

Grade Level Expectation: Sixth Grade
1. Understanding the meaning within different types of literature depends on properly analyzing literary elements.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.6.1)
   - Determine a theme or central idea of a text and analyze how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS RL.6.2)
   - 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)
   - Use key ideas and details to prompt further research or reading. (CCSS RL.6.4)

b. Use Craft and Structure to:
   - 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 choice on meaning and tone. (CCSS RL.6.4)
   - Compare and contrast the experience of reading a story, drama, or poem to listening 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)
   - Compare and contrast texts in different forms or genres (e.g., historical novels and fantasies) in terms of their approaches to similar themes and topics. (CCSS RL.6.9)

(c) Use Integration of Knowledge and Ideas to:
   - Compare and contrast the experience of reading a story, drama, or poem to listening 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)
   - Compare and contrast texts in different forms or genres (e.g., historical novels and fantasies) in terms of their approaches to similar themes and topics. (CCSS RL.6.9)
   - Use Range of Reading and Complexity of Text:
     - By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS RL.6.10)

Academic Context and Connections

Colorado Essential Skills:
1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)
2. When readers pay attention to how an author uses language, they increase their reading fluency and comprehension
3. Readers who analyze characters’ responses to different situations can respond more flexibly to their own situations

Essential Questions:
1. How is fiction like life?
2. How does conflict lead to change?
3. How do you figure out the theme?
4. How do specific words help readers visualize a scene?
5. What makes a literary work great?

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

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

Grade Level Expectation: Sixth Grade

2. Analyzing informational text requires understanding organization and structure.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
   - 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)
   - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS: RI.6.3)

b. Use Craft and Structure to:
   - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
   - 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)
   - Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)

c. Use Integration of Knowledge and Ideas to:
   - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
   - 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)
   - Compare and contrast the author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (CCSS: RI.6.9)

d. Use Range of Reading and Complexity of Text to:
   - By the end of the year, read and comprehend literary nonfiction in the grades 6-9 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.8.10)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis.
2. Make predictions and design data/information collection and analysis strategies.
3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand.
4. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual).
5. Readers use text features as a source for finding information.
6. Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8. (CCSS: RST.6-8.1-10)
7. Reading Standards for Literacy in History/Social Studies, Grades 6-8. (CCSS: RH.6-8.1-10)

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 their or his 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. Identify explicit/implicit central ideas.
4. Distinguish between relevant and irrelevant information, text and opinion.
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: Sixth Grade

3. Determining a word’s meaning depends on its structure and use 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)
   - Use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4.a)
   - Use common, grade-appropriate Greek and Latin affixes and roots at the meaning of a word (e.g., audience, auditory, audible). (CCSS: L.6.4.b)
   - Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word.
   - Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4.c)
   - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4.d)

b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.6.5)
   - Interpret figures of speech (e.g., personification) in context. (CCSS: L.6.5.a)
   - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (CCSS: L.6.5.b)
   - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unsmiling, thrifty). (CCSS: L.6.5.c)

c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)

Academic Context and Connections

Colorado Essential Skills:

1. 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.

2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

3. Interpret information and draw conclusions based on the best analysis.

Essential Questions:

1. What do proficient readers do when they encounter unfamiliar words?

2. What strategies and resources can I use to learn new words?

3. How does knowledge of roots and affixes help determine the meaning of unknown words?

4. How important is an extensive vocabulary?

5. What is the best way to improve my vocabulary?

Essential Reasoning Skills:

1. Readers transfer knowledge of roots and affixes when reading and writing unfamiliar words.

2. Readers make intentional bridging inferences and connections between sections to resolve problems in comprehension.

3. Use explicit context clues to infer the meaning of words and/or phrases.

4. Give examples/non examples of definitions.

5. Create non-linguistic representations of words or concepts.

6. Apply knowledge of affixes and roots to understand word meanings.

7. Access resources (for example, a dictionary, a thesaurus) to understand word meanings.
Reading, Writing and Communicating

Grade Level: Sixth Grade

Standard: 3. Writing and Composition
Common Core Information
Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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

Grade Level Expectation: Sixth Grade
1. Use a recursive writing process to craft arguments that support claim(s) using clear reasons, relevant evidence, and credible sources (adapted from CCSS: W.6.1).

Evidence Outcomes
Students Can:
- a. Introduce claim(s) and organize the reasons and evidence clearly. (CCSS: W.6.1a)
- b. 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)
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c)
- d. Establish and maintain a formal style. (CCSS: W.6.1d)
- e. Provide a concluding statement or section that follows from the argument presented. (CCSS: W.6.1e)

Academic Context and Connections
Colorado Essential Skills:
1. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them
2. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)
3. Demonstrate ways to adapt and reach workable solutions
4. Writers understand that compositions may be used to convey ideas, evoke emotion, persuade or entertain.
5. Creative and colorful writing persuades and influences events.

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. Evaluate and assess thinking (metacognition) to gain clarity in their understanding
4. Distinguish between relevant and irrelevant information, fact and opinion
5. Generate clear reasons for an argument.
Prepared Graduates

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

Grade Level Expectation: Sixth Grade

2. Use a recursive writing process to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (adapted from CCSS. W.6.2)

Evidence Outcomes

Students Can:

a. 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)

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)

c. Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)

d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)

e. Establish and maintain a formal style. (CCSS: W.6.2e)

f. Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis

2. Make predictions and design data/information collection and analysis strategies

3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand

4. Create information through the use of technologies.

Essential Questions:

1. How does text organization help the reader understand writing?

2. What should we tell and what should we describe to make information clear?

3. How do writers monitor their work to include information that is relevant to the topic?

4. How is word selection important to a piece of writing?

5. Why is relevance so important when someone is writing?

Essential Reasoning Skills:

1. Understand that personal assumptions can affect how a reader understands and interprets a text

2. Ask critical questions to improve thinking

3. Present information in a clear manner so others can understand the conveyed information
Prepared Graduates

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation: Sixth Grade

3. Writers use a recursive writing process to craft narratives of real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (adapted from CCSS: W.6.3)

Evidence Outcomes

Students Can:

a. 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)

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b)

c. 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)

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)

e. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)

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

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 multi-lingual)

2. Synthesize ideas in original and inspiring ways

3. Act on creative ideas to make a tangible and useful contribution

4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

5. Participate effectively in civic life

6. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships

Essential Questions:

1. What descriptors help the reader visualize the character, setting, and plot in a composition?

2. What language brings a piece of writing to life for the reader?

3. Which experiences shape our sense of ourselves and therefore our writing?

Essential Reasoning Skills:

1. Understand that personal experiences affect how a reader understands and interprets a text.

2. Monitor the writings of professionals in areas of personal interest.

3. Helping ourselves be aware of biases will assist us in becoming productive, open-minded citizens.

4. For thinking to improve, it is necessary to ask critical questions.
Prepared Graduates

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

Grade Level Expectation: Sixth Grade

4. With some guidance and support from peers and adults, writers use a recursive writing process to produce and publish clear and coherent writing.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCSS.ELA-Literacy.L.6.1)
   - Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS.ELA-Literacy.L.6.1a)
   - Use introductory (e.g., myself, ourselves). (CCSS.ELA-Literacy.L.6.1b)
   - Recognize and correct inappropriate shifts in pronoun number and person. (CCSS.ELA-Literacy.L.6.1c)
   - Recognize and correct vague pronouns (e.g., one, ones). (CCSS.ELA-Literacy.L.6.1d)
   - Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language. (CCSS.ELA-Literacy.L.6.1e)

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-Literacy.L.6.2)
   - Use punctuation (commas, parentheses, dashes) to set off nonessential parenthetical elements. (CCSS.ELA-Literacy.L.6.2a)
   - Correctly spell frequently used words and consult reference materials (e.g., dictionary, thesaurus) for help when needed. (CCSS.ELA-Literacy.L.6.2b)
   - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.ELA-Literacy.L.6.5)
     - Varied sentence patterns for meaning, reader/listener interest, and style. (CCSS.ELA-Literacy.L.6.3a)
     - Maintain consistency in style and tone. (CCSS.ELA-Literacy.L.6.3b)

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 grade level expectations 1 and 2 above.) (CCSS.ELA-Literacy.W.6.4)

d. 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.ELA-Literacy.W.6.5)

e. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, demonstrating sufficient Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS.ELA-Literacy.W.6.6)

f. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.ELA-Literacy.W.6.10)

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.
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes.
3. Meet deadlines and goals as assigned.
4. Writers pay attention to the way sentences start, which creates more sentence fluency in their writing.

Essential Questions:

1. If a piece of writing has many errors or is difficult to read, what are readers' thoughts about that piece?
2. How can writers create strong sentence fluency in their work?
3. How do writers monitor their spelling if spell-check is not available?
4. How can resources be used to edit and critique a work in progress?

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 control over their thinking to determine when thinking should be questioned and when it should be accepted (intellectual autonomy).
3. Present information in a clear manner so others can understand the conveyed information.
Reading, Writing and Communicating

Grade Level: Sixth Grade

Standard: 4. Research Inquiry and Design
Common Core Information
Colorado’s standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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: Sixth Grade
1. The research process entails identifying question(s), assessing the relevance and credibility of multiple sources, synthesizing information, and demonstrating academic integrity.

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)
   • 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)
   • Apply grade 6 Reading standards to literary nonfiction (for example: “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (CCSS: W.6.9b)

Academic Context and Connections
Colorado Essential Skills:
1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)
2. Make predictions and design data/information collection and analysis strategies
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.

Essential Questions:
1. What tools meet my needs as a researcher?
2. How do biases interfere with critical thinking?
3. What is this message trying to get me to believe or do?
4. Should I believe this?

Essential Reasoning Skills:
1. Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept
2. Recognize the tendency to use stereotypes, prejudices, biases, and distortions
3. Accurately identify the assumptions underlying their own or other’s thinking
4. Clearly define research questions, problems, or tasks
5. Classify persuasive appeals (logical, emotional, ethical)
Reading, Writing and Communicating

Grade Level: Seventh Grade

Standard: 1. Oral Expression and Listening
Common Core Information

Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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

2. Grade Level Expectation: Seventh Grade
   1. Small and large group discussions rely on active listening and the effective contributions of all participants.

3. 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)
      - 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)
      - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
      - 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)
      - 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 (e.g., 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)

4. Academic Context and Connections
   a. Colorado Essential Skills:
      1. Use interpersonal skills to learn and work with individuals from diverse backgrounds.
      2. Interpret information and draw conclusions based on the best analysis.
      3. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual).
      4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.
   b. Essential Questions:
      1. What makes an effective discussion?
      2. How can everyone contribute without a few people dominating a discussion?
      3. What strategies do effective communicators use to involve other people in a discussion?
      4. How do we share responsibility?
      5. What challenges can teams face?
   c. Essential Reasoning Skills:
      1. Ask critical questions to improve thinking.
      2. Draw from multiple perspectives and points of view to expand thinking.
      3. Monitor progress on goals and deadlines.
      4. Respond to others' remarks with observations that help move the discussion forward.
      5. Recognize new ideas presented by others, adjusting their own views as needed.
Prepared Graduates
2. Deliver effective oral presentations for diverse audiences and varied purposes.

Grade Level Expectation: Seventh Grade
2. Formal presentations require preparation and appropriate delivery techniques.

Evidence Outcomes

Students Can:

a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS. SL.7.4)

b. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS. SL.7.5)

c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS. SL.7.6)

Academic Context and Connections

Colorado Essential Skills:
1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).

2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes.

3. Educate and inspire others to realize their potential.

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. Clarify purpose and intended impact of a presentation.

2. Analyze an audience's background knowledge, interests, and goals.

3. Select supporting details/anecdotes/facts for credibility and impact.

4. Determine the most effective format(s) for a presentation.

5. Polish presentation for clarity of content and effect, and grammatically correct use of language, spelling, and mechanics.
Reading, Writing and Communicating

Grade Level: Seventh Grade

Standard: 2. Reading for All Purposes
Common Core Information
Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS.5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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

1. Grade Level Expectation: Seventh Grade
   1. Understanding literature requires attention to the connections between interrelated literary elements.

1. Evidence Outcomes
   Students Can:
   a. Use Key Ideas and Details to:
      - Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
      - 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)
      - Analyze how particular elements of a story or drama (e.g., how the characters shape the plot). (CCSS: RL.7.3)
   b. Use Craft and Structure to:
      - Determine the meaning of words and phrases as they are used within a text, including figurative, connotative, and technical meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)
      - Analyze how a drama or poem's form or structure contributes to its meaning. (CCSS: RL.7.5)
      - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)
   c. Use Integration of Knowledge and Ideas to:
      - 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 (e.g., lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)
      - 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:
      - 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)

1. Academic Context and Connections
   1. 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).
   1. Essential Questions:
      1. How would changing the setting, character, plot, or point of view affect the outcome?
      2. How do authors appeal to the reader's emotions and beliefs?
      3. What makes characters come alive?
      4. What creates conflict? What resolves it?
      5. What makes a literary work great?
   1. Essential Reasoning Skills:
      1. Different readers respond differently to texts due to personal attitudes and beliefs about events, ideas, and themes. Readers may or may not like a particular text and they can explain why.
      2. Explain or connect ideas using supporting evidence (quote, example, test references)
      3. Identify/infer ideas about events, ideas, and themes of the text.
      4. Use reasoning, planning, and evidence to support answers.
Prepared Graduates

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

Grade Level Expectation: Seventh Grade

2. Summarizing and evaluating show understanding of informational texts.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   - 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)
   - 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)
   - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)

b. Use Craft and Structure to:
   - 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)
   - Analyze the structure an author uses to organize a text, including how major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)
   - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)

c. Use Integration of Knowledge and Ideas to:
   - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7)
   - 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)
   - 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:
   - By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.7.10)

 Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis.
2. Make predictions and design data/information collection and analysis strategies.
3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand.
4. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual).
5. Readers think critically when they read to separate fact from opinion.
6. Reading Standards for Literacy in History/Social Studies, Grades 6-8. (CCSS: RH-6.8.1-10)
7. Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8. (CCSS: RST-6.8.1-10)

Essential Questions:

1. How does an author use language to convey their viewpoint?
2. How can readers distinguish between facts and an author's opinion? Why does this matter?
3. How are multiple sources valuable when you 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 information within data sets or texts.
3. Analyze interrelationships among concepts, issues, problems.
4. Synthesize information within a source or text.
5. Cite evidence and develop a logical argument for conclusions.

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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: Seventh Grade

3. Word choice influences the purpose, tone, and meaning of literary and informational 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)
   - Use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
   - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (CCSS: L.7.4b)
   - 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 or its part of speech. (CCSS: L.7.4c)
   - 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.7.4d)

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

c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)

Academic Context and Connections

Colorado Essential Skills:

1. 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.

2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

3. Interpret information and draw conclusions based on the best analysis.

4. Readers infer meanings as well as understand words with multiple meanings by applying understanding of Greek and Latin roots.

5. Readers adjust understanding when they consider historical or social contexts.

Essential Questions:

1. When a word has multiple meanings or pronunciations, how does a reader select the correct one?
2. How important is word choice?
3. How do people adjust the words they use in different contexts?
4. What are the most important words to learn?
5. What is the best way to improve my vocabulary?

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).

4. Apply knowledge of cognates to infer word meanings.

5. Access resources (for example, a dictionary, a thesaurus) to understand word meanings.
Reading, Writing and Communicating

Grade Level: Seventh Grade

Standard: 3. Writing and Composition
Common Core Information
Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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

### Grade Level Expectation: Seventh Grade
1. Use the recursive writing process to craft arguments using logical reasoning, relevant and credible evidence, and a cohesive organizational structure that supports the claim(s) and acknowledges alternate or opposing claims. (adapted from CCSS: W.7.1)

### Evidence Outcomes

**Students Can:**

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a)
- b. 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)
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c)
- d. Establish and maintain a formal style. (CCSS: W.7.1d)
- e. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e)

### Academic Context and Connections

#### Colorado Essential Skills:

1. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them
2. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)
3. Demonstrate ways to adapt and reach workable solutions

#### Essential Questions:

1. Should writers mention information that counters their own point of view?
2. How do different references enhance readers' thinking about writing?
3. Why does word choice play such an important part in writing?
4. How can a writer use his/her influence to persuade readers?

#### Essential Reasoning Skills:

1. Understand that personal experiences affect how a reader understands and interprets a text
2. Understand that personal experiences affect how a reader understands and interprets a text
3. Use multiple perspectives and points of view to expand others' thinking
4. Consider what point(s) of view is (are) being dismissed or played down
Prepared Graduates

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

Grade Level Expectation: Seventh Grade

2. Use a recursive writing process to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (adapted from CCSS: W.7.2)

Evidence Outcomes

Students Can:

a. 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)

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

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

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

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

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

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis

2. Make predictions and design data/information collection and analysis strategies

3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand

4. Create information through the use of technologies.

Essential Questions:

1. How do different references enhance readers’ thinking about writing?

2. Why does word choice play such an important part in 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

4. Use effective organizational skills when planning writing.
Prepared Graduates

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation: Seventh Grade

3. Writers use a recursive writing process to craft narratives of real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (adapted from CCSS: W.7.3)

Evidence Outcomes

Students Can:

a. 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)

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b)

c. Write using stylistic techniques (alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice.

d. 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)

e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d)

f. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)

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).

2. Synthesize ideas in original and inspiring ways.

3. Act on creative ideas to make a tangible and useful contribution.

4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

5. Participate effectively in civic life.

6. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships.

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? What aids help make that inference?

3. Why do organized events require a particular sequence?

4. How might the outcome have been different if the character had made a different decision?

5. What visual clues does a writer give about the setting of a story by using only the words of the text?

Essential Reasoning Skills:

1. Use essential writing skills for clear communication.

2. Consider what would make writing most clear for an audience.

3. Develop narratives with a clear beginning, middle, and end.

4. Provide insight into characters' motivations in narratives.
Prepared Graduates

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

Grade Level Expectation: Seventh Grade

4. With some guidance and support from peers and adults, writers use a recursive writing process to produce and publish clear and coherent writing appropriate to 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)
   - Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a)
   - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
   - 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)
   - Use a comma to separate coordinate adjectives (e.g., it was a fascinating, enjoyable movie but not he wore an old green shirt). (CCSS: L.7.2a)
   - Correctly spell frequently used words and consult reference materials. (CCSS: L.7.2b)
   - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
     - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)

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

d. Use 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)

e. 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, including linking to and citing sources. (CCSS: W.7.6)

g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)

Academic Context and Connections

Colorado Essential Skills:

1. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
3. Meet deadlines and goals as assigned

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. Prepare writing for clarity of content and effect, and grammatically correct use of language, spelling, and mechanics
2. Understand that people judge others’ work by what they write.
3. Use proper documentation to give credit to the work of others
Reading, Writing and Communicating

Grade Level: Seventh Grade
Standard: 4. Research Inquiry and Design
Common Core Information

Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

1. 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: Seventh Grade

1. Generating and answering research questions entails assessing the credibility and accuracy of multiple print and digital sources, quoting or paraphrasing others' conclusions while avoiding plagiarism, and providing citations in a standard format.

Evidence Outcomes

- 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)
- Gather relevant information from multiple print and digital sources, using research 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)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
  - Apply grade 7 Reading standards to literature (e.g., "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)
  - Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)
2. Make predictions and design data/information collection and analysis strategies
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

Essential Questions:

1. How do writers summarize information in their own words?
2. What techniques are being used to attract attention to this material?
3. What point(s) of view are and are not represented here?
4. What makes content credible or not credible?
5. How might different people understand this message differently?

Essential Reasoning Skills:

1. Synthesize information from multiple sources using logical organization
2. Identify the purpose(s) or agenda(s) of media presentations
3. Seek alternative explanations for evidence in order to question its significance
4. Recognize and name missing perspectives
5. Analyze others' persuasive appeals (logical, emotional, ethical)
Reading, Writing and Communicating

Grade Level: Eighth Grade

Standard: 1. Oral Expression and Listening
Prepared Graduates

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

Grade Level Expectation: Eighth Grade

1. Effective collaborative discussions require participants to be prepared, to follow guidelines, to build on others’ ideas, to think analytically, and to make their own contribution.

Evidence Outcomes

Students Can:

1. 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)
   - 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, reflect, and elaborate on ideas under discussion. (CCSS: SL.8.1a)
   - 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)
   - 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)
   - 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)

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (CCSS: SL.8.2)

3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (CCSS: SL.8.3)

Academic Context and Connections

Colorado Essential Skills:

1. Use interpersonal skills to learn and work with individuals from diverse backgrounds
2. Interpret information and draw conclusions based on the best analysis
3. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)
4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex problems using interdisciplinary perspectives independently or with others

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?
5. How does an ordinary team become a “dream team”?

Essential Reasoning Skills:

1. Distinguish between dialogue and debate, stay within guidelines for collaborative discussion.
2. Expand on others’ observations and claims with relevant evidence, insights and ideas.
3. Identify and question assumptions and inferences.
4. Contribute questions and insights that lead the discussion forward.
5. Acknowledge changes in perspective.
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Prepared Graduates

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

Grade Level Expectation: Eighth Grade

2. Effective presentations are well organized, well developed, and tailored for their purpose and audience.

Evidence Outcomes

Students Can:

a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS: SL.8.5)

c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.8.6)

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multi-lingual)

2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes

3. Educate and inspire others to realize their potential

4. Use appropriate media to demonstrate reasoning and explain decisions in the creative process.

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. Analyze their own and others' presentations for purpose, point of view, content, and implications.

3. Evaluate their own and others' appeals for relevance, clarity, and significance.

4. Identify and correct common fallacies in reasoning.
Reading, Writing and Communicating

Grade Level: Eighth Grade

Standard: 2. Reading for All Purposes
Prepared Graduates

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

Grade Level Expectation: Eighth Grade

1. Analyzing literature requires understanding literary elements and evaluating an author's choices.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   - 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)
   - 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. (CCSS: RL.8.2)
   - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provide a resolution. (CCSS: RL.8.3)

b. Use Craft and Structure to:
   - 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 how word choices create a sense of suspense or a tone of satire. (CCSS: RL.8.4)
   - 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)
   - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)

c. Use Integration of Knowledge and Ideas to:
   - 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)
   - Analyze how a modern work of fiction draws on theories, 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:
   - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).
2. Readers are able to connect with the author's style, tone, and mood to support their own personal selections.
3. Having the opportunity to explore a variety of authors and literature will expand personal interest and choice of reading.

Essential Questions:

1. What motivates you to keep reading a book?
2. How do authors develop theme?
3. How do authors convey mood?
4. How do different authors approach story elements?
5. What makes a literary work great?

Essential Reasoning Skills:

1. Apply a concept in a new context (for example, write an alternative ending to a story).
2. Justify or critique interpretations of text.
3. Analyze complex or abstract themes.
4. Adopt an interpretation and defend it using logical reasoning.
Prepared Graduates

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

Grade Level Expectation: Eighth Grade

2. Analyzing informational text requires understanding and evaluating an author's choices.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   - 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)
   - 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)
   - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (CCSS: RI.8.3)

b. Use Craft and Structure to:
   - 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 tests. (CCSS: RI.8.4)
   - 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)
   - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)

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

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

Academic Context and Connections

Colorado Essential Skills:

1. interpreting information and draw conclusions based on the best analysis
2. Make predictions and design data/information collection and analysis strategies
3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand
4. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contents (including multilingual)
5. Readers understand there may be multiple points of view on the same topic.
6. Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8. (CCSS: RST.6-8.1-10)
7. Reading Standards for Literacy in History/Social Studies, Grades 6-8. (CCSS: RH.6-8.1-10)

Essential Questions:

1. Why is this author qualified to write this informational text?
2. How do visuals convey information?
3. How can bias influence the reader?
4. What elements make a text more attractive to some readers than others?
5. What questions are raised but not answered?

Essential Reasoning Skills:

1. Analyze the points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking
2. Identify common reasoning fallacies in print and non-print sources
3. Differentiate between valid and faulty generalizations
4. Take a position on an issue and support it using quality reasoning
5. Evaluate appeals for relevance, clarity, accuracy, fairness, significance, and logic

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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: Eighth Grade

3. Context, grammar, and word choice influence the meaning of literary and informational 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)
   - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
   - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precipice, recession, accent). (CCSS: L.8.4b)
   - 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 or its part of speech. (CCSS: L.8.4c)
   - 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.8.4d)

b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)
   - Interpret figures of speech (e.g., verbal irony, puns) in context. (CCSS: L.8.5a)
   - Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)
   - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., 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.8.5)

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
2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others
3. Interpret information and draw conclusions based on the best analysis
4. People use different types of language depending on their setting and their audience
5. People adjust language according to the purpose of their message. In some situations, people may need more formal language to establish credibility

Essential Questions:

1. How has language changed through the centuries?
2. Is the English language still changing? How?
3. Has technology changed our language?
4. Do slang, dialect, or colloquial language bias a listener?
5. What is the best way to improve my vocabulary?

Essential Reasoning Skills:

1. Apply knowledge of historical or social contexts to infer word meanings
2. Apply knowledge of affixes and roots to determine the meaning of unfamiliar words
3. Discern layers of meaning, both denotative (literal) and connotative (implied)
4. Discern shades of meaning, arrange similar terms along a continuum of meaning
5. Access resources (for example, a dictionary, a thesaurus) to understand word meanings
Reading, Writing and Communicating

Grade Level: Eighth Grade

Standard: 3. Writing and Composition
Common Core Information
Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: S.L.1.K.5). View a reference guide to the CCSS reference codes (PDF).

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

Grade Level Expectation: Eighth Grade
1. Writers use a recursive writing process to craft well organized and cohesive arguments to support claims with clear reasons and relevant evidence. (adapted from CCSS: W.8.1)

Evidence Outcomes

Students Can:
a. 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)
b. 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)
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c)
d. Establish and maintain a formal style. (CCSS: W.8.1d)
e. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.8.1e)

Academic Context and Connections

Colorado Essential Skills:
1. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them
2. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)
3. Demonstrate ways to adapt and reach workable solutions

Essential Questions:
1. What techniques do authors use to persuade readers?
2. What types of words do authors use when they are trying to convince or persuade others to do what they want?
3. When can an author's influence or persuasion be dangerous? Helpful?
4. 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. Evaluate own or others' appeal for relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision
4. Prove reasoning when explaining an opinion to someone else
5. Clearly articulate thinking and reasoning when communicating
7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation: Eighth Grade

2. Writers use a recursive writing process to craft informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (adapted from CCSS: W.8.2)

Evidence Outcomes

**Students Can:**

a. 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 aid comprehension. (CCSS: W.8.2a)

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)

d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)

e. Establish and maintain a formal style. (CCSS: W.8.2e)

f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)

Academic Context and Connections

**Colorado Essential Skills:**

1. Interpret information and draw conclusions based on the best analysis.

2. Make predictions and design data/information collection and analysis strategies.

3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand.

4. Create information through the use of 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. Use and provide valid and reliable information.

3. Monitor selected sources and check the credibility of the author of the source before using it in their work.

4. Use rigorous evaluation processes to determine accuracy of information.

5. Recognize and correct errors in reasoning.
8. Craft narratives using techniques specific to the genre.

3. Writers use a recursive writing process to craft narratives of real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)

**Evidence Outcomes**

**Students Can:**

a. 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)

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b)

c. Write using stylistic techniques (alliteration, onomatopoeia, figurative language, simile, metaphor, personification, hyperbole); and graphic elements (capital letters, line length, word position) to express personal or narrative voice.

d. 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)

e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d)

f. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)

**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).

2. Synthesize ideas in original and inspiring ways.

3. Act on creative ideas to make a tangible and useful contribution.

4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

5. Participate effectively in civic life.

6. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships.

**Essential Questions:**

1. What are the elements of a well-developed character?

2. Why is visual imagery a skill that an author uses to create tone?

3. What makes characters interesting to the reader?

4. How does foreshadowing create connections for the reader?

5. How does an author make a story seem real?

**Essential Reasoning Skills:**

1. Articulate thinking and reasoning clearly in order to communicate.

2. Identify clear themes for the narratives they write.

3. Identify and explore the structure of narrative texts.

4. Use descriptive language effectively to create a narrative setting and build characters.
Prepared Graduates

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

Grade Level Expectation: Eighth Grade

4. With some guidance and support from peers and adults, writers use a recursive writing process to produce and publish clear and coherent writing that presents information and ideas effectively and efficiently and that is appropriate to purpose and audience.

Evidence Outcomes

Students Can:

a. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. (CCSS L.8.1)
   - Explain the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS L.8.1a)
   - Form and use verbs in the active and passive voice. (CCSS L.8.1b)
   - Form and use verbs in the imperative, imperative, interrogative, conditional, and subjunctive mood. (CCSS L.8.1c)
   - 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)
   - Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS L.8.2a)
   - Use an ellipsis to indicate an omission. (CCSS L.8.2b)
   - Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS L.8.2c)

   c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS L.8.5)
   - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact). (CCSS L.8.5a)

   d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS W.8.4)

   e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS W.8.5)

   f. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS W.8.6)

   g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)

Academic Context and Connections

Colorado Essential Skills:

1. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships.

2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes.

3. Meet deadlines and goals as assigned.

4. Writing guides are used as an essential tool for making a piece of writing professional.

5. Writers often use the tools from editing technology, but don't want to become dependent on them so they will try to figure it out on their own and then double-check their work using the tools.

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. Apply word choice, point of view, style, and rhetorical devices to impact readers' interpretation of their writing.

2. Monitor what must be done to make sure their work is coherent, clear and accurate.
Reading, Writing and Communicating

Grade Level: Eighth Grade

Standard: 4. Research Inquiry and Design
Common Core Information

Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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: Eighth Grade

1. Research is a recursive process that includes asking important questions; identifying, locating, and evaluating sources, extracting and synthesizing relevant information, and communicating the answers to others.

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)
   - Apply grade 8 Reading standards to literature (e.g., “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 now”). (CCSS: W.8.a)
   - Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (CCSS: W.8.9b)

Academic Context and Connections

Colorado Essential Skills:

1. Create information through the use of technologies
2. Make predictions and design data information collection and analysis strategies
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

Essential Questions:

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

Essential Reasoning Skills:

1. Identify strengths and weaknesses in their own thinking by examining criteria such as clarity, fairness, logic, and precision.
2. Identify and correct common reasoning fallacies
3. Take a position on an issue and support it using quality reasoning
4. Analyze their own or others’ persuasive appeals
5. Use appropriate media to demonstrate their reasoning and explain decisions in the creative process.
Reading, Writing and Communicating

Grade Level: Ninth / Tenth Grade Band

Standard: 1. Oral Expression and Listening
Common Core Information

Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5 NF 2) or (CCSS: SL K-5). View a reference guide to the CCSS reference codes (PDF).

Prepared Graduates

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

Grade Level Expectation: Ninth / Tenth Grade Band

1. Effective collaboration demands that each participant comes prepared, knows how to acknowledge and respond to others’ ideas, and can 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 in 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).
   - 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).
   - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes or standingarrière, clear goals and deadlines, and individual roles as needed) (CCSS: SL 9–10 1b).
   - Propose conversations by posing and responding to questions that relate the current discussion to broader topics or larger issues, actively incorporating others into the discussion and clarifying, extending, or challenging ideas and conclusions (CCSS: SL 9–10 1c).
   - Respond thoughtfully to diverse perspectives, summarizing, clarifying, elaborating, or challenging in concrete details (CCSS: SL 9–10 1d).

b. Integrate multiple sources of information presented in diverse media or formats (for example, visually, quantitatively, orally) to build a unified understanding with relevant perspectives or evidence.
   - Formulate conclusions and recommendations based on a set of claims and evidence (CCSS: SL 9–10 2).

c. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
   - (CCSS: SL 9–10 3).

Academic Context and Connections

Colorado Essential Skills:

1. Use interpersonal skills to learn and work with individuals from diverse backgrounds.
2. Interpret information and draw conclusions based on the best analysis.
3. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multiple linguistic perspectives).
4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independent from other perspectives.
5. How does a speaker's personal history affect his or her point of view?
6. What is appropriate feedback?
7. What is inappropriate feedback?
8. Why is being able to effectively function in a collaborative group necessary?
9. What criteria could be used to measure the effectiveness of a group?
10. What are effective ways to monitor group skills and individual contributions?
11. 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. Implement a purposeful and articulated process to solve a problem.
3. Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process.
4. State the problem with clarity before beginning a research project.
5. Determine the extent to which you engaged empathetically with the points of view, exercised your common sense, recognized the limits of knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual openness).
6. Monitor and assess the extent to which your own beliefs and biases influence your reactions to the viewpoints and logic of others.
7. Organize information and present it to others around a point of view.
8. Analyze rhetorical devices used in an argument and others' appeals.
Prepared Graduates

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

Grade Level Expectation: Ninth / Tenth Grade Band

2. Effective presentations are well organized, well developed, credible, and tailored for their purpose and audience.

Evidence Outcomes

Students Can:

a. 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)

b. 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)

c. 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)

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

e. Use feedback to evaluate and revise the presentation

Academic Context and Connections

Colorado Essential Skills:

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

2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes

3. Educate and inspire others to realize their potential

Essential Questions:

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

2. How do presenters know if an audience is interested in their topic?

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?

7. How can strong preparation be a useful tool in defending a position or trying to persuade others?

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. Implement a purposeful and articulated process to solve a problem

3. Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process

4. Determine the extent to which they entered empathetically into competing points of view, 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-mindedness)

5. Monitor and assess the extent to which their own beliefs and biases influenced their reactions to the viewpoints and logic of others

6. Organize information and present it to others around a point of view

7. Analyze rhetorical devices used in own and others’ appeals

8. Carefully attend to language and the influence of bias or false premises
Reading, Writing and Communicating

Grade Level: Ninth / Tenth Grade Band

Standard: 2. Reading for All Purposes
Prepared Graduates

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

Grade Level Expectation: Ninth / Tenth Grade Band

1. Textual analysis of traditional and contemporary texts requires scrutiny and comparison of their literary elements as well as the traditions and historical conditions that influenced their production.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:
   - 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)
   - Determine a theme or 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: RL.9-10.2)
   - 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:
   - 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 of a conversation is different from that of a诗). (CCSS: RL.9-10.4)
   - Analyze how an author’s choices concerning how to structure a text, or to develop a theme, or to foreshadow the plot, or to treat a theme, or a relation among key events, develop the themes, or modify descriptions of a character (for example, pacing, flashbacks). (CCSS: RL.9-10.5)
   - Use integration of knowledge and ideas to:
     - Analyze the representation of a subject or of a key figure in two different artistic media, 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.9-10.6)
     - Analyze the influence of the literary, historical, or cultural context on a text or evaluate the contribution to society made by works of literature that deal with similar topics and themes.
   - Use Range of Reading and Complexity of Text to:
     - By the end of grade 10, analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, written on a wide reading of world literature. (CCSS: RL.9-10.7)
     - 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.9-10.8)

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).
2. Read multiple genres that expose people’s thinking beyond their community.
3. As people prepare to become members of society, they will encounter multiple perspectives that will require judgment and scrutiny.

Essential Questions:

1. How does the setting that was portrayed by the author impact the text?
2. What character traits seemed to be conflicting with one character (or more) in the text? (For example, a character started out as a generous person and then became bitter and selfish after a disaster.)
3. How can multiple events in someone’s life carry a particular theme?
4. After reading about the cultural or historical perspectives that were held by people during a specific time period, what can be generalized about these individuals, and how has this event affected history today?
5. What is the difference between personality and the impact a culture has on writing style?
6. Despite the historical story differences, argue for against the idea that there are limited number of themes in the world?

Essential Reasoning Skills:

1. Readers fluently compare and contrast story elements to build a deeper understanding of the ideology or theme of the text.
2. When reading literary texts, analyze the purpose, question at issue, information points of view, implications, and conclusions, inferences, assumptions, and concepts inherent in thinking.
3. Evaluate the ways exposure to and interpretation of multiple perspectives is important to being a member of a global society.
## Grade Level Expectation: Ninth / Tenth Grade Band

2. Interpretation of increasingly complex texts requires understanding how the logical progression of ideas develops the texts’ focus.

### Evidence Outcomes

**Students Can:**

- **a. Use Key Ideas and Details to:**
  - 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).
  - Determine a central idea of a test 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.RL.9-10.2).
  - 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.RL.9-10.3).

- **b. Use Craft and Structure to:**
  - 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.RL.9-10.4).
  - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a test (for example: a section or chapter) (CCSS.RL.9-10.5).
  - 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.RL.9-10.6).

- **c. Use Integration of Knowledge and Ideas to:**
  - 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.RL.9-10.7).
  - Delineate and evaluate the argument and specific claims in a test, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning (CCSS.RL.9-10.8).
  - By the end of grade 9, 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.RL.9-10.9).

- **d. Use Range of Reading and Complexity of Text to:**
  - By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 test complexity band independently and proficiently (CCSS.RL.9-10.10).

### Colorado Context and Connections

1. **Colorado Essential Skills:**
   - 1. Interpret information and draw conclusions based on the best analysis.
   - 2. Make predictions and design data/information collection and analysis strategies.
   - 3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically and creatively for the issue or problem at hand.
   - 4. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual).
   - 5. Readers are able to fluently discuss topics that have both American and world views.
   - 6. Reading Standards for Literacy in Science and Technical Subjects, Grades 9–10. (CCSS.RST.9-10.1–10)
   - 7. Reading Standards for Literacy in History/Social Studies, Grades 9–10. (CCSS.RH.9-10.1–10)

### Essential Questions:

1. How does an author work to persuade readers to change their opinions?
2. How does an author alter readers’ thoughts as they read a test?
3. What visual imagery does the author create to activate one or more of the readers’ emotions?
4. What is the difference between text that is explicitly accurate and text that is explicitly logical?
5. What is the difference between old information and new information?
6. What does it take to synthesize two different but noncompeting sources of information?

### Essential Reasoning Skills:

1. When reading informational text, 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.
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: Ninth / Tenth Grade Band
3. Context, parts of speech, grammar, and word choice influence the understanding 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 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS L.9–10.4)
   - 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)
   - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: analyze, analytic, analytical, advocate, advocacy). (CCSS L.9–10.4b)
   - 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)
   - Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or 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)
   - Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text. (CCSS L.9–10.5a)
   - Analyze nuances in the meaning of words with similar denotations. (CCSS L.9–10.5b)

c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS L.9–10.6)

Academic Context and Connections

Colorado Essential Skills:
1. 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.
2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.
3. Interpret information and draw conclusions based on the best analysis.

Essential Questions:
1. How do readers organize thoughts as they read? Articulate how these thoughts are stored for future use (for example, connecting clues from Lincoln's early life to his leadership and honesty during his presidency).
2. How does an author use a literary device to demonstrate deeper meaning for the text? Explain your thinking and cite how you came to this conclusion.
3. Why does an author choose to use this type of writing to make a point?

Essential Reasoning Skills:
1. To analyze and evaluate a text, recognize that an increased clarity of language helps people become better communicators both in speaking and writing.
Reading, Writing and Communicating

Grade Level: Ninth / Tenth Grade Band

Standard: 3. Writing and Composition
Common Core Information
Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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

Grade Level Expectation: Ninth / Tenth Grade Band
1. Writers use a recursive writing process to craft arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (adapted from CCSS: W.9-10.1)

Evidence Outcomes

Students Can:

a. 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)

b. 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)

c. Use words, phrases, and clauses to link the major sections of the text, creating 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)

d. Determine purpose for writing and use rhetorical appeals (i.e. ethos, pathos, logos) to address audience expectations and needs.

e. 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)

f. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)

Academic Context and Connections

Colorado Essential Skills:
1. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them
2. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)
3. Demonstrate ways to adapt and reach workable solutions

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

Grade Level Expectation: Ninth / Tenth Grade Band

2. Writers use a recursive writing process to craft informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (adapted from CCSS: W.9-10.2)

Evidence Outcomes

Students Can:

a. 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)

b. 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)

c. 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)

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)

e. 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)

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.9-10.2f)

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis

2. Make predictions and design data/information collection and analysis strategies

3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand

4. Create information through the use of 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
Prepared Graduates

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation: Ninth / Tenth Grade Band

3. Writers use a recursive writing process to craft narratives of real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)

Evidence Outcomes

Students Can:

a. Engage and orient the reader by setting out a problem, situation, or observation, 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.9-10.3a)

b. 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)

c. 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)

d. 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)

e. 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)

f. Use a range of stylistic devices (e.g., poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit theme or to engage and entertain the intended audience.

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 multi-lingual)

2. Synthesize ideas in original and inspiring ways

3. Act on creative ideas to make a tangible and useful contribution

4. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

5. Participate effectively in civic life

6. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships

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
Grade Level Expectations: Ninth/Tenth Grade Band

4. Writers use a recursive writing process to produce, publish, and update individual or shared writing projects that display information flexibly and dynamically and that are 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.
   - Use parallel structure. (CCSS.L.9-10.1)
   - Use a comma to set off limiting modifiers. (CCSS.L.9-10.1a)
   - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, adverbial) and clauses (independent, dependent). (CCSS.L.9-10.2)
   - Use a comma to set off a parenthetical element. (CCSS.L.9-10.2a)
   - Use a colon to introduce a list or quotation. (CCSS.L.9-10.2b)
   - Correctly spell frequently used words and consult reference materials for spellings (for example, dictionaries, both print and digital spell check, and/or trusted peers and/or adults) to determine the spelling of less common vocabulary words. (CCSS.L.9-10.3d)

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   - Use a semicolon (or and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS.L.9-10.2c)
   - Use a colon to introduce a list or quotation. (CCSS.L.9-10.2b)
   - Correctly spell frequently used words and consult reference materials for spellings (for example, dictionaries, both print and digital spell check, and/or trusted peers and/or adults) to determine the spelling of less common vocabulary words. (CCSS.L.9-10.3d)

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.
   - Write and read so that it conforms to the guidelines in a style manual (for example, MLA Handbook, or APA Handbook) appropriate to the discipline and writing type. (adapted from CCSS.L.9-10.3d)

5. Produce clear and coherent information in which the development, organization, and style are appropriate to task, purpose, and audience. (Standard expectations for writing types are defined in Expectations 1-3 above.) (CCSS.W.9-10.4)

6. 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)

7. 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)

8. 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)

Colorado Essential Connections

Essential Questions:
1. What message does an author give a reader if there are flaws and errors in grammar and punctuation?
2. What are the benefits of using computer-based tools for grammar support? What are the limitations of these tools?
3. How does a writer know when his or her revisions and editing are finished?
4. How does the use or omission of punctuation affect a reader’s comprehension of a text?
5. Why is correct grammar important to both readers and writers?
6. How do word choice and voice make writing more interesting?

Essential Reasoning Skills:
1. Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, accuracy, fairness, significance, depth, breadth, logic, and precision.
2. Clearly communicate ideas effectively in both speaking and writing.
Reading, Writing and Communicating

Grade Level: Ninth / Tenth Grade Band

Standard: 4. Research Inquiry and Design
Common Core Information

Colorado’s standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

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: Ninth / Tenth Grade Band

1. Synthesize multiple, authoritative literary or informational sources in order to answer a question or solve a problem, 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.9-10.8)
   - 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)
   - Apply grades 9-10 Reading standards to literary nonfiction (for example: “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). (CCSS: W.9-10.9)

Academic Context and Connections

Colorado Essential Skills:

1. Make Predictions and design data/information collection and analysis strategies.

2. Create information through the use of technologies.

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.

Essential Questions:

1. How do researchers decide when information is relevant to their inquiry?

2. How do researchers avoid flawed premises from the outset of a project?

3. How do researchers determine fairness and accuracy of sources?

4. How do researchers form questions that frame useful inquiries?

Essential Reasoning Skills:

1. Evaluate the accuracy of the information in a text, citing text-based evidence, author’s use of expert authority, and author’s credibility to defend the evaluation.

2. Synthesize and critically evaluate information to meet their needs and expand their thinking.
Reading, Writing and Communicating

Grade Level: Eleventh / Twelfth Grade Band

Standard: 1. Oral Expression and Listening
Common Core Information

Colorado’s standards for mathematics and reading, writing, and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS-5.HF.2) or (CCSS-5.L.K.5). View a reference guide to the CCSS reference codes (PDF).

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

### Grade Level Expectations: Eleventh / Twelfth Grade Band
1. Productive collaboration demands that group members and leaders come prepared, operate within guidelines, ensure a hearing for a full range of positions on a topic or issue, and evaluate responses.

### Evidence Outcomes

Students Can:

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>Students Can:</th>
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<tbody>
<tr>
<td>a. Initiate and participate effectively in a range of collaborative discussions</td>
<td>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, tests, and issues, building on others’ ideas and expressing their own clearly and persuasively (CCSS-SL-11-12.1)</td>
</tr>
<tr>
<td>b. Integrate multiple sources of information presented in diverse formats and media</td>
<td>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)</td>
</tr>
<tr>
<td>c. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</td>
<td>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)</td>
</tr>
<tr>
<td>d. Listen critically to evaluate the overall effectiveness of the presentation</td>
<td>d. Listen critically to evaluate the overall effectiveness of the presentation including its accuracy, relevance, organization, and oral delivery techniques (CCSS-SL-11-12.4)</td>
</tr>
</tbody>
</table>

### Colorado Contextual Connections

#### 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. When is something in life perceived as accurate and relevant to experiences, and yet wrong?
4. Is there any fact that is forever certain?
5. Why is being able to effectively function in a collaborative group a necessary skill?
6. How do effective groups balance individual responsibility with group interdependence?
7. What criteria could be used to measure the effectiveness of a group?

#### Essential Reasoning Skills:

1. Assess strengths and weaknesses of their thinking and the thinking of others by using criteria including relevance, coherency, accuracy, significance, depth, breadth, logic, precision, completeness, inclusiveness, and fairness.
2. Implement a purposeful and artful decision to solve a problem.
3. Monitor and reflect on the rationale and effectiveness of choices made throughout the problem-solving process.
4. Determine the extent to which they were empathetically into computing points of view, experienced 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 openness).
5. Monitor and assess the extent to which their own beliefs and biases influence their reactions to the viewpoints and logic of others.
6. Organize information and present it to others around a point of view.
7. Analyze rhetorical devices used in own and others’ appeals.
8. Carefully attend to language and the influence of bias or false premises.
Prepared Graduates
2. Deliver effective oral presentations for diverse audiences and varied purposes.

Grade Level Expectation: Eleventh / Twelfth Grade Band
2. Effective presentations integrate credible, accurate information into appropriate media and formats to meet an audience's needs.

Evidence Outcomes

Students Can:

a. 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)

b. 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)

c. 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)

d. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)

Academic Context and Connections

Colorado Essential Skills:
1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multilingual)
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
3. Educate and inspire others to realize their potential

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. Implement a purposeful and articulated process to solve a problem
3. Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process
4. 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 openness/minedness)
5. Monitor and assess the extent to which their own beliefs and biases influenced their reactions to the viewpoints and logic of others
6. Organize information and present it to others around a point of view
7. Analyze rhetorical devices used in own and others' appeals
8. Carefully attend to language and the influence of bias or false premises
Reading, Writing and Communicating

Grade Level: Eleventh / Twelfth Grade Band

Standard: 2. Reading for All Purposes
## Grade Level Expectation: Eleventh / Twelfth Grade Band

### Evidence Outcomes

#### Students Can:

a. **Use Key Ideas and Details to:**
   - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determination where the text leaves matters uncertain.
   - 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 are related to one another to produce a complex account, provide an objective summary of the text.
   - 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 characters are introduced and developed).

b. **Use Craft and Structure to:**
   - 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's plays and other authors as appropriate, CCSS: RL 11-12.4)
   - Analyze how an author's choices concerning how to structure an essay, often by starting broadly and narrowing the focus of a topic or by beginning with an anecdote, provide material to develop ideas; or provide structure to the work, contribute to its overall structure and meaning as well as its aesthetic impact.

b. **Use Integration of Knowledge and Ideas to:**
   - 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 (CCSS: RL 11-12.7)
   - By the end of 12th grade, demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century international works of American literature, including how two or more texts from the same period treat similar themes or topics.
   - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11CCR texts, with evidence of understanding and analysis as needed at the high end of the range.

### Academic Context and Connections

**Colorado Essential Skills:**

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of formats and contexts (including multidisciplinary).

**Essential 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 if the author chose another setting?
4. How does this story in the 18th and 19th centuries, as it is portrayed in literature, compare with life in the 21st century?
5. Is literary criticism based on skepticism or something else?
6. How can students compare their family or individual beliefs to those of the historical period they are currently studying?

**Essential Reasoning Skills:**

1. Interpretation of text, supported by citing evidence, fosters reading skills and coherent thinking, speaking, and writing, which are priority skills for the workplace and postsecondary settings.
2. Evaluate strength and weaknesses of personal logic and logic of others when analyzing and evaluating literary texts requires using criteria to monitor thinking, including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.
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Grade Level Expectation: Eleventh / Twelfth Grade Band

2. Integrating and evaluating complex informational texts require the use of various critical reading strategies to determine accuracy, reliability, and usefulness of information.

Evidence Outcomes

Students Can:

e. Use Key Ideas and Details to

- Cite strong and thorough textual evidence to support an 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)
- Determine two or more central ideas or themes and develop their interrelationships and interactions within the course of the text or by making comparisons across the course of several texts. (CCSS. RL.11-12.2)
- Analyze a complex set of ideas or sequences of events and explain how specific ideas or sequences interact and develop over the course of the text. (CCSS. RL.11-12.3)
- Designate a purpose for reading complex texts and develop a plan to complete a specific task such as convincing an audience, shaping personal opinion or view, or performing an activity. (CCSS. RL.11-12.4)
- Predict how an informational text will have an audience and justify the prediction. (CCSS. RL.11-12.5)

f. Use Craft and Structure to

- Determine the meaning of words and phrases as they are used in a text, including determining where the text leaves matters uncertain. (CCSS. RL.11-12.1)
- Determine the meaning of words and phrases as they are used in the text, including determining where the text leaves matters uncertain. (CCSS. RL.11-12.2)
- Analyze and evaluate the effectiveness of the structure an author uses in the text or text segment. (CCSS. RL.11-12.3)
- Analyze the meaning of words and phrases as they are used in the text or text segment. (CCSS. RL.11-12.4)
- Determine the meaning of words and phrases as they are used in the text or text segment. (CCSS. RL.11-12.5)
- Analyze the meaning of words and phrases as they are used in the text or text segment. (CCSS. RL.11-12.6)

g. Use Integration of Knowledge and Ideas to

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS. RL.11-12.7)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS. RL.11-12.8)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS. RL.11-12.9)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS. RL.11-12.10)

h. Use Range of Reading and Complexity of Text to

- By the end of grades 11 and 12, read and comprehend literary, informational, and technical texts across a wide range of disciplines with complexity that matches what is expected at the high end of the range. (CCSS. RL.11-12.11)

Academic Content and Connections

1. Colorado Essential Skills:

- Interpreting information and drawing conclusions based on the text analysis.
- Making predictions and drawing data/information collection and analysis strategies.
- Analyzing both how and why media messages are constructed, and for what purposes and use information effectively, and creatively.
- Articulating thoughts and ideas effectively using oral, written and nonverbal communication in a variety of forms and contexts (including multidisciplinary).

2. Colorado Standards:

- Reading Informational Texts in Science and Technical Subjects. Grades 11-12. (CCSS. RST.11-12.1-10)
- Reading Informational Texts in Literacy/Social Studies. Grades 11-12. (CCSS. RH.11-12.1-10)

Essential Questions:

1. Does a periodical's headline affect an argument differently?
2. When people's ideas are challenged, do they eschew or restrict response?
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 the text. Why do you suppose the author holds that belief? Do you share that belief? Why or why not?
5. How do rhetorical devices and logic impact the reader?
6. What is the role of irony in informational texts?
7. What are rhetorical devices that can destroy a valuable piece of substantive text?

Essential Reasoning Skills:

1. When reading informational text, distinguish between suspense and inferential text.
2. Synthesize information from a variety of texts to support a logical argument.
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: Eleventh / Twelfth Grade Band

3. Knowledge of language, including word choice, syntax and grammar, influence the understanding 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)
   - 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)
   - 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)
   - 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)
   - 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)
   - Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a)
   - Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)

c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)

Academic Context and Connections

Core Content Knowledge

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.

2. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

3. Interpret information and draw conclusions based on the best analysis.

4. 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.

5. What gives the written word its power?

Essential Questions:

1. What specific techniques in a classic text elicit historic attention or appreciation? Why?

2. What specific techniques in a modern text deserve critical attention or appreciation? Why?

3. What strategies are most useful when reading, understanding, and making personal connections to literary texts?

4. How do different genres, formats, and text features used in informational text help readers understand the author’s purpose?

5. What gives the written word its power?

Essential Reasoning Skills:

1. Recognize that false premises or assumptions can be detrimental to successful interpretation of text.

2. Analyze rhetorical devices used in own and others’ appeals.

3. Investigative thinkers carefully attend to language and the influence of bias or false premises.

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Reading, Writing and Communicating

Grade Level: Eleventh / Twelfth Grade Band

Standard: 3. Writing and Composition
Common Core Information

Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: SL.K.5). View a reference guide to the CCSS reference codes (PDF).

Prepared Graduates

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation: Eleventh / Twelfth Grade Band

1. Writers use a recursive writing process to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (adapted from CCSS: W.11-12.1)

Evidence Outcomes

Students Can:

a. 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), counterclaim(s), reasons, and evidence. (CCSS: W.11-12.1a)

b. 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)

c. 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 counterclaim(s). (CCSS: W.11-12.1c)

d. 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)

e. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.11-12.1e)

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate an accurate and clear sense of goals, abilities, needs and knowledge how to request and/or acquire them.

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

3. Demonstrate ways to adapt and reach workable solutions.

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. Synthesize information to support a logical argument.

3. Identify false premises or assumptions when they occur.

4. Analyze rhetorical devices used in own and others' appeals.
Prepared Graduates

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

Grade Level Expectation: Eleventh / Twelfth Grade Band

2. Writers use a recursive writing process to 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. (adapted from CCSS: W.11-12.2)

Evidence Outcomes

Students Can:

a. 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)

b. 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)

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarity the relationships among complex ideas and concepts. (CCSS: W.11-12.2c)

d. 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)

e. 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)

f. 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
2. Make predictions and design data/information collection and analysis strategies
3. Analyze both how and why media messages are constructed, and for what purposes and use information ethically, and creatively for the issue or problem at hand
4. Create information through the use of 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. Analyze how writers organize their thinking for depth of content and understanding
4. Distinguish between evidence and inferences
5. Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation
Prepared Graduates

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation: Eleventh / Twelfth Grade Band

3. Writers use a recursive writing process to craft engaging and significant narratives of real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (adapted from CCSS: W.11-12.3)

Evidence Outcomes

Students Can:

a. 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)

b. 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)

c. 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)

d. 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)

e. 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)

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 multi-lingual)

2. Synthesize ideas in original and inspiring ways

3. Act on creative ideas to make a tangible and useful contribution

4. Apply knowledge and skills to implement sophisticated appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

5. Participate effectively in civic life

6. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships

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. Read and participate in real world writing opportunities give practice in applying writing techniques to engage an authentic audience.

2. Apply humility, empathy, and confidence when engaging an authentic audience.
**Prepared Graduates**

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

**Grade Level Expectation: Eleventh / Twelfth Grade Band**

- Writers use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback; writers produce clear and coherent writing 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. 11-12.1) - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS. L. 11-12.3a)
   - 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) - Observe hyphenation conventions. (CCSS. L. 11-12.2a)
   - 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. (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)
   - Varied syntax for effect; consulting references (for example, 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)

d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS. W. 11-12.4)

e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS. W.11-12.5)

f. Use technology, including the Internet, to produce, publish, and update individual or shared writing projects 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 (for example, essay, poetry, and literary nonfiction). (CCSS W.11-12.10)

**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
2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes
3. Meet deadlines and goal as assigned

**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. 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?
6. What makes the final draft of a document look professional and polished?
7. How does structure affect clarity?
8. When is it appropriate to include visuals in a presentation?

**Essential Reasoning Skills:**

1. 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.
2. Measure the quality of an argument as it develops.
Reading, Writing and Communicating

Grade Level: Eleventh / Twelfth Grade Band

Standard: 4. Research Inquiry and Design
Common Core Information
Colorado's standards for mathematics and reading, writing and communicating include the Common Core State Standards. Each statement that comes from the Common Core State Standards is followed by the appropriate reference such as (CCSS: 5.NF.2) or (CCSS: 3.L.5). View a reference guide to the CCSS reference codes (PDF).

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: Eleventh / Twelfth Grade Band
1. Synthesize multiple, authoritative literary or informational sources in order to answer questions or solve problems, designing and creating well-organized and developed research projects that defend information, conclusions, and solutions.

Evidence Outcomes
Students Can:

- 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)

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the validity of each source in terms of the task, purpose, and audience; integrate the 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)

- Evaluate quality, accuracy, and completeness of information and its bias, credibility, and reliability of the sources.

- 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).

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9)
  - Apply grades 11-12 Reading standards to literature (for example: "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)
  - Apply grades 11-12 Reading standards to literary nonfiction (for example: "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (for example: in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist, presidential addresses)." (CCSS: W.11-12.9b)

Academic Context and Connections

Colorado Essential Skills:
1. Make Predictions and design data/information collection and analysis strategies.
2. Create information through the use of technologies.
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.

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 reframe the direction of their research when they run into obstacles in their initial inquiries?
4. How do researchers monitor the quality of their reasoning throughout the process?

Essential Reasoning Skills:
1. Synthesize information to support a logical argument.
2. Distinguish between evidence and inference.
3. Transfer research skills to non-academic and real world situations, such as making a purchase of items as varied as a car, a home, a college education, or a bicycle.