



★
Colorado
Academic Standards

Reading, Writing and Communicating



High School



COLORADO
Department of Education

ALL STUDENTS • ALL STANDARDS

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Purpose of Reading, Writing, and Communicating

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

--Francis Bacon

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

--George Orwell

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

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

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

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

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

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

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

Prepared Graduates in Reading, Writing, and Communicating

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
2. Deliver effective oral presentations for varied audiences and varied purposes.
3. Read a wide range of literary texts to build knowledge and to better understand the human experience.
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.
5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
6. Craft arguments using techniques specific to the genre.
7. Craft informational/explanatory texts using techniques specific to the genre.
8. Craft narratives using techniques specific to the genre.
9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Standards in Reading, Writing, and Communicating

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

1. Oral Expression and Listening

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

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

2. Reading for All Purposes

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

3. Writing and Composition

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

4. Research Inquiry and Design

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

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

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

Instructional Implications with the Revised Standards

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

Proportion of Informational Text to Literary Text

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

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

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

Early Literacy: Kindergarten through Third Grade

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

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

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



“Close Reading” Practices and Other Instructional Approaches

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

The Teaching of Writing

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

How to Read the Colorado Academic Standards

CONTENT AREA Grade Level, Standard Category		 COLORADO Department of Education
Prepared Graduates: The <i>PG Statements</i> represent concepts and skills that all students who complete the Colorado education system must master to ensure their success in postsecondary and workforce settings.		
Grade Level Expectation: The <i>GLEs</i> are an articulation of the concepts and skills for a grade, grade band, or range that students must master to ensure their progress toward becoming a prepared graduate.		
<u>Evidence Outcomes</u> The <i>EOs</i> describe the evidence that demonstrates that a student is meeting the GLE at a mastery level.	<u>Academic Context and Connections</u> The <i>ACCs</i> provide context for interpreting, connecting, and applying the content and skills of the GLE. This includes the Colorado Essential Skills , which are the critical skills needed to prepare students to successfully enter the workforce or educational opportunities beyond high school embedded within statute (C.R.S. 22-7-1005) and identified by the Colorado Workforce Development Committee. The <i>ACCs</i> contain information unique to each content area. Content-specific elements of the <i>ACCs</i> are described below.	
Grade Level, Standard Category	2020 Colorado Academic Standards	GLE Code 

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

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

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

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

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)
 - i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a)
 - ii. Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)
 - iii. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c)
 - iv. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)
- b. Integrate multiple sources of information presented in diverse media or formats (for example: visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)

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

Academic Context and Connections

Colorado Essential Skills:

1. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. (Personal Skills, Self-Awareness)
2. Demonstrate ways to adapt and reach workable solutions. (Personal Skills, Adaptability/Flexibility)
3. Use interpersonal skills to learn and work with individuals from diverse backgrounds. (Civic/Interpersonal Skills, Collaboration/Teamwork)

Essential Questions:

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



Essential Reasoning Skills:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)
- b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)
- c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)
- d. Use feedback to evaluate and revise the presentation.

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. (including multilingual) (Information and Communications Technologies)
2. Synthesize ideas in original and surprising ways. (Entrepreneurial Skills, Creativity/Innovation)
3. Develop, plan, and organize self-behavior. (Personal Skills, Personal Responsibility)

Essential Questions:

1. How do different purposes and audiences affect the preparation, content, and language of a presentation?
2. How do presenters know if an audience is engaged in a presentation?
3. How can nonverbal cues change the intent of a presentation?
4. How do presenters know when they are ready to deliver a presentation?
5. What are some messages that may be conveyed using only nonverbal techniques?
6. Why is it important for communicators to organize their thinking when trying to support a position?

Essential Reasoning Skills:

1. Flexibly use both inductive and deductive reasoning.
2. Analyze rhetorical appeals (logos, ethos, pathos, kairos) and use them in persuasive speaking.
3. Identify and correct formal fallacies in reasoning.



Prepared Graduates:

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

Grade Level Expectation:

1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

Evidence Outcomes

Students Can:

- a. Use Key Ideas and Details to
 - i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
 - ii. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)
 - iii. Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)
- b. Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
 - ii. Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
 - iii. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CCSS: RL.9-10.6)
- c. Use Integration of Knowledge and Ideas to:
 - i. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (for example: Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). (CCSS: RL.9-10.7)
 - ii. Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (CCSS: RL.9-10.9)
 - iii. Analyze the influence of literary and/or historical context on a text and evaluate the contribution to society made by works of literature that deal with similar topics and themes.
- d. Use Range of Reading and Complexity of Text to:
 - i. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
 - ii. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)



Academic Context and Connections

Colorado Essential Skills:

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

Essential Questions:

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

Essential Reasoning Skills:

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



Prepared Graduates:

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

Grade Level Expectation:

2. Understand the logical progression of ideas in increasingly complex texts.

Evidence Outcomes

Students Can:

- a. Use Key Ideas and Details to:
 - i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
 - ii. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)
 - iii. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)
- b. Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
 - ii. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter). (CCSS: RI.9-10.5)
 - iii. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)
- c. Use Integration of Knowledge and Ideas to:
 - i. Analyze various accounts of a subject told in different mediums (for example: a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)
 - ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10.8)
 - iii. By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli's *The Prince*, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they influence and address related themes and concepts over the course of time. (adapted from CCSS: RI.9-10.9)
- d. Use Range of Reading and Complexity of Text to:
 - i. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
 - ii. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (CCSS: RI.9-10.10)



Academic Context and Connections

Colorado Essential Skills:

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

Essential Questions:

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

Essential Reasoning Skills:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)

Academic Context and Connections

Colorado Essential Skills:

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

Essential Questions:

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

Essential Reasoning Skills:

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



Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Essential Questions:

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

Essential Reasoning Skills:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Essential Questions:

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

Essential Reasoning Skills:

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



Prepared Graduates:

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:

3. Write engaging real or imagined narratives using multiple plot lines.

Evidence Outcomes

Students Can:

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

Academic Context and Connections

Colorado Essential Skills:

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

Essential Questions:

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

Essential Reasoning Skills:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
 - i. Use parallel structure. (CCSS: L.9-10.1a)
 - ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
- b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
 - i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a)
 - ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)
 - iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c).
- c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)
 - i. Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
- d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)

- e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
- f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
- g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)

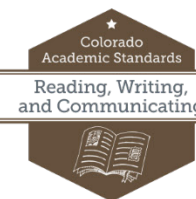
Academic Context and Connections

Colorado Essential Skills:

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

Essential Questions:

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





Essential Reasoning Skills:

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



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)
- b. Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9)
 - i. Apply *grades 9-10 Reading standards to literature (for example: “Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). (CCSS: W.9-10.9)
 - ii. Apply *grades 9-10 Reading standards* to literary nonfiction (for example: “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). (CCSS: W.9-10.9)

Academic Context and Connections

Colorado Essential Skills:

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

Essential Questions:

1. How do researchers decide when information is relevant to their inquiry?
2. How do researchers determine fairness and accuracy of sources?
3. How do researchers form questions that frame useful inquiries?
4. How do we avoid plagiarism?

Essential Reasoning Skills:

1. Identify appropriate inquiry questions.
2. Locate databases and other special-subject collections.
3. Judge the usefulness of information based on relevance to purpose, accuracy, reliability, and validity.
4. Curate and synthesize information from multiple sources and networks.
5. Communicate information and ideas creatively and responsibly in multiple formats.



Prepared Graduates:

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

Grade Level Expectation:

1. Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.

Evidence Outcomes

Students Can:

- a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
 - i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.11-12.1a)
 - ii. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
 - iii. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
 - iv. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
- b. Integrate multiple sources of information presented in diverse formats and media (for example: visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)

- c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS: SL.11-12.3)

Academic Context and Connections

Colorado Essential Skills:

1. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. (Personal Skills, Self-Awareness)
2. Demonstrate ways to adapt and reach workable solutions. (Personal Skills, Adaptability/Flexibility)
3. Use interpersonal skills to learn and work with individuals from diverse backgrounds. (Civic/Interpersonal Skills, Collaboration/Teamwork)

Essential Questions:

1. How do people benefit from listening to the perspectives of others?
2. Why is it important to cite valid and reliable sources?
3. Why is being able to function effectively in a collaborative group a helpful skill?
4. How do effective groups balance individual responsibility with group interdependence?
5. What criteria could be used to measure the effectiveness of a group?





Essential Reasoning Skills:

1. Assess strengths and weaknesses of their own and others' thinking by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.
2. Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process.
3. Analyze rhetorical devices used in own and others' appeals; critique and correct logical fallacies.

Prepared Graduates:

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

Grade Level Expectation:

2. Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.

Evidence Outcomes

Students Can:

- a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)
- b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.11-12.5)
- c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)

Academic Context and Connections

Colorado Essential Skills:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. (including multilingual) (Information and Communications Technologies)]
2. Analyze both how and why media messages are constructed, and for what purposes and use information accurately, ethically, and creatively for the issue or problem at hand. (Professional Skills, Information Literacy)
3. Create information through the use of technologies. (Professional Skills, Use Information and Communications Technology)

Essential Questions:

1. In what ways can speakers effectively engage audiences throughout a presentation?
2. How are speaking, listening, and responding skills used during an effective presentation?
3. What can speakers learn about their own presentation skills from listening to and critiquing the presentations of others?
4. How do different purposes and audiences affect presentation outcomes?
5. What connections are there between print text structures (such as chronology, description, proposition-support, critique, inductive-deductive) and the organization and development of content for a specific oral presentation?
6. Why is it important to match the vocabulary used to a particular audience? (For example, scientific terms are important to use when talking with biologists or physicists.)

Essential Reasoning Skills:

1. Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.
2. Evaluate rhetorical appeals (logos, ethos, pathos, and kairos) and use them in persuasive speaking.
3. Critique and reframe formal fallacies in reasoning.



Prepared Graduates:

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

Grade Level Expectation:

1. Interpret and evaluate complex literature using various critical reading strategies.

Evidence Outcomes

Students Can:

- a. Use Key Ideas and Details to:
 - i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
 - ii. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
 - iii. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
- b. Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)
 - ii. Analyze how an author's choices concerning how to structure specific parts of a text (for example: the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5)
- iii. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement). (CCSS: RL.11-12.6)
- c. Use Integration of Knowledge and Ideas to:
 - i. By the end of 12th grade, analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (for example: a play by Shakespeare and/or a play by an American dramatist.) (adapted from CCSS: RL.11-12.7)
 - ii. By the end of 12th grade, demonstrate knowledge of foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (adapted from CCSS: RL.11-12.9)
- d. Use Range of Reading and Complexity of Text to:
 - i. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
 - ii. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS RL.11-12.10)





Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Develop, plan, and organize self-behavior. (Personal Skills, Personal Responsibility)
3. Analyze both how and why media messages are constructed, and for what purposes and use information accurately, ethically, and creatively for the issue or problem at hand. (Professional Skills, Information Literacy)

Essential Questions:

1. How does form affect meaning?
2. How is literature a product of its time?
3. How do we analyze texts to deepen our understanding?

Essential Reasoning Skills:

1. Evaluate the ethical implications of a character's thinking or actions.
2. Examine texts through multiple critical lenses.
3. Rank the significance of multiple texts and justify the ranking.



Prepared Graduates:

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

Grade Level Expectation:

2. Interpret and evaluate complex informational texts using various critical reading strategies.

Evidence Outcomes

Students Can:

- a. Use Key Ideas and Details to:
 - i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
 - ii. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
 - iii. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS: RI.11-12.3)
 - iv. Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
 - v. Predict the impact an informational text will have on an audience and justify the prediction.
- b. Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)
 - ii. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5)
 - iii. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS: RI.11-12.6)
- c. Use Integration of Knowledge and Ideas to:
 - i. Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
 - ii. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (for example: in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist Papers, presidential addresses) by the end of 12th grade. (adapted from CCSS: RI.11-12.8)
 - iii. Analyze 17th-, 18th-, and 19th-century foundational U.S. documents of historical and literary significance (for example: The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features by the end of 12th grade. (adapted from CCSS: RI.11-12.9)
- d. Use Range of Reading and Complexity of Text to:
 - i. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.11-12.10)
 - ii. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.



Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Participate effectively in civic life. (Civic/Interpersonal Skills, Civic Engagement)
3. Analyze both how and why media messages are constructed, and for what purposes and use information accurately, ethically, and creatively for the issue or problem at hand. (Professional Skills, Information Literacy)

Essential Questions:

1. How do we analyze text to deepen understanding?
2. How does text structure influence its effectiveness?
3. How do rhetorical devices and logic impact the reader?
4. What is the role of logic in informational texts?

Essential Reasoning Skills:

1. Distinguish between evidence and inferences.
2. Practice thinking based on principles, laws, and approaches of various disciplines.
3. Extend the application of a method or conclusion to an unknown situation.



Prepared Graduates:

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

Grade Level Expectation:

3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.

Evidence Outcomes

Students Can:

- a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
 - i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.11-12.4a)
 - ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: conceive, conception, conceivable). (CCSS: L.11-12.4b)
 - iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS: L.11-12.4c)
 - iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.11-12.4d)
- b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5)
 - i. Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a)
 - ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)
- c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the

college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)

Academic Context and Connections

Colorado Essential Skills:

1. Take responsibility for and pursue opportunities. (Personal Skills, Initiative/Self-Direction)
2. Demonstrate ways to adapt and reach workable solutions. (Personal Skills, Adaptability/Flexibility)
3. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them. (Professional Skills, Self-Advocacy)

Essential Questions:

1. What strategies are most useful when reading, understanding, and making personal connections to literary texts?
2. How do different genres, formats, and text features used in informational texts help readers understand an author’s purpose?
3. What is the relationship between figurative language and audience understanding of a text?

Essential Reasoning Skills:

1. Deconstruct and integrate figurative and metaphorical terms.
2. Devise original analogies and metaphors for academic and abstract concepts.
3. Recognize and reduce ambiguity in speaking and writing.





Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:

1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.

Evidence Outcomes

Students Can:

- a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS W.11-12.1)
 - i. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS W.11-12.1a)
 - ii. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS W.11-12.1b)
 - iii. Use words, phrases, clauses, as well as varied syntax to link the major sections of the text, to create cohesion, and to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (adapted from CCSS W.11-12.1c)
 - iv. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS W.11-12.1d)
 - v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1e)

Academic Context and Connections

Colorado Essential Skills:

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

Essential Questions:

1. How do writers select appropriate details to develop and support a strong thesis?
2. Why must authors consider their audience when composing arguments?
3. Why is it important to identify audience needs and address counterarguments?
4. How is credibility of sources pertinent to argumentative writing?

Essential Reasoning Skills:

1. Monitor and assess the extent to which their own beliefs and biases influence their reactions to the viewpoints and logic of others.
2. Identify false premises or assumptions when they occur.
3. Identify and evaluate analogies.



Prepared Graduates:

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

Grade Level Expectation:

2. Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.

Evidence Outcomes

Students Can:

- a. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS W.11-12.2)
 - i. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
 - ii. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
 - iii. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
 - iv. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
 - v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS W.11-12.2e)
 - vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS W.11-12.2f)

Academic Context and Connections

Colorado Essential Skills:

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

Essential Questions:

1. Why must writers consider audience when composing informational texts?
2. When should writers include sensory details in their writing?
3. How do writers select appropriate details to develop and support a strong thesis?
4. Why is relevance a key element of technical writing?
5. How is credibility of sources pertinent to academic writing?

Essential Reasoning Skills:

1. Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations.
2. Determine if potential sources are credible and unbiased.
3. Distinguish between evidence and inferences.

Prepared Graduates:

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:

3. Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.

Evidence Outcomes

Students Can:

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
 - 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)
 - 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)
 - 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)
 - 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)
 - 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)
 - Select and use stylistic devices to craft engaging and effective text.

Academic Context and Connections

Colorado Essential Skills:

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

Essential Questions:

- How does the use of sensory detail in a text influence the reader?
- How can the setting impact the development of a literary text?
- How do writers adapt their literary texts to be appropriate for specific audiences?

Essential Reasoning Skills:

- Participating in real world writing opportunities gives practice in applying writing techniques to engage an authentic audience.
- Explore possible consequences through suppositional and counterfactual thinking.



Prepared Graduates:

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

Grade Level Expectation:

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

Evidence Outcomes

Students Can:

- a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)
 - i. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a)
 - ii. Resolve issues of complex or contested usage, consulting references (for example: *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (CCSS: L.11-12.1b)
- b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2)
 - i. Observe hyphenation conventions. (CCSS: L.11-12.2a)
 - ii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.11-12.2b)
- c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS.ELA-Literacy.L.11-12.3)
 - i. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (adapted from CCSS: L.11-12.3a)
- d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4)

- e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)
- f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)
- g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.11-12.10)

Academic Context and Connections

Colorado Essential Skills:

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

Essential Questions:

1. How does word choice affect the message a writer conveys?
2. How does a writer plan his/her work for a specific audience?
3. How does frequent writing affect author's craft?
4. How does reviewing previous drafts and revisions improve a writer's work?
5. How does structure affect clarity?





Essential Reasoning Skills:

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



Prepared Graduates:

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

Grade Level Expectation:

1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.

Evidence Outcomes

Students Can:

- a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
- b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)
- c. Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources.
- d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- e. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9)
 - i. Apply *grades 11-12 Reading standards* to literature (for example: “Demonstrate knowledge of 18th-, 19th- and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). (CCSS: W.11-12.9a)
 - ii. Apply *grades 11-12 Reading standards* to literary nonfiction (for example: “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [for example: in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [for example: The Federalist, presidential addresses]”). (CCSS: W.11-12.9b)

Academic Context and Connections

Colorado Essential Skills:

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

Essential Questions:

1. How do researchers identify a significant issue to study?
2. How do researchers ensure the relevance, accuracy, and authority of source material?
3. How do researchers reformulate the direction of their research when they run into obstacles?
4. How do researchers monitor the quality of their reasoning throughout the process?
5. How do researchers avoid plagiarism?



Essential Reasoning Skills:

1. Define significant research questions.
2. Navigate multiple information networks to locate relevant information.
3. Annotate and defend the sources they plan to use for research.
4. Curate and synthesize information to support a thorough, coherent, and responsible answer.
5. Select from a variety of presentation formats to communicate findings and conclusions clearly and responsibly to multiple audiences.