

Reading, Writing & Communicating



Revised: December 2010



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

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

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

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

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

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

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

Colorado Academic Standards Reading, Writing, and Communicating

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

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

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

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

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

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

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

Standards Organization and Construction

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

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

The elements of the revised standards are:

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

Standard: The topical organization of an academic content area.

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

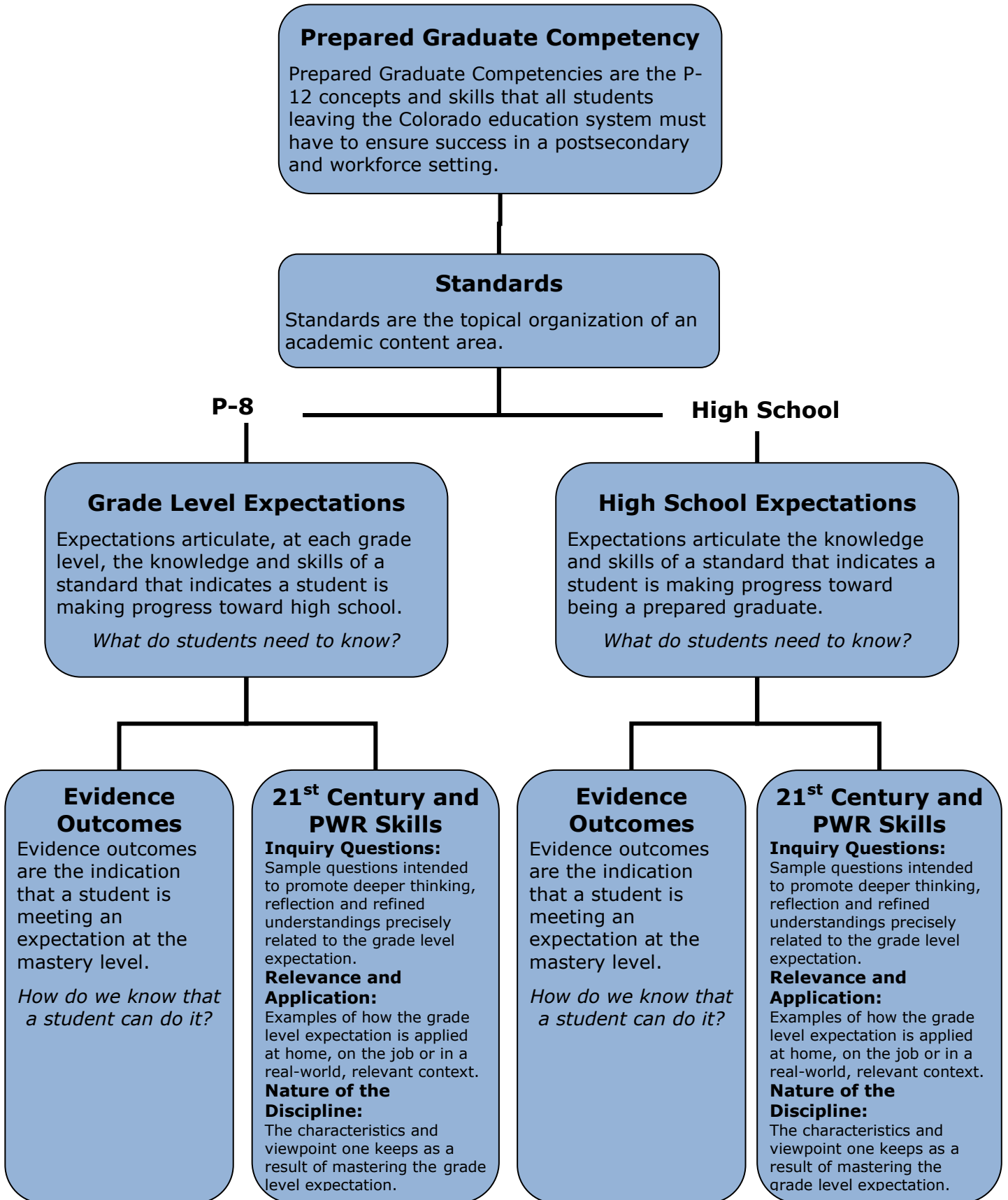
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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

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

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

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

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

High School and Grade Level Expectations

Concepts and skills students master:

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

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

What do students need to know?

Evidence Outcomes

Students can:

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

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of the Discipline:

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

Prepared Graduate Competencies in Reading, Writing, and Communicating

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

Prepared Graduates:

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

Standards in Reading, Writing, and Communicating

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

1. Oral Expression and Listening

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

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

2. Reading for All Purposes

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

3. Writing and Composition

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

4. Research and Reasoning

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

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

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

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

Colorado's Description of 21st Century Skills

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

Critical Thinking and Reasoning

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

Information Literacy

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

Collaboration

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

Self Direction

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

Invention

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

Colorado’s Description for School Readiness

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

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

Colorado’s Description of Postsecondary and Workforce Readiness

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

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

How These Skills and Competencies are Embedded in the Revised Standards

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

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

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

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

1. Oral Expression and Listening

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

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

Prepared Graduate Competencies

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

Prepared Graduate Competencies in the Oral Expression and Listening Standard:

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

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

Prepared Graduates:

- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Multiple strategies develop and expand oral vocabulary

Evidence Outcomes	21st Century Skills and Readiness Competencies
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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.

Inquiry 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?

Relevance and Application:

1. Choose specific words to make communication clearer. (Storytellers select their words very carefully to express a thought or feeling clearly to the audience or reader.)
2. Use words to orally describe actions, people, places, things, and ideas. (Visual artists demonstrate the ability to express many words through a work of art. A picture is worth a thousand words.)
3. Increase exposure to words for use in speaking and writing.
4. Library database products can provide exposure to oral and written vocabulary.
5. Electronic drawing tools can be used to illustrate vocabulary.

Nature of Reading, Writing, and Communicating:

1. Good communicators use a variety of words when speaking and writing to demonstrate their understanding of a topic.

Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience
- 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: First Grade

Concepts and skills students master:
2. Verbal and nonverbal language is used to express and receive information

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. (CCSS: SL.1.1)<ul style="list-style-type: none">i. 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)ii. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)iii. Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">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? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. By listening, responding to others’ ideas, and working together people can solve problems together that may not have been solved by an individual.2. A variety of technology tools help people clarify a speaker’s or author’s meaning when listening or reading. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none">1. Communicators can ask for things they need without being disruptive.2. Communicators know how to communicate effectively with peers, teachers, and family members.

Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience

Grade Level Expectation: First Grade

Concepts and skills students master:

- 3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech

Evidence Outcomes

Students can:

- a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)
 - i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)
 - ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)
 - iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)
 - iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why are phonemes (speech sounds) important?
- 2. What is the difference between phonemes (speech sounds) and other sounds?
- 3. How would English sound if we used letter sounds the same in every word?

Relevance and Application:

- 1. Poets blend words and phrases together to produce poems that *sound* like feelings.
- 2. Audio and digital technologies assist students in identifying the differences among types of sounds.
- 3. When learning a new language, students must learn how that language uses speech sounds before they can speak fluently.

Nature of Reading, Writing, and Communicating:

- 1. Phonological and phonemic awareness prepares the brain for reading and spelling.
- 2. The ability to notice and manipulate phonemes orally is essential for successful reading development.
- 3. Good speakers notice and manipulate phonemes to make their presentation interesting and understandable to their audience.

2. Reading for All Purposes

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

Prepared Graduate Competencies

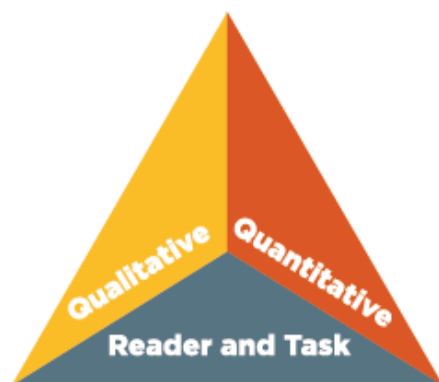
The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Reading for All Purposes Standard:

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

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

Measuring Text Complexity: Three Factors



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

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

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

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

Range of Text Types for K-5

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

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

Range of Text Types for 6-12

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

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

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

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers

Evidence Outcomes

Students can:

- a. Use Key Ideas and Details to:
 - i. Ask and answer questions about key details in a text. (CCSS: RL.1.1)
 - ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)
 - iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)
 - iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why
- b. Use Craft and Structure to:
 - i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)
 - ii. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (CCSS: RL.1.5)
 - iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6)
 - iv. Follow and replicate patterns in predictable poems.
- c. Use Integration of Knowledge and Ideas to:
 - i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)
 - ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9)
- d. Use Range of Reading and Level of Text Complexity to:
 - i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)
- e. Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)
 - i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
 - ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does a reader picture the character?
2. How does a reader explain a character's actions?

Relevance and Application:

1. Readers can use a graphic organizer to sequence key events/details in a literary or informational text.
2. Readers want to pay attention to punctuation marks to help them with the meaning of the story.

Nature of Reading, Writing, and Communicating:

1. Reading fluently helps people comprehend what they have read.
2. Identifying the problem in a story also helps readers think about the solution.

Content Area: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: First Grade

Concepts and skills students master:

- 2. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers

Evidence Outcomes

Students can:

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

21st Century Skills and Readiness Competencies

Inquiry 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?

Relevance and Application:

- 1. Readers can use a graphic organizer to sequence key events/details in a literary or informational text.
- 2. Authors help readers make connections to the world.

Nature of Reading, Writing, and Communicating:

- 1. Reading fluently helps people comprehend what they have read.
- 2. Readers can share facts after reading an informational text.

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

Prepared Graduates:
 ➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: First Grade

Concepts and skills students master:
 3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations

Evidence Outcomes | **21st Century Skills and Readiness Competencies**

Students can:

- a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
 - i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)
 - ii. Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
 - iii. Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)
 - iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d)
 - v. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e)
 - vi. Read words with inflectional endings. (CCSS: RF.1.3f)
 - vii. Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g)
 - viii. Use onsets and rimes to create new words (ip to make dip, lip, slip, ship)
 - ix. Accurately decode unknown words that follow a predictable letter/sound relationship

Inquiry Questions:

1. How do phonemes (speech sounds) connect to graphemes (letters and letter clusters)?
2. What new words can readers make from the rime /ip/? What blends can readers use to build new words?
3. What new game can you make with short vowels and closed syllables?

Relevance and Application:

1. Readers can read and spell many new words using regular phoneme/grapheme correspondences.
2. Software games can offer practice with the alphabet, sounds of letters, and letter combinations to decode words.
3. Readers recognize common words that do not fit regular spelling patterns.
4. The spelling of a suffix connects to its meaning, not its sound. (suffix -s = /z/ in dogs; -ed = /t/ in missed)

Nature of Reading, Writing, and Communicating:

1. Readers use phonemes, graphemes (letters), and morphemes (suffixes) in an alphabetic language.
2. Readers accurately read high-frequency words in connected text.
3. Readers read grade-appropriate, decodable text.

Content Area: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes

Prepared Graduates:

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

Grade Level Expectation: First Grade

Concepts and skills students master:

- 4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read

Evidence Outcomes

Students can:

- a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. (CCSS: L.1.4)
 - i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)
 - ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)
 - iii. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (CCSS: L.1.4c)
- b. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)
 - i. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)
 - ii. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). (CCSS: L.1.5b)
 - iii. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (CCSS: L.1.5c)
 - iv. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)
- c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). (CCSS: L.1.6)
- d. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)
 - i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS: RF.1.1a)
 - ii. Create new words by combining base words with affixes to connect known words to new words
 - iii. Identify and understand compound words

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why do readers call words with two words in them compound words?
- 2. When readers sort words, what are some ways to sort them (types of concepts, attributes, initial sounds)?
- 3. If a reader wants to show more than one, what suffix does he/she use?

Relevance and Application:

- 1. Readers need to use a variety of strategies for reading unfamiliar words.
- 2. When they recognize a compound word, readers can find the two words in it (such as hotdog, baseball, newspaper, pigpen, sandbox).
- 3. Using base words with affixes expands vocabulary knowledge.
- 4. Computer software and online games help one to understand word structure through the addition of multimedia and graphical representations of words and word families

Nature of Reading, Writing, and Communicating:

- 1. Readers use language structure in oral and written communication.

3. Writing and Composition

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

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

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

Prepared Graduate Competencies

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

Prepared Graduate Competencies in the Writing and Composition standard:

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

Content Area: Reading, Writing, and Communicating

Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Exploring the writing process develops ideas for writing texts that carry meaning

Evidence Outcomes

Students can:

- a. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (CCSS: W.1.1)
- b. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2)
- c. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and 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. Use pictures or graphic organizers to plan writing
- 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)

21st Century Skills and Readiness Competencies

Inquiry 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?

Relevance and Application:

1. Graphic organizers help to plan writing projects.
2. Simple sentences can be expanded using adjectives or phrases. (The boy plays. The strong boy plays. The strong boy plays in the sandbox.)
3. Well-written thoughts are shared in a variety of ways (online communities, magazines, news stories).

Nature of Reading, Writing, and Communicating:

1. Writers use language that has a clear beginning, middle, and end.
2. Writers must express ideas clearly because the reader cannot ask the author for clarification.

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

Prepared Graduates:
 ➤ Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Appropriate spelling, conventions, and grammar are applied when writing

Evidence Outcomes

Students can:

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)
 - i. Print all upper- and lowercase letters. (CCSS: L.1.1a)
 - ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b)
 - iii. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)
 - iv. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)
 - v. 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)
 - vi. Use frequently occurring adjectives. (CCSS: L.1.1f)
 - vii. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). (CCSS: L.1.1g)
 - viii. Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1h)
 - ix. Use frequently occurring prepositions (e.g., *during, beyond, toward*). (CCSS: L.1.1i)
 - x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)
 - i. Write complete simple sentences.
 - ii. Capitalize dates and names of people. (CCSS: L.1.2a)
 - iii. Use end punctuation for sentences. (CCSS: L.1.2b)
 - iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)
 - v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
 - vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do phonemes (speech sounds) map to graphemes (letters and letter clusters) to form words?
2. How do punctuation marks show expression and pauses in writing?
3. How do capital letters show importance?
4. How can a writer show excitement in a sentence? (exclamation mark)

Relevance and Application:

1. Question marks are often used in children’s games.
2. Phonetic patterns are the bases of nursery rhymes and children’s songs.

Nature of Reading, Writing, and Communicating:

1. Writers know how to spell many words.
2. Writers hold their pencil correctly.
3. Writers use capital letters at the beginning of sentences.

4. Research and Reasoning

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

Prepared Graduate Competencies

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

Prepared Graduate Competencies in the Research and Reasoning standard:

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

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning

Prepared Graduates:

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

Grade Level Expectation: First Grade

Concepts and skills students master:

1. A variety of resources leads to locating information and answering questions of interest

Evidence Outcomes

Students can:

- a. Write or dictate questions for inquiry that arise during instruction
- b. With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry
- c. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What resources can students use to answer the question?
2. Why is it important to ask clear questions?
3. What are other uses of text features?
4. Why do authors use text features in their writing?
5. Which text feature do you find most useful?
6. How is using multiple resources helpful to readers or writers?
7. Why does society have such a variety of reading materials?

Relevance and Application:

1. Text features can help good readers when they are scanning material.
2. Good readers pose questions while they read.
3. Related questions occur when looking up your pet or selecting a new one.

Nature of Reading, Writing, and Communicating:

1. Researchers analyze critical questions and locate resources to answer the questions.
2. Readers use text features to help them before they begin reading.
3. Readers ask questions while they read to stay focused and help clarify thinking.

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

Prepared Graduates:
 ➤ Articulate the position of self and others using experiential and material logic

Grade Level Expectation: First Grade

Concepts and skills students master:
 2. Purpose, information, and questions about an issue are essential steps in early research

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:
 a. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (CCSS: W.1.7)
 i. Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?)
 b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)
 i. Evaluate information for clarity and accuracy

Inquiry Questions:
 1. What is the purpose? Is the purpose clear? Is the purpose important in relation to the question at issue?
 2. What is the question at issue? Is the question important and related to the purpose?
 3. Is the information being gathering important to the question at issue and purpose?
 4. Is the information free from error?
 5. How do students improve their thinking?
 6. Why is it important to be clear about the reason for studying a certain topic?
 7. When people are learning new information, why is it important that the data is correct?
 8. What might happen if people use incorrect or unsupported information?

Relevance and Application:
 1. Before readers begin to read, they ask themselves purposeful questions. (What is the purpose for learning how to read? Am I clear on the purpose for reading? Is reading important?)
 2. Zoologists know that new knowledge about animals and the discovery of new species require them to ask good questions every day.

Nature of Reading, Writing, and Communicating:
 1. People who reason understand that reasoning has a purpose, is based on information, and is an attempt to figure something out.
 2. Curiosity and thinking help people to discover and understand things that puzzle them.

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