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COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Colorado Academic
S T A N D A R D S

Third Grade

Reading, Writing, & Communicating

Revised: December 2010

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

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

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

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

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

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

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

Colorado Academic Standards
Reading, Writing, and Communicating

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

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

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

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

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

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

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

Standards Organization and Construction

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

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

The elements of the revised standards are:

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

Standard: The topical organization of an academic content area.

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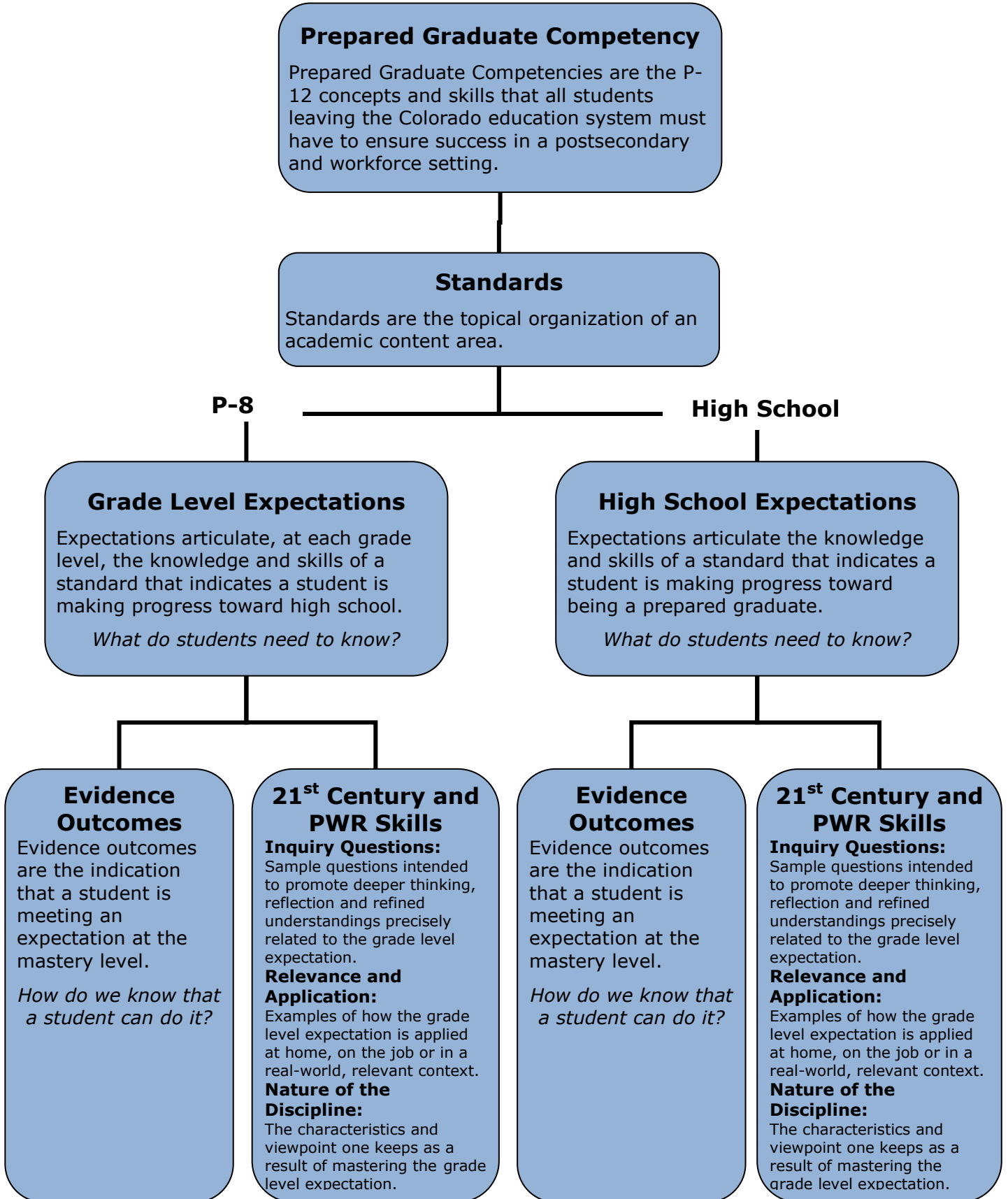
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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

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

- *Inquiry Questions:*
  Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

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

- *Nature of the Discipline:*
  The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Continuum of State Standards Definitions

Prepared Graduate Competency

Prepared Graduate Competencies are 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.

Standards

Standards are the topical organization of an academic content area.

P-8

High School

Grade Level Expectations

Expectations articulate, at each grade level, the knowledge and skills of a standard that indicates a student is making progress toward high school.

What do students need to know?

High School Expectations

Expectations articulate the knowledge and skills of a standard that indicates a student is making progress toward being a prepared graduate.

What do students need to know?

Evidence Outcomes

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 and PWR Skills

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.

Evidence Outcomes

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 and PWR Skills

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.

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	21st Century Skills and Readiness Competencies
Students can:	**Inquiry Questions:**
Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.	Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
How do we know that a student can do it?	**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.

Reading, Writing, and Communicating
Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Third Grade	
1. Oral Expression and Listening	1. Oral communication is used both informally and formally 2. Successful group activities need the cooperation of everyone
2. Reading for All Purposes	1. Strategies are needed to make meaning of various types of literary genres 2. Comprehension strategies are necessary when reading informational or persuasive text 3. Increasing word understanding, word use, and word relationships increases vocabulary
3. Writing and Composition	1. A writing process is used to plan, draft, and write a variety of literary genres 2. A writing process is used to plan, draft, and write a variety of informational texts 3. Correct grammar, capitalization, punctuation, and spelling are used when writing
4. Research and Reasoning	1. Researching a topic and sharing findings are often done with others 2. Inferences and points of view exist

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

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

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

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

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

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

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

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

Colorado's Description for School Readiness
(Adopted by the State Board of Education, December 2008)
School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado's Description of Postsecondary and Workforce Readiness
(Adopted by the State Board of Education, June 2009)
Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

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

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

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

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

1. Oral Expression and Listening

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

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

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

Prepared Graduate Competencies in the Oral Expression and Listening Standard:

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

➢ Deliver organized and effective oral presentations for diverse audiences and varied purposes

➢ Use language appropriate for purpose and audience

➢ Demonstrate skill in inferential and evaluative listening

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

Prepared Graduates:
➢ Use language appropriate for purpose and audience

Grade Level Expectation: Third Grade

Concepts and skills students master:
1. Oral communication is used both informally and formally

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can:	**Inquiry Questions:**
a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS: SL.3.4)	1. Do children talk differently to their friends than to their teachers? Why?
b. Distinguish different levels of formality	2. Could presenters speak passionately about a topic if their back was turned to the audience?
c. Speak clearly, using appropriate volume and pitch for the purpose and audience	3. When people talk to someone who speaks a different language, how do they know that the person is happy, sad, scared, or mad?
d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience	4. Why is it important to speak clearly with appropriate volume and pitch?
e. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (CCSS: SL.3.5)	**Relevance and Application:**
	1. Participate in group discussions around a topic of interest. (Actors in a group scene must communicate the appropriate thoughts and feelings for the audience to understand their intent.)
f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)	2. Speak at a rate and volume others can understand. (Television reporters demonstrate expertise in clearly presenting to an audience.)
g. Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details	3. Use correct grammatical structures to clearly express new ideas to a group.
	4. Collaborate with a group for a presentation (such as a book report or dramatic reading).
	5. Electronic tools visual mapping tools can be used to organize ideas.
	Nature of Reading, Writing, and Communicating:
	1. Good communicators make changes to their presentations based on the interests of different audiences.

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

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

Grade Level Expectation: Third Grade

Concepts and skills students master:
2. Successful group activities need the cooperation of everyone

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can:	**Inquiry Questions:**
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS: SL 3.1)	1. What are the different kinds of roles people have when working in a group?
i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.3.1a)	2. Do rules help people or hold them back?
	3. What characteristics do good group leaders have?
ii. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)	**Relevance and Application:**
iii. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)	1. Express and support ideas with others. (Filmmakers select the most exciting and meaningful scenes from a movie to use in trailers.)
iv. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)	2. Drivers need to follow the rules of the road to keep themselves and others safe.
v. Use eye contact, volume, and tone appropriate to audience and purpose	3. Interact with others by sharing knowledge, stories, and interests to build positive relationships. (Dancers in an ensemble work together to present a dance performance for others to enjoy.)
vi. Use different types of complete sentences to share information, give directions, or request information	4. Online shared workspaces can be used to enhance collaboration.
b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)	**Nature of Reading, Writing, and Communicating:**
c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)	1. Good communicators work collaboratively with others to have the desired effect on 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

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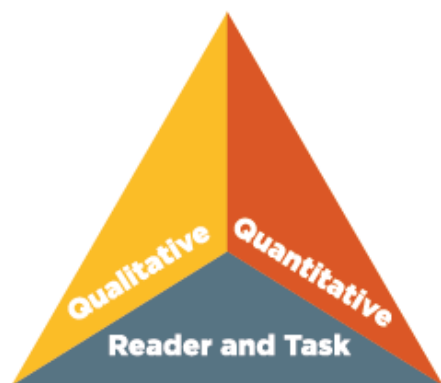
Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

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: Third Grade
Concepts and skills students master:
1. Strategies are needed to make meaning of various types of literary genres

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
a. Use Key Ideas and Details to:
  i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)
  ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)
  iii. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)
  iv. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays
  v. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)
b. Use Craft and Structure to:
  i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)
  ii. Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events
  iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)
  iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)
c. Use Integration of Knowledge and Ideas to:
  i. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)
  ii. Summarize central ideas and important details from literary text
  iii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (CCSS: RL.3.9)
d. Use Range of Reading and Complexity of Text to:
  i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RL.3.10)
e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation
	Inquiry Questions:
	1. How do readers use different reading strategies to better understand a variety of texts?
	2. How is accuracy in reading like accuracy in mathematics?
	3. What would reading be like if readers had no signal words to assist them?
	4. What was one prediction that you made that changed after you read the text?
	
	Relevance and Application:
	1. The skills used in reading comprehension transfer to readers' ability to understand and interpret information.
	2. Poets give readers literature with specific structure for styled meaning.
	3. School plays require a plot and settings to be interesting.
	4. Publishing podcasts online provide an authentic audience for students to help them in practicing fluency.
	
	Nature of Reading, Writing, and Communicating:
	1. Using what they know about phrasing and punctuation helps readers read proficiently and get more meaning from a text.
	2. Reading helps people understand themselves and makes connections to the world.

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

Prepared Graduates:
➢ Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Grade Level Expectation: Third Grade
Concepts and skills students master:
2. Comprehension strategies are necessary when reading informational or persuasive text

Evidence Outcomes	**21st Century Skills and Readiness Competencies**
Students can:	**Inquiry Questions:**
a. Use Key Ideas and Details to:	1. How do readers use different reading strategies to better understand a variety of texts (science, social studies, nonfiction)?
i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)	
ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)	2. Looking at our list of comprehension strategies, which one supported your thinking the most as you read this genre today (e.g., I used monitoring because this text had many details and technical terms.)?
iii. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)	3. How does cause and effect work in people's lives?
b. Use Craft and Structure to:	4. When does punctuation change the entire meaning of a sentence?
i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (CCSS: RI.3.4)	**Relevance and Application:**
ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)	1. The skills used in reading comprehension transfers to readers' ability to understand and interpret events.
iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)	2. Throughout life, people will be asked to retell or recount events that have occurred.
iv. Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships	3. Signal words are used to assist readers in describing key events.
c. Use Integration of Knowledge and Ideas to:	4. Summarizing is a life skill that will be used every day as people read, express opinions about a topic, or retell an event.
i. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS: RI.3.7)	5. Readers must organize details from informational text as they read (using a graphic organizer, two-column notes, outline, etc.).
ii. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)	6. Reading and preparing for commenting on classroom blogs gives students practice in locating information to support opinions make predictions and draw conclusions.
iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)	**Nature of Reading, Writing, and Communicating:**
d. Use Range of Reading and Complexity of Text to:	1. Readers read for enjoyment and information.
i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)	2. Reading helps people understand themselves and make connections to the world.
ii. Adjust reading rate according to type of text and purpose for reading.	3. Readers use comprehension strategies automatically without thinking about using them.

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: Third Grade

Concepts and skills students master:
3. Increasing word understanding, word use, and word relationships increases vocabulary

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.3.3)
  i. Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
  ii. Decode words with common Latin suffixes. (CCSS: RF.3.3b)
  iii. Decode multisyllable words. (CCSS: RF.3.3c)
  iv. Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d)
b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
  i. Read grade-level text with purpose and understanding. (CCSS.3.4a)
  ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b)
  iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)
c. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)
  i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
  ii. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). (CCSS: L.3.4b)
  iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
  iv. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). (CCSS: L.3.4c)
  v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)
d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
  i. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). (CCSS: L.3.5a)
  ii. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). (CCSS: L.3.5b)
  iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). (CCSS: L.3.5c)
e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (CCSS: L.3.6)
	Inquiry Questions:
	1. How do prefixes (un-, re-) and suffixes (-ness, -ful) change the meaning of a word (happy, happiness; help, helpful)?
	2. How are prefixes and suffixes useful in oral and written communication?
	3. How are prefixes and suffixes similar? How are they different?
	
	Relevance and Application:
	1. Readers recognize common words that do not fit regular spelling patterns. (TV and magazines use common words that do not fit regular spelling patterns.)
	2. The spelling of a base word can change when adding suffixes (hop, hopping; hope, hoping).
	3. Decoding words is a skill that is useful throughout life.
	4. Animated graphic organizers can assist with the task of word categorization.
	
	Nature of Reading, Writing, and Communicating:
	1. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language.
	2. Readers can decode words with ease and notice if words have a prefix or suffix and simply see the base word.

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

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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: Third Grade

Concepts and skills students master:
1. A writing process is used to plan, draft, and write a variety of literary genres

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
a. Write opinion pieces on topics or texts, supporting a point of view with reasons. (CCSS: W.3.1)
   i. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS: W.3.1a)
   ii. Provide reasons that support the opinion. (CCSS: W.3.1b)
   iii. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. (CCSS: W.3.1c)
   iv. Provide a concluding statement or section. (CCSS: W.3.1d)
   v. Brainstorm ideas for writing
b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3)
   i. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)
   ii. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)
   iii. Use temporal words and phrases to signal event order. (CCSS: W.3c)
   iv. Provide a sense of closure. (CCSS: W.3.3d)
c. Write descriptive poems using figurative language
	Inquiry Questions:
	1. How can thoughts and ideas be organized to prepare for writing?
	2. When are transition words appropriate to use in writing?
	3. What is a primary use of a graphic organizer?
	4. When people brainstorm, why do they write down all ideas without judgment?
	
	Relevance and Application:
	1. Authors choose graphic organizers appropriate for the purpose of their writing and utilize the information to create a well-written piece.
	2. Writers/authors present points of view to inform, entertain, and communicate a variety of ideas and opinions and to understand that language has a clear beginning, middle, and end.
	3. Ghost stories and mysteries often are written with the outcome in mind.
	
	Nature of Reading, Writing, and Communicating:
	1. Writers know that a story needs a beginning, middle, and end.

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: Third Grade

Concepts and skills students master:
2. A writing process is used to plan, draft, and write a variety of informational texts

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.3.2)
   i.   Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
   ii. State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)
  iii. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
  iv. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. (CCSS: W.3c)
   v. Provide a concluding statement or section. (CCSS: W.3.2d)
	Inquiry Questions:
	1. How do transitions support fluent writing?
	2. Why is it necessary to connect ideas when writing?
	3. How do authors know what information is accurate?
	4. How do authors know what information is credible?
	5. Why would it be important for authors to label illustrations, photos, graphs, charts, or other media?
	6. What forms of writing assist writers in sharing information?
	
	Relevance and Application:
	1. Reporters and journalists will sometimes write about one topic from different points of view.
	2. Today there is so much information; people need skills to help them sort the information and make sense of it so it can be useful.
	
	Nature of Reading, Writing, and Communicating:
	1. Writers can describe events or people fluently.
	2. Writers summarize information by using only the important details.

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: Third Grade

Concepts and skills students master:
3. Correct grammar, capitalization, punctuation, and spelling are used when writing

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can:	**Inquiry Questions:**
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)	1. How does punctuation help people understand what they read and write?
b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)	2. What resources can be used to help spell words correctly?
c. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6)	
d. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)	
i. Choose words and phrases for effect. (CCSS: L.3.3a)	
ii. Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)	
e. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)	**Relevance and Application:**
i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)	1. Desktop tools, spell-check and grammar-check are used to edit written work.
ii. Form and use regular and irregular plural nouns. (CCSS: L.3.1b)	2. Newspapers, newsletter and Internet web pages rely on precise and descriptive writing to inform or entertain.
iii. Use abstract nouns (e.g., *childhood*). (CCSS: L.3.1c)	
iv. Form and use regular and irregular verbs. (CCSS: L.3.1d)	
v. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. (CCSS: L.3.1e)	
vi. Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)	
vii. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)	
viii. Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)	**Nature of Reading, Writing, and Communicating:**
ix. Produce simple, compound, and complex sentences. (CCSS: L.3.1i)	1. Written symbols show both meaning and expression.
x. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts	2. Writers know that words can have identical pronunciations but differ in spelling and meaning (you/ewe, eye/I).
f. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)	
i. Capitalize appropriate words in titles. (CCSS: L.3.2a)	
ii. Use commas in addresses. (CCSS: L.3.2b)	
iii. Use commas and quotation marks in dialogue. (CCSS: L.3.2c)	
iv. Form and use possessives. (CCSS: L.3.2d)	
v. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). (CCSS: L.3.2e)	
vi. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. (CCSS: L.3.2f)	
vii. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)	

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

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

Prepared Graduates:
➢ Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

Grade Level Expectation: Third Grade

Concepts and skills students master:
1. Researching a topic and sharing findings are often done with others

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7) b. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8) c. Interpret and communicate the information learned by developing a brief summary with supporting details d. Develop supporting visual information (charts, maps, illustrations, models) e. Present a brief report of the research findings to an audience	**Inquiry Questions:** 1. What if research was always done alone? 2. Why are visuals part of social studies, science, and other textbooks? 3. Why is summarizing an important skill for all in a group? **Relevance and Application:** 1. People who build bridges and buildings work together to research and share ideas. 2. Sports teams work together to discover the other teams' weaknesses. 3. The members of a play recognize and present information using visuals and narrative tone. 4. Researchers summarize information about a topic using reference materials. 5. Researchers organize and present information using visuals and narrative. 6. Compare and contrast Wikipedia with the content in library encyclopedia and resources. 7. Using a collaborative online tool to share your work with others **Nature of Reading, Writing, and Communicating:** 1. Researchers scan visuals before they read text to help them focus their thinking. 2. Researchers summarize information from different resources. 3. Researchers look for evidence or supporting details to prepare for questions that others may ask after their presentation or during discussion.

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

Prepared Graduates:
> Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

Grade Level Expectation: Third Grade

Concepts and skills students master:

   2. Inferences and points of view exist

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Recognize that different sources may have different points of view b. Assess points of view using fairness, relevance, and breadth c. Determine the clarity, relevance, and accuracy of information d. Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations e. Assess inferences for accuracy and fairness f. Recognize what they know and don't know (intellectual humility)	**Inquiry Questions:** 1. How and why can points of view differ? 2. What are the relevant points of view? 3. How does one person's point of view compare to others? 4. What information will support an inference? 5. What happens if people use information that in not accurate? 6. Why is useful to have many points of view on a topic? 7. When is it difficult to have different points of view? **Relevance and Application:** 1. People use research to help support their ideas. 2. Different sources have different points of view. 3. People learn many things when they listen to others. 4. Readers must learn to draw conclusions and make inferences because they help to improve comprehension. **Nature of Reading, Writing, and Communicating:** 1. Researchers understand that points of view are based on the interpretation of the reader. 2. Researchers understand reasoning is done from a point of view, based on data, information, and evidence, and contains inferences by which they draw conclusions and give meaning to data.