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PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Colorado Academic
S T A N D A R D S

Ninth 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.

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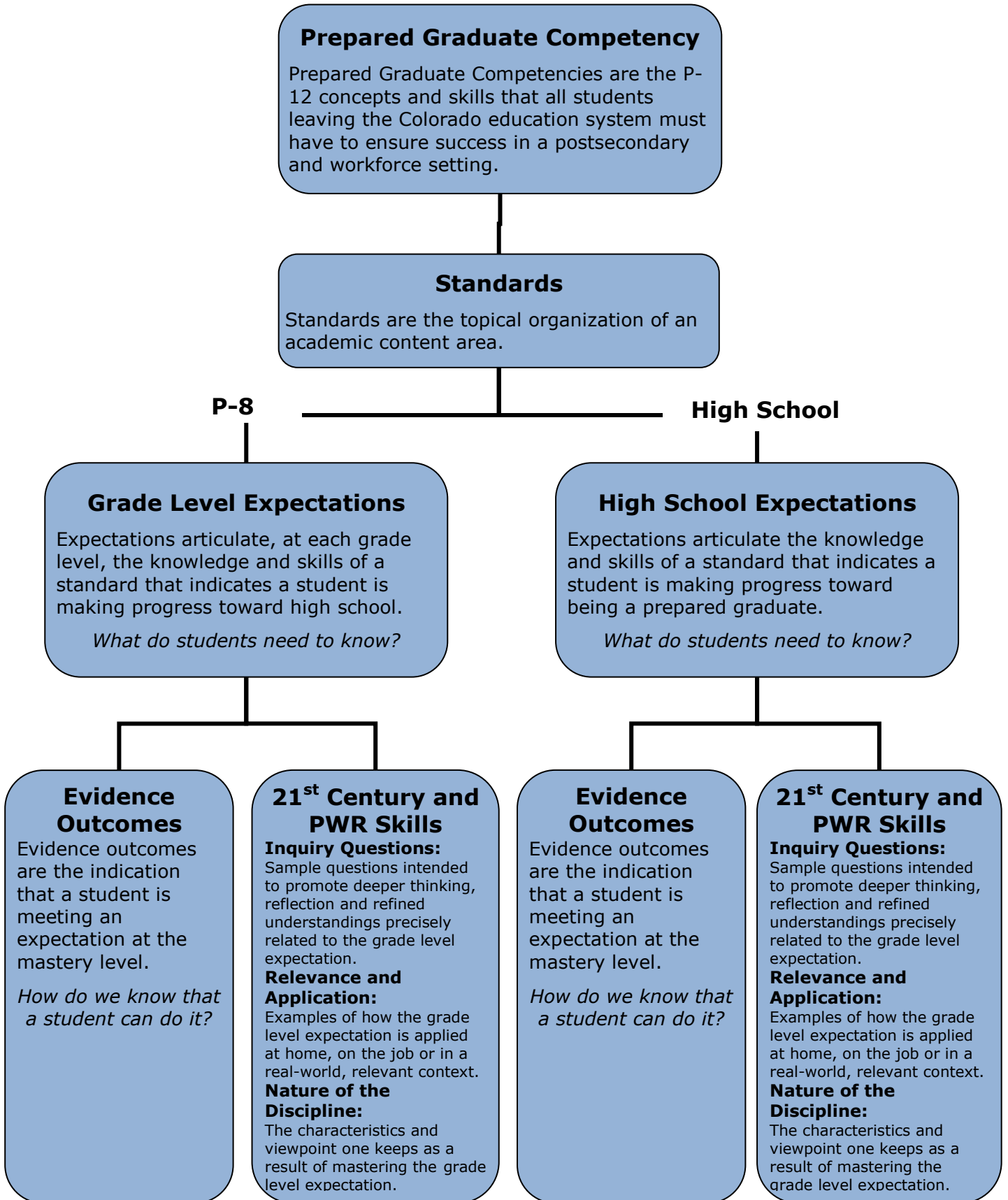
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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
Ninth Grade	
1. Oral Expression and Listening	1. Oral presentations require effective preparation strategies 2. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention
2. Reading for All Purposes	1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison 2. Increasingly complex informational texts require mature interpretation and study
3. Writing and Composition	1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language 2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions
4. Research and Reasoning	1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions 2. Effective problem-solving strategies require high-quality reasoning

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

Grade Level Expectation: Ninth Grade

Concepts and skills students master:
1. Oral presentations require effective preparation strategies

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(CCSS: SL.9-10.6) b. Use verbal and nonverbal techniques to communicate information c. Define a position and select evidence to support that position d. Develop a well-organized presentation to defend a position e. Use effective audience and oral delivery skills to persuade an audience f. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)	**Inquiry Questions:** 1. How do different purposes and audiences affect the preparation content and language of presentation? 2. How do presenters know if an audience is interested in their topic? 3. How can nonverbal cues change the intent of a presentation? 4. How do presenters know when they are ready to deliver a presentation? **Relevance and Application:** 1. Humor, poise, and intuition give society alternative ways to access information. 2. Politicians seek to persuade voters by offering compelling arguments developed through well-organized speech writing. 3. Actors research and study the history of their character to present an authentic portrayal. 4. Media technologies offer opportunities for viewing presentations on a variety of topics and observing various styles. 5. Electronic presentation tools can be used to enhance oral presentation. **Nature of Reading, Writing, and Communicating:** 1. Skilled communicators use nonverbal techniques in their presentations to help them convey a particular message. 2. Effective communicators understand the necessity for developing presentations with sequential and relevant information for a particular audience.

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

Prepared Graduates:
➢ Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Ninth Grade

Concepts and skills students master:
2. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) i. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b) b. Follow the speaker's arguments as they develop; take notes when appropriate c. Give verbal and nonverbal feedback to the speaker d. Ask clarifying questions e. Evaluate arguments and evidence f. Explain how variables such as background knowledge, experiences, values, and beliefs can affect communication g. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)	**Inquiry Questions:** 1. How does a speaker's personal history affect his point of view? 2. What is appropriate feedback? 3. What is inappropriate feedback? **Relevance and Application:** 1. Taking notes when listening to a speaker helps audience members remember what was said. 2. Providing feedback is an important skill that is used in many professional settings (such as a doctor's office or courtroom, or in construction or engineering environments). 3. Utilize electronic feedback tools for immediate feedback. 4. Use library databases to evaluate evidence and arguments. **Nature of Reading, Writing, and Communicating:** 1. Skilled listeners understand the context of a presenter's point of view. 2. Skilled listeners use their own experiences to relate to a speaker's topic.

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:
➢ Read a wide range of literature (American and world literature) to understand important universal themes and the human experience

Grade Level Expectation: Ninth Grade

Concepts and skills students master:
1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
a. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)
b. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)
c. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
d. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CCSS: RL.9-10.6)
e. Identify the characteristics that distinguish literary forms and genres
  i. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (CCSS: RL.9-10.9)
  ii. Use literary terms to describe and analyze selections
a. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.9-10.10)
	Inquiry Questions:
	1. How does an author use a literary device to demonstrate deeper meaning for the text? Explain your thinking and cite how you came to this conclusion.
	2. How does the setting that was portrayed by the author impact the text?
	3. What character traits seemed to be conflicting with one character (or more) in the text? (For example, a character started out as a generous person and then became bitter and selfish after a disaster.)
	
	Relevance and Application:
	1. Reading takes people's minds to places that they may not have personally experienced.
	2. Reading multiple genres exposes people's thinking beyond their community.
	3. As people prepare to become members of society, they will encounter multiple perspectives that will require judgment and scrutiny.
	4. Connecting online with students in locations read about enhance their understanding of a text.
	
	Nature of Reading, Writing, and Communicating:
	1. Readers fluently compare and contrast story elements to build a deeper understanding of the ideology or theme of the text.
	2. Reading Standards for Literacy in Science and Technical Subjects, Grades 9-10. (CCSS: RST.9-10.1-10)
	3. Reading Standards for Literacy in History/Social Studies, Grades 9-10. (CCSS: RH. 9-10.1-10)

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

Prepared Graduates:
➢ Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Ninth Grade

Concepts and skills students master:
2. Increasingly complex informational texts require mature interpretation and study

Evidence Outcomes	**21st Century Skills and Readiness Competencies**
Students can: a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS. RI.9-10.2) b. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (CCSS: RI.9-10.5) c. Evaluate clarity and accuracy of information through close text study and investigation via other sources d. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3) e. Use flexible reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts f. Critique author's choice of expository, narrative, persuasive, or descriptive modes to convey a message g. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10.8) h. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.9-10.10) i. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)	**Inquiry Questions:** 1. How does an author work to persuade readers to change their opinions? 2. How does an author alter readers' thoughts as they read a text? 3. What visual imagery does the author create to activate one or more of the readers' emotions? 4. What is the difference between text that is explicitly accurate and text that is explicitly logical? **Relevance and Application:** 1. Companies and organizations like to use influential people in their advertisements to sell their products. 2. With constant exposure to graphics and multimedia in our world, people need to be conscious of how these images influence thinking. 3. Reading newspaper (or online blogs) editorials can affect the way in which people perceive information (mob mentality or bandwagon effect). **Nature of Reading, Writing, and Communicating:** 1. Reading Standards for Literacy in Science and Technical Subjects, Grades 9-10. (CCSS: RST.9-10.1-10) 2. Reading Standards for Literacy in History/Social Studies, Grades 9-10. (CCSS: RH. 9-10.1-10)

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:
➢ Master the techniques of effective informational, literary, and persuasive writing

Grade Level Expectation: Ninth Grade

Concepts and skills students master:
1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
 a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
   i. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
   ii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
 b. Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience
 c. Refine the expression of voice and tone in a text by selecting and using appropriate vocabulary, sentence structure, and sentence organization
 d. Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details
 e. Explain strengths and weaknesses of own writing and the writing of others using criteria (e.g., checklists, scoring guides)
	Inquiry Questions:
	 1. Why does descriptive language make writing more appealing to the readers?
	 2. Would people want to read texts that have no organizational structure? Why?
	 3. Why is it important for authors to be able to develop texts that have an organized theme?
	
	 Relevance and Application:
	 1. Consumers enjoy reading books with rich, descriptive language so they can picture what they are reading.
	 2. Reporters and columnists at newspapers accept improvements in their writing to improve their work.
	 3. Business workers are self-directed and rewarded for their efforts when they refine their writing to engage the reader.
	
	 Nature of Reading, Writing, and Communicating:
	 1. Writers use descriptive language in their texts to make them more appealing to the reader.
	 2. Writers know that revision, editing comments, and feedback strengthen a text.
	 3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 9-10. (CCSS: WHST.9-10.1-6 and 10)

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

Prepared Graduates:
➢ Master the techniques of effective informational, literary, and persuasive writing

Grade Level Expectation: Ninth Grade

Concepts and skills students master:
2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can:	**Inquiry Questions:**
a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)	1. Why should an author plan with clarity what the reader is expecting in the piece?
i. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a)	2. How does an author monitor his/her work if the author is biased? What clues make the reader sense bias?
ii. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b)	3. What makes a descriptive text appeal to certain audiences?
iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1c)	4. Why is it essential to explain technical terms and notations in writing?
iv. Use appropriate rhetorical appeals and genre to engage and guide the intended audience	5. Do all audiences need this type of explanation? Why or why not?
v. Anticipate and address readers' biases and expectations	**Relevance and Application:**
vi. Revise ideas and structure to improve depth of information and logic of organization	1. Authors share ideas with a wider audience through writing.
vii. Explain and imitate emotional, logical, and ethical appeals used by writers who are trying to persuade an audience	2. Researchers often submit an article stating their opinion about a current topic.
viii. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)	3. Legal representatives prepare an argument by researching both sides and persuading an audience to one point of view by controlling one main idea.
ix. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)	4. Rhetoric and ethical texts explain information with relevant supporting ideas.
	Nature of Reading, Writing, and Communicating:
	1. Writers anticipate how biases play a role in the writing process. They try to think about readers and how they may perceive what the author is writing.
	2. Writers use different techniques to effectively support their arguments.
	3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 9-10. (CCSS: WHST.9-10.1-6 and 10)

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

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

Grade Level Expectation: Ninth Grade

Concepts and skills students master:
3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
  i. Identify comma splices and fused sentences in writing and revise to eliminate them
  ii. Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences
  iii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)
  iv. Spell correctly. (CCSS: L.9-10.2c)
b. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1 and 2 above.) (CCSS: W.9-10.4)
c. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
d. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
	Inquiry Questions:
	1. What message does an author give a reader if there are flaws and errors in grammar and punctuation?
	2. What are the benefits of using computer-based tools for grammar support? What are the cautions of using these tools?
	3. What is meant by an obscure or oblique reference?
	4. Why should the writer beware when using a reference that may be obscure?
	5. When a writer has text at an adequate phase, is it necessary to keep tweaking it? Why or why not?
	
	Relevance and Application:
	1. Learning to rewrite with improvements creates a thoughtful, thorough writer.
	2. Artificial intelligence software is sophisticated enough to correct and complete unfinished sentences.
	
	Nature of Reading, Writing, and Communicating:
	1. Writers review work for clarity and the match it has to their audience.
	2. Good writers are always highly valued.

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: Ninth Grade

Concepts and skills students master:

1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Integrate information from different sources to research and complete a project b. Integrate information from different sources to form conclusions about an author's assumptions, biases, credibility, cultural and social perspectives, or world views c. Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective (such as editorials), and support the decision d. Examine materials to determine appropriate primary and secondary sources to use for investigating a question, topic, or issue (e.g., library databases, print and electronic encyclopedia and other reference materials, pamphlets, book excerpts, online and print newspaper and magazine articles, letters to an editor, digital forums, oral records, research summaries, scientific and trade journals)	**Inquiry Questions:** 1. When a researcher is "reflecting" on information to use in a project, what is actually happening in the thought pattern? 2. When are multiple resources NOT HELPFUL? 3. How do researchers plan for such challenges as little to no primary information? 4. What was your most unusual source for a personal research project? What resource was the least useful and why? **Relevance and Application:** 1. Information from a variety sources is needed to conduct accurate, clear, and coherent research. 2. Looking at multiple perspectives expands people's thinking and adds clarity to their own thoughts and words. 3. Using information from many sources helps broaden ability to locate and use information. 4. In the global society, multiple perspectives and a wide range of information are within easy reach and importantly applicable. Global perspectives can be obtained through participating in online social media networks. 5. Global perspectives can be obtained through participating in online social media networks. **Nature of Reading, Writing, and Communicating:** 1. Researchers are attentive to bias in resources and monitor their own writing and speaking for biases to assess and maintain their own credibility. 2. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 9-10. (CCSS: WHST.9-10.7-9)

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

Prepared Graduates:
➢ 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: Ninth Grade

Concepts and skills students master:
2. Effective problem-solving strategies require high-quality reasoning

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking b. Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision c. Implement a purposeful and articulated process to solve a problem d. Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process	**Inquiry Questions:** 1. How is reasoning used in problem solving? 2. Why is it important to state the problem with clarity before beginning a research project? 3. How do you monitor what they are reading for fairness and accuracy? 4. What assumptions need to be asked about "relevant and irrelevant" information when solving a problem? **Relevance and Application:** 1. Problem-solving strategies are used in all content areas. 2. Problem solving is a daily expectation. 3. Learning to reason supports relationships and the ability to solve problems that arise at home or at work. 4. Everyone benefits from finding new ways to solve problems. 5. Recognition of multiple perspectives is important in this global society. 6. Online social networking tools allow access to global perspectives 7. An increased clarity of language helps people become better communicators both in speaking and writing. **Nature of Reading, Writing, and Communicating:** 1. Researchers know that there are biases that can influence their thinking. They monitor how they approach problem solving to keep these external influences in check. 2. Researchers acknowledge the perspectives of others, which helps them be clear and precise in their language and writing.