

## Tenth 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, 21<sup>st</sup> 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](http://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 21<sup>st</sup> century workforce. Language skills have always been fundamental for academic and professional success. However, students in the 21<sup>st</sup> 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 21<sup>st</sup> century skills within the context of these subjects. Critical thinking and reasoning, information literacy, collaboration, self-direction, and innovation are vital 21<sup>st</sup> 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 21<sup>st</sup> 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?*

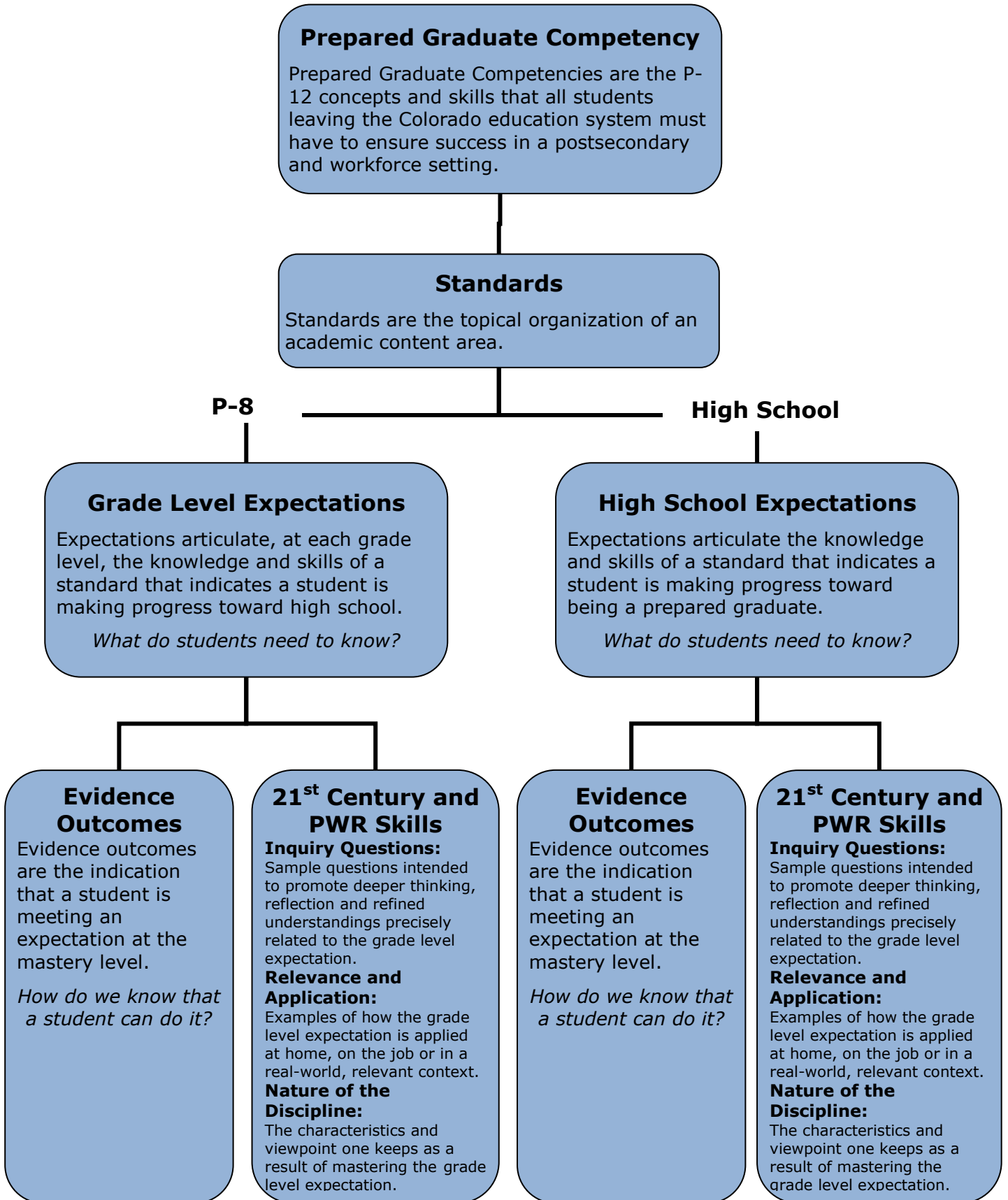
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

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

# Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

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

### High School and Grade Level Expectations

**Concepts and skills students master:**

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

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

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

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

*How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of the Discipline:**

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

## **Prepared Graduate Competencies in Reading, Writing, and Communicating**

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

Prepared Graduates:

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

# Standards in Reading, Writing, and Communicating

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

## 1. Oral Expression and Listening

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

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

| <b>Tenth Grade</b>               |  |
|----------------------------------|--|
| 1. Oral Expression and Listening | <ol style="list-style-type: none"> <li>1. Content that is gathered carefully and organized well successfully influences an audience</li> <li>2. Effectively operating in small and large groups to accomplish a goal requires active listening</li> </ol>  |
| 2. Reading for All Purposes      | <ol style="list-style-type: none"> <li>1. Literary and historical influences determine the meaning of traditional and contemporary literary texts</li> <li>2. The development of new ideas and concepts within informational and persuasive manuscripts</li> <li>3. Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts</li> </ol> |
| 3. Writing and Composition       | <ol style="list-style-type: none"> <li>1. Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience</li> <li>2. Organizational writing patterns inform or persuade an audience</li> <li>3. Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process</li> </ol>                               |
| 4. Research and Reasoning        | <ol style="list-style-type: none"> <li>1. Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions</li> <li>2. An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy</li> </ol>  |

## **21<sup>st</sup> Century Skills and Readiness Competencies in Reading, Writing, and Communicating**

The reading, writing, and communicating subcommittee embedded 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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: Tenth Grade**

**Concepts and skills students master:**  
 1. Content that is gathered carefully and organized well successfully influences an audience

| <b>Evidence Outcomes</b> | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b> |
|--------------------------|--|
|--------------------------|--|

**Students can:**

- a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)
- b. Select organizational patterns and structures and choose precise vocabulary and rhetorical devices
- c. Make decisions about how to establish credibility and enhance appeal to the audience
- d. Rehearse the presentation to gain fluency, to adjust tone and modulate volume for emphasis, and to develop poise
- e. Use feedback to evaluate and revise the presentation

**Inquiry Questions:**

1. What are some messages that may be conveyed using only nonverbal techniques?
2. Why is it important for communicators to organize their thinking when trying to support a position?
3. How can strong preparation be a useful tool in defending a position or trying to persuade others?

**Relevance and Application:**

1. Authors use relevant examples from knowledge and experience to support main ideas.
2. The legal system has people who gather and organize evidence to present to a jury (such as lawyers, legal assistants, and criminal investigators).
3. Databases can categorize and scaffold content searches.
4. Electronic journaling tools can be used for reflection.

**Nature of Reading, Writing, and Communicating:**

1. Skilled communicators can speak to both sides of an issue because they look at topics from multiple perspectives.
2. Good presenters automatically prioritize the big idea and its supporting evidence.

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

**Prepared Graduates:**  
 ➤ Demonstrate skill in inferential and evaluative listening

**Grade Level Expectation: Tenth Grade**

**Concepts and skills students master:**  
 2. Effectively operating in small and large groups to accomplish a goal requires active listening

| <b>Evidence Outcomes</b>  | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>   |
|---|--|
| <p><b>Students can:</b></p> <p>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)</p> <ol style="list-style-type: none"> <li>i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a)</li> <li>ii. Support others in discussions, activities, and presentations through active listening</li> <li>iii. Listen actively in groups to accomplish a goal</li> <li>iv. Contribute effectively in both small and large groups to collaboratively accomplish a goal</li> <li>v. Choose specific words for intended effect on particular audiences</li> <li>vi. Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal</li> <li>vii. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b)</li> <li>viii. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)</li> </ol> <p>b. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)</p> | <p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why is being able to effectively function in a collaborative group a necessary skill?</li> <li>2. What criteria could be used to measure the effectiveness of a group?</li> <li>3. What are effective ways to monitor group skills and individual contributions?</li> <li>4. How can individuals monitor their own group’s progress and effectiveness?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. When working together, each member contributes to the larger outcome. (For example, airline personnel work collaboratively to safely transport thousands of people daily. The hospitality industry demands collaborative skills and active listening to provide an enjoyable experience for its patrons.)</li> <li>2. Online shared workspaces host opportunities to operate in an effective group setting.</li> <li>3. Professional sports teams demand active listening, shared leadership, instant decision-making, and strategic subordinate roles.</li> </ol> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ol style="list-style-type: none"> <li>1. Skilled communicators are aware of their own actions, which helps them to determine when leadership is needed and when they need to be more of a support person to others.</li> <li>2. Skilled communicators study people in their group and listen for warning signs that perhaps people are not being heard. When they recognize the inequity, they ask, “What do you think?”</li> </ol> |

## 2. Reading for All Purposes

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

### **Prepared Graduate Competencies**

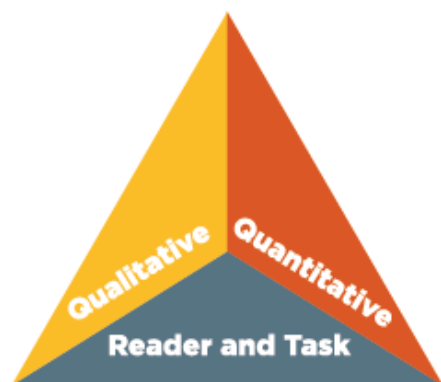
The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Reading for All Purposes Standard:**

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

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

### Measuring Text Complexity: Three Factors



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

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

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

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

### Range of Text Types for K–5

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

| Literature  |  |  | Informational Text   |
|---|--|--|--|
| <b>Stories</b>  | <b>Dramas</b>                                      | <b>Poetry</b>  | <b>Literary Nonfiction and Historical, Scientific, and Technical Texts</b>   |
| 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   |
|---|--|---|--|
| <b>Stories</b>  | <b>Drama</b>   | <b>Poetry</b>   | <b>Literary Nonfiction</b>   |
| 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: Tenth Grade**

**Concepts and skills students master:**

1. Literary and historical influences determine the meaning of traditional and contemporary literary texts

**Evidence Outcomes**

**Students can:**

- a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
- b. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
- c. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). (CCSS: RL.9-10.7)
- d. Evaluate the contribution to society made by traditional, classic, and contemporary works of literature that deal with similar topics and problems
- e. Relate a literary work to primary source documents of its literary period or historical setting
- f. Analyze how literary components affect meaning
- g. Explain the relationship between author’s style and literary effect.
- h. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How can multiple events in someone’s life carry a particular theme?
2. Why does an author choose to use this type of writing to make a point?
3. After reading about the cultural (or historical) perspectives that were held by people during a specific time period, what can be generalized about these individuals, and how has this event affected life today?
4. What is the difference between personality and the impact a culture has on writing style?
5. Are there really a limited number of themes in the world, despite the historical story differences?

**Relevance and Application:**

1. Reading news stories will give people access to what is happening in the world.
2. When people read online articles from different newspapers, they find that certain parts of the country have different views (such as news reporting on the environment in Portland, Oregon, versus another part of the country).
3. Foreign film writing and movie making are popular American media because universal themes translate from one culture to another.
4. Contemporary advertising uses classic and traditional topics and problems to successfully sell goods or services.
5. Historic perspectives such as the battle at the Alamo are generalized in cartoons, speech, writing, and sporting documents.
6. Participating actively in online discussions that follow online news stories adds to the understanding of diverse perspectives and point of view.

**Nature of Reading, Writing, and Communicating:**

1. Readers like to read multiple perspectives because it causes them to think about their own thinking (metacognition) and be clear about what they really believe.
2. Readers are eager to learn new ideology that enhances the quality of life.
3. Reading Standards for Literacy in Science and Technical Subjects, Grades 9-10. (CCSS: RST.9-10.1-10)
4. 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:

- 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: Tenth Grade

#### Concepts and skills students master:

2. The development of new ideas and concepts within informational and persuasive manuscripts

#### Evidence Outcomes

##### Students can:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
- Provide a response to text that expresses an insight (such as an author's perspective or the nature of conflict) or use text-based information to solve a problem not identified in the text (for example, use information from a variety of sources to provide a response to text that expresses an insight)
- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)
- Compare the development of an idea or concept in multiple texts supported by text-based evidence
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (CCSS: RI.9-10.9)
- By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RI.9-10.10)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- How do readers organize thoughts as they read? Articulate how these thoughts are stored for future use (for example, connecting clues from Lincoln's early life to his leadership and honesty during his presidency).
- What is the difference between old information and old knowledge?
- What does it take to synthesize two different but noncompeting sources of information?

##### Relevance and Application:

- Literature captures the lives, culture and heritage of the historical past.
- Making the connections to the past allows people to evaluate current events with more clarity (for example, looking at the laws of slavery, electing the first black U.S. president, and understanding the irony of the fact that slaves were used to construct the White House).
- As people get older, they become more conscious of their beliefs and how they influence others.
- Online social/learning networks such as blogs and wikis allows students to communicate globally.

##### Nature of Reading, Writing, and Communicating:

- Readers are able to fluently discuss topics that have both American and world views.
- Reading Standards for Literacy in Science and Technical Subjects, Grades 9-10. (CCSS: RST.9-10.1-10)
- Reading Standards for Literacy in History/Social Studies, Grades 9-10. (CCSS: RH. 9-10.1-10)

**Content Area: Reading, Writing, and Communicating**  
**Standard: 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: Tenth Grade**

**Concepts and skills students master:**  
 3. Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts

| <b>Evidence Outcomes</b>  | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>   |
|---|--|
| <p><b>Students can:</b></p> <p>a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)</p> <ul style="list-style-type: none"> <li>i. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)</li> <li>ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). (CCSS: L.9-10.4b)</li> <li>iii. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS: L.9-10.4c)</li> <li>iv. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)</li> </ul> <p>b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9-10.5)</p> <ul style="list-style-type: none"> <li>i. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a)</li> <li>ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.9-10.5b)</li> </ul> <p>c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)</p> | <p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. In the English Language, why is important to be able to distinguish between multiple word meanings?</li> <li>2. How does text context assist in figuring out the meaning of unknown words when reading difficult text?</li> <li>3. Describe the importance of being able to find the meaning of unknown words in multiple ways?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Consumers need to be able to read the difficult language in technical manuals (such as rebuilding an engine, installing a new heating system, OSHA manuals, and corporate policy manuals).</li> <li>2. The scientific process uses parallel methodology when constructing a scientific experiment: problem/hypothesis = introduction, experiment = main idea, supporting details = data, and conclusion = conclusion.</li> </ol> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ol style="list-style-type: none"> <li>1. Readers look for word patterns when they read. Making connections to meaning is automatic.</li> </ol> |

# 3. Writing and Composition

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

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

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

**Prepared Graduate Competencies**

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

**Prepared Graduate Competencies in the Writing and Composition standard:**

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

## Content Area: Reading, Writing, and Communicating

### Standard: 3. Writing and Composition

#### Prepared Graduates:

- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes

#### Grade Level Expectation: Tenth Grade

#### Concepts and skills students master:

1. Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience

#### Evidence Outcomes

##### Students can:

- a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
  - i. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
  - ii. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
  - iii. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
- b. Write literary and narrative texts using a range of stylistic devices (poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit theme
- c. Use a variety of strategies to evaluate whether the writing is presented in a creative and reflective manner (e.g., reading the draft aloud, seeking feedback from a reviewer, scoring guides)
- d. Revise texts using feedback to enhance the effect on the reader and clarify the presentation of implicit or explicit theme

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. What makes the final draft of a document look professional and polished?
2. How does paragraph structure and formatting increase the clarity of the writer's message?
3. What style do you find most useful to you as a writer? Why?
4. Why is it important to keep an audience engaged?
5. What would happen if the audience was bored or uninterested in a piece?

##### Relevance and Application:

1. Audience members like to be entertained by different genres, including comedy, drama, and action.
2. Consumers lose interest in text that is boring and uneventful.

##### Nature of Reading, Writing, and Communicating:

1. Writers try to anticipate what the counterarguments of their topic may be.
2. Writers find new ways to increase writing effectiveness by working to infuse more elegance in their wording and sentence fluency.
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: Tenth Grade**

**Concepts and skills students master:**  
 2. Organizational writing patterns inform or persuade an audience

| Evidence Outcomes   | 21 <sup>st</sup> Century Skills and Readiness Competencies   |
|---|--|
| <p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)               <ul style="list-style-type: none"> <li>i. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)</li> <li>ii. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (CCSS: W.9-10.2b)</li> <li>iii. Choose and develop an effective appeal</li> <li>iv. Collect, organize, and evaluate materials to support ideas</li> <li>v. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.9-10.2c)</li> <li>vi. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)</li> <li>vii. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.2e)</li> <li>viii. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS: W.9-10.2f)</li> <li>ix. Revise writing by evaluating relationship of central idea, evidence, and organizational pattern</li> <li>x. Explain how writers use organization and details to communicate their purposes</li> <li>xi. Present writing to an authentic audience and gauge effect on audience for intended purpose</li> </ul> </li> </ul> | <p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How does a writer organize writing to convey the intended message?</li> <li>2. What is the primary audience for this type of writing? Why?</li> <li>3. What would writing be like without figurative language?</li> <li>4. Why is it important that language match the audience being addressed?</li> <li>5. What are the implications of using language that may not match an audience?</li> <li>6. How does a writer determine the purpose of his/her writing?</li> </ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Learning different purposes for writing increases an author’s effectiveness.</li> <li>2. Researchers synthesize information from a variety of sources to present ideas.</li> </ul> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ul style="list-style-type: none"> <li>1. Writers are purposeful in what they say, in how they develop the topic, and in the words they choose. The empowerment of being an author is exciting!</li> <li>2. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 9-10. (CCSS: WHST.9-10.1-6 and 10)</li> </ul> |

**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: Tenth Grade**

**Concepts and skills students master:**

3. Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process

**Evidence Outcomes**

**Students can:**

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
  - i. Use parallel structure. (CCSS: L.9-10.1a)
  - ii. Distinguish between the active and passive voice, and write in the active voice
  - iii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
  - i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a)
  - ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)
- c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)
  - i. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type. (CCSS: L.9-10.3a)
- d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1–2 above.) (CCSS: W.9-10.4)
- e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
- f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What would writing look like if there were no punctuation?
- 2. Why would it be difficult to read texts that do not have correct punctuation?
- 3. How does voice make writing more interesting?
- 4. Why is correct grammar important to the reader?

**Relevance and Application:**

- 1. Book publishers edit texts before they are sent to printing.
- 2. Professional editing tools help publishers edit work to meet rapid deadlines.

**Nature of Reading, Writing, and Communicating:**

- 1. Writers create texts that are coherent to the reader.
- 2. Writers revise texts multiple times before a final draft is published.

# 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:**

- Use primary, secondary, and tertiary written sources to generate and answer research questions

**Grade Level Expectation: Tenth Grade**

**Concepts and skills students master:**

1. Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions

**Evidence Outcomes**

**Students can:**

- a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)
- b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
- c. Formulate research questions that are clear and precise
- d. Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
- e. Distinguish between types of evidence (e.g., expert testimony, analogies, anecdotes, statistics) and use a variety of types to support a particular research purpose
- f. Use in-text parenthetical citations to document sources of quotations, paraphrases and information
- g. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9)
  - i. Apply *grades 9–10 Reading standards* to literature (e.g., “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: W.9-10.9)
  - ii. Apply *grades 9–10 Reading standards* to literary nonfiction (e.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: W.9-10.9)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does media influence the questions you ask about an issue?
2. What is “strong” evidence?
3. When does framing a question incorrectly set off a series of flawed evaluations?
4. How can a group of different-minded opinion leaders weaken a central idea or search for solution?

**Relevance and Application:**

1. Multiple sources are used to conduct second level claim checks on “so called” quality research (such as the Internet or library focus groups and polling).
2. “Clicker” or opinion technology can pinpoint public trust in information.
3. Students can locate experts in the field of their research using online resources and use technology tools such as Skype, email, and wikis to communicate with them to ask questions and seek answers.

**Nature of Reading, Writing, and Communicating:**

1. We overcome initial limitations of information to make sense and propose solutions or findings.
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: Tenth Grade**

**Concepts and skills students master:**

- 2. An author’s reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy

**Evidence Outcomes**

**Students can:**

- a. Analyze the logic (including assumptions and beliefs) and use of evidence (existing and missing information, primary sources, and secondary sources) used by two or more authors presenting similar or opposing arguments (such as articles by two political columnists that address the same issue)
- b. Evaluate the accuracy of the information in a text, citing text-based evidence, author’s use of expert authority, and author’s credibility to defend the evaluation

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Can one physically draw a line of reasoning?
- 2. When does missing evidence possibly invent a new legitimate argument?
- 3. If an author claims to be defenseless in a text, what authority does this give the reader?

**Relevance and Application:**

- 1. With the accessibility and use of the Internet, individuals need to be able to synthesize and assess the information quickly.
- 2. Critically evaluating online and print content will protect individuals from using incorrect or harmful information.
- 3. Making judgments about daily experiences can result in improving the quality of life. (Analyzing medical research and procedures about anesthesia can save lives.)

**Nature of Reading, Writing, and Communicating:**

- 1. Researchers evaluate circumstances that may occur and make informed judgments based on strong-sense critical thinking and use of resources.
- 2. Researchers are persistent with work. When a decision or situation is new or questionable, the learner will look at multiple perspectives striving for validity or accuracy.

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