

## Twelfth 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?*

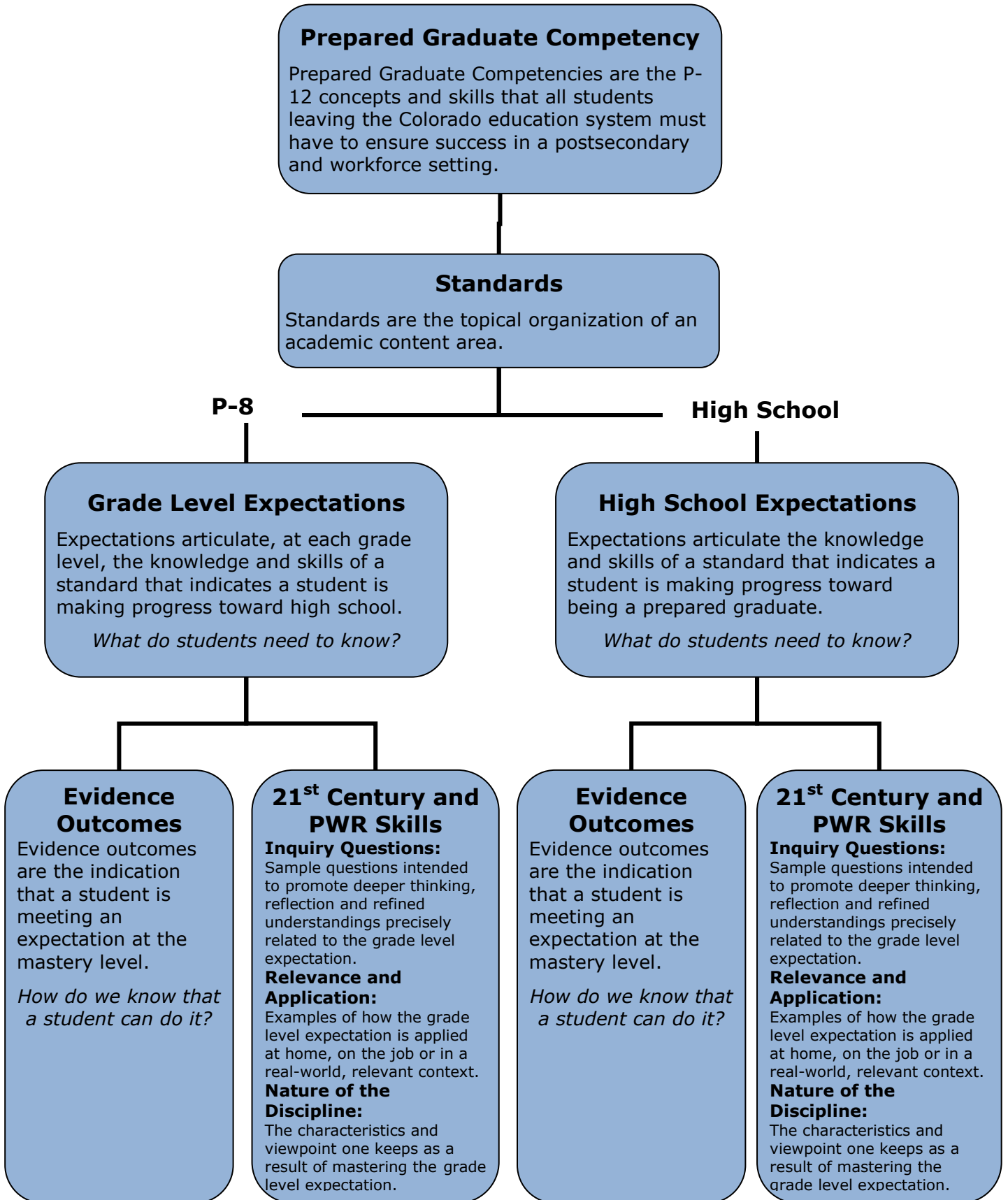
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**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>Twelfth Grade</b>	
1. Oral Expression and Listening	<ol style="list-style-type: none"> <li>1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness</li> <li>2. Effective collaborative groups accomplish goals</li> </ol>
2. Reading for All Purposes	<ol style="list-style-type: none"> <li>1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies</li> <li>2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills</li> </ol>
3. Writing and Composition	<ol style="list-style-type: none"> <li>1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose</li> <li>2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes</li> <li>3. Standard English conventions effectively communicate to targeted audiences and purposes</li> </ol>
4. Research and Reasoning	<ol style="list-style-type: none"> <li>1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes</li> <li>2. Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment</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: Twelfth Grade**

**Concepts and skills students master:**  
 1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)</li> <li>b. 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.11-12.5)</li> <li>c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)</li> <li>d. Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience</li> <li>e. Choose specific words and word order for intended effect and meaning</li> <li>f. Select appropriate technical or specialized language</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How do different purposes and audiences affect presentation outcomes?</li> <li>2. What connections are there between print text structures (such as chronology, description, proposition-support, critique, inductive-deductive) and the organization and development of content for a specific oral presentation?</li> <li>3. Why is it important to match the vocabulary used to a particular audience? (For example, scientific terms are important to use when talking with biologists or physicists.)</li> </ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Strong communication and planning skills contribute to local and national stewardship.</li> <li>2. Intentional word choice can influence the reader.</li> <li>3. Political or social causes are only victorious when a representative can persuasively present.</li> <li>4. Strategic use of multimedia elements and visual displays of data can gain audience attention and enhance understanding.</li> <li>5. An audience can be influenced by the use of theatrical devices such as pausing for emphasis and loud and soft tones.</li> </ul> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ul style="list-style-type: none"> <li>1. Strong critical thinking in a group setting occurs when an oral presentation is clear and effective.</li> <li>2. Knowledge is attained through clear and effective communication.</li> <li>3. Great presenters plan for a presentation by determining their audience, research a topic of interest, and use the best presentation methods to convey key points.</li> </ul>

**Content Area: Reading, Writing, and Communicating**

**Standard: 1. Oral Expression and Listening**

**Prepared Graduates:**

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

**Grade Level Expectation: Twelfth Grade**

**Concepts and skills students master:**

**2. Effective collaborative groups accomplish goals**

**Evidence Outcomes**

**Students can:**

- a. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
- b. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
- c. Implement an effective group effort that achieves a goal
- d. Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities
- e. Assume a leadership role in a group that is collaboratively working to accomplish a goal
- f. Self-evaluate roles in the preparation and completion of the group goal
- g. Critique and offer suggestions for improving presentations given by own group and other groups

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

**Inquiry Questions:**

- 1. Why is being able to effectively function in a collaborative group a necessary skill?
- 2. How do effective groups balance individual responsibility with group interdependence?
- 3. What criteria could be used to measure the effectiveness of a group?

**Relevance and Application:**

- 1. Assuming responsibility for and participation in small group activities (such as a sports team, debate team, fundraising, part-time job, service project) improves the quality of the intended goal.
- 2. Raising questions in a group setting can often lead to new and unexpected outcomes.
- 3. Using a shared online workspace enables groups to build collective knowledge.
- 4. Enlisting all members of a sports team to do their part ensures a win and a successful team.

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

- 1. Use of skilled communication in group settings creates collaboration and understanding.

## 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**

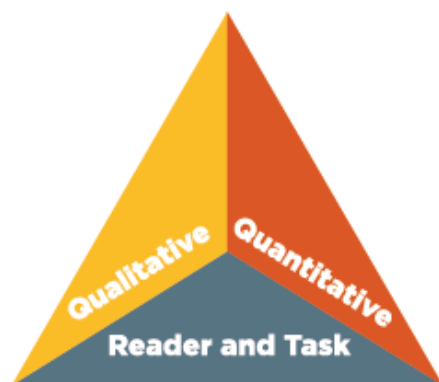
The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **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:

- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

#### Grade Level Expectation: Twelfth Grade

##### Concepts and skills students master:

1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies

##### Evidence Outcomes

###### Students can:

- a. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5)
- b. Describe and contrast characteristics of specific literary movements and perspectives
- c. Evaluate the influence of historical context on the form, style, and point of view of a written work
- d. Analyze and relate a literary work to source documents of its literary period or to critical perspectives
- e. Evaluate how literary components impact meaning (such as tone, symbolism, irony, extended metaphor, satire, hyperbole)
- f. Demonstrate knowledge of classical foundational works of world literature
- g. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)

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

###### Inquiry Questions:

1. What specific techniques in a classic text elicit historic attention or appreciation? Why?
2. What specific techniques in a modern text deserve critical attention or appreciation? Why?
3. What strategies are most useful when reading, understanding, and making personal connections to literary texts?
4. Is literary criticism based on skepticism or something else?
5. How can students compare their family or individual beliefs to those of the historical period they are currently studying?

###### Relevance and Application:

1. Interpretation of text, supported by citing evidence, fosters reading skills and coherent thinking, speaking, and writing, which are priority skills for the workplace and postsecondary settings.
2. Book reviewers and editors who make their living commenting and advancing the body of good reading interpret and judge new writing so that we all enjoy high-quality magazines, books, and online reading.
3. Screen writers and theatre writers use symbolism, hyperbole, and satire to make audiences laugh, think, or display feelings.

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

1. Strong readers critically think about what they read and apply background knowledge.
2. Reading Standards for Literacy in Science and Technical Subjects, Grades 11-12. (CCSS: RST.11-12.1-10)
3. Reading Standards for Literacy in History/Social Studies, Grades 11-12. (CCSS: RH.11-12.1-10)

## 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: Twelfth Grade

#### Concepts and skills students master:

2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills

#### Evidence Outcomes

##### Students can:

- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS: RI.11-12.6)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
- Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
- Use semantic cues, signal words, and transitions to identify text structures (such as critique, proposition/support, inductive/deductive) and to summarize central ideas and supporting details
- Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems
- Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)
- By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. (CCSS: RI.11-12.10)

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

##### Inquiry Questions:

- How do different genres, formats, and text features used in informational text help readers understand the author's purpose?
- What gives the written word its power?
- How do rhetorical devices and logic impact the reader?
- What is the role of logic in informational texts?
- What are rhetorical devices that can destroy a valuable piece of substantive text?

##### Relevance and Application:

- Interpretation of text, supported by citing evidence, fosters reading skills and coherent thinking, speaking, and writing, which are priority skills for the workplace and postsecondary settings.
- Civil engineers interpret legislative and legal terms as they construct bridges, roads, and reservoirs.

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

- Critical readers ask questions in their mind as they read.
- Reading Standards for Literacy in Science and Technical Subjects, Grades 11-12. (CCSS: RST.11-12.1-10)
- Reading Standards for Literacy in History/Social Studies, Grades 11-12. (CCSS: RH.11-12.1-10)

# 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

## 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: Twelfth Grade

##### Concepts and skills students master:

1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose

##### Evidence Outcomes

###### Students can:

- a. Use a range of elaboration techniques (such as questioning, comparing, connecting, interpreting, analyzing, or describing) to establish and express point of view and theme
- b. Create a clear and coherent, logically consistent structure appropriate to the chosen literary genre (biographical account, short story, personal narrative, narrative poem or song, parody of particular narrative style, play script)
- c. Develop context, character/narrator motivation, problem/conflict and resolution, and descriptive details/examples to support and express theme
- d. Manipulate elements of style, imagery, tone, and point of view to appeal to the senses and emotions of the reader
- e. Critique own writing and the writing of others from the perspective of the intended audience to guide revisions, improve voice and style (word choice, sentence variety, figurative language) and achieve intended purpose and effect

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

###### Inquiry Questions:

1. How does figurative language enhance the writer's intended meaning?
2. In what way is the setting a significant part of a text?
3. How might events in a story be different if the setting were different?
4. What literary genre best fits your interest and why?
5. If you were invited to write a short story about an event in your life or that of another person, what would you write about and why?
6. Who would your intended audience be for this piece of work?
7. How are the lyrics of a song directed at a particular audience?

###### Relevance and Application:

1. In an adapted film, screenwriters must effectively synthesize original, literary writing to produce an action-oriented screenplay.

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

1. Writers look for symbolism, connections, and other elaboration techniques.
2. Writers increase their skill set in creating tone and imagery.
3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 11-12. (CCSS: WHST.11-12.1-6 and 10)

**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: Twelfth Grade**

**Concepts and skills students master:**  
 2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Articulate a position through a sophisticated claim or thesis statement and advance it using evidence, examples, and counterarguments</li> <li>b. Select appropriate and relevant information (excluding extraneous details) to set context</li> <li>c. Address audience needs and anticipate audience questions or misunderstandings</li> <li>d. Select and build context for language appropriate to content (technical, formal)</li> <li>e. Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure</li> <li>f. Support judgments with substantial evidence and purposeful elaboration</li> <li>g. Draw a conclusion by synthesizing information</li> <li>h. Revise writing using feedback to maximize effect on audience and to calibrate purpose</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How do writers select appropriate details to develop and support a strong thesis?</li> <li>2. Why is it important to identify audience needs and address counterarguments?</li> <li>3. Why is relevance a key element of technical writing?</li> <li>4. How is credibility of sources pertinent to academic or persuasive writing?</li> </ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Writers can persuade readers and voice opinions through various forms of writing (such as an editorial for the school or local news source).</li> <li>2. Congressional representatives receive many letters from the public voicing their opinions and asking for change.</li> </ul>
	<p><b>Nature of Reading, Writing, and Communicating:</b></p> <ul style="list-style-type: none"> <li>1. Writers prepare to write by thinking about their intended audience and the purpose of their work.</li> <li>2. Writers anticipate what questions may be asked or could be misunderstood with their topic and devote quality time to responding to these questions.</li> <li>3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 11-12. (CCSS: WHST.11-12.1-6 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: Twelfth Grade**

**Concepts and skills students master:**  
 3. Standard English conventions effectively communicate to targeted audiences and purposes

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**  
 a. Follow the conventions of standard English to write varied, strong, correct, complete sentences  
 b. Deliberately manipulate the conventions of standard English for stylistic effect appropriate to the needs of a particular audience and purpose  
 c. Seek and use an appropriate style guide to govern conventions for a particular audience and purpose

**Inquiry Questions:**  
 1. What makes the final draft of a document look professional and polished?  
 2. How does structure affect clarity?  
 3. What are benefits to using software tools? What are the disadvantages to such software?  
 4. When is it appropriate to include visuals in a presentation?

**Relevance and Application:**  
 1. Writers produce polished documents for publication.  
 2. Building fluency with software tools will increase application in writing.  
 3. Today’s world caters to visual information, graphics and photo images.

**Nature of Reading, Writing, and Communicating:**  
 1. Writers create visual images when writing and think about visual tools that can be embedded in presentations.  
 2. Writers self-edit to become more aware of their writing and the key points they want to make.

# 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: Twelfth Grade

#### Concepts and skills students master:

1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes

Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
<p><b>Students can:</b></p> <ol style="list-style-type: none"><li>a. Define and narrow a topic for self-designed research for a variety of purposes and audiences</li><li>b. Critique research questions of self and others for bias and underlying assumptions</li><li>c. Critique and defend sources and information based on credibility, relevance and appropriateness relative to context and purpose</li><li>d. Design and defend a set of diverse research strategies (e.g. cross-referencing bibliographies, creating annotated bibliographies, researching source credentials) to identify information appropriate to the needs of a research question, hypothesis, or thesis statement</li><li>e. Critique and defend evidence relative to its use to address a particular context and purpose</li><li>f. Determine and use the appropriate style guide to govern format and documentation of quotations, paraphrases, and other information from a range of research sources</li></ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"><li>1. How do researchers identify a significant problem or issue to study?</li><li>2. If an initial inquiry proves fruitless, how can they reformulate the research question to address an alternative topic, issue, or problem? (intellectual flexibility)</li><li>3. To what extent can researchers compare and contrast their research conclusions/results with alternative conclusions/results? (breadth)</li><li>4. How do researchers check for clarity and credentials of the contributing authors that they selected for their research?</li><li>5. How do researchers check their resources and evaluate evidence to ensure that they were relevant and significant to the research question or purpose?</li><li>6. How do researchers check their conclusion(s) for significance and accuracy?</li></ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"><li>1. Technology tools such as meters, lenses, data capture tools, and documented research archives accelerate all searches.</li><li>2. Fact-checking tools help confirm the accuracy of self-designed research such as small business interests.</li><li>3. Inventors in sports medicine speak to the breadth of issues related to a research topic but not necessarily addressed within the original research.</li><li>4. Students use factual information to support their ideas to go to a certain college or the military.</li><li>5. Data organization is a skill used in medical testing.</li><li>6. Environmental leaders review research results to share with others. Reviewing research for personal use will support many personal and professional choices.</li><li>7. Using the Internet to locate and converse with experts in the field can enhance your understanding and research.</li><li>8. Following up on citations found in research articles online and in libraries helps us validate accuracy of information and deepen our understanding.</li></ol> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ol style="list-style-type: none"><li>1. Researchers must be flexible with their thinking so new learning can take place.</li><li>2. People are consumers of information.</li><li>3. People are generators of information.</li></ol>



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

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

**Grade Level Expectation: Twelfth Grade**

**Concepts and skills students master:**  
 2. Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Synthesize information to support a logical argument</li> <li>b. Distinguish between evidence and inferences</li> <li>c. Identify false premises or assumptions</li> <li>d. Analyze rhetorical devices used in own and others' appeals</li> <li>e. Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How do authors measure the quality of their argument along the way?</li> <li>2. What criteria do authors use to evaluate the quality of their reasoning? (clarity, validity, logic, relevance, completeness, depth, breadth)</li> <li>3. When have you last heard a "pitch" based predominantly using assumption?</li> <li>4. When can a scattered argument ever be successful?</li> </ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Editors at news agencies synthesize alternate views and vast appeals in order to make concise weekly editorials.</li> <li>2. Expensive purchases such as a car, home or college education are usually made after a first impressions and false evidence have been eliminated.</li> <li>3. Rhetorical devices are usually practiced and refined in most professions and jobs in order to advance reasoned activity.</li> <li>4. Recognizing the difference between primary and secondary sources and analyzing primary sources applying our own knowledge and perspective can lead to deeper understanding.</li> </ul> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ul style="list-style-type: none"> <li>1. Researchers are consumers of information.</li> <li>2. Researchers are generators of information.</li> <li>3. Investigative thinkers careful attend to language and the influence of bias or false premises</li> </ul>

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