

Seventh Grade

Reading, Writing, & Communicating



Revised: December 2010



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

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

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

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

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

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

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

Colorado Academic Standards Reading, Writing, and Communicating

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

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

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

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

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

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

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

Standards Organization and Construction

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

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

The elements of the revised standards are:

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

Standard: The topical organization of an academic content area.

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

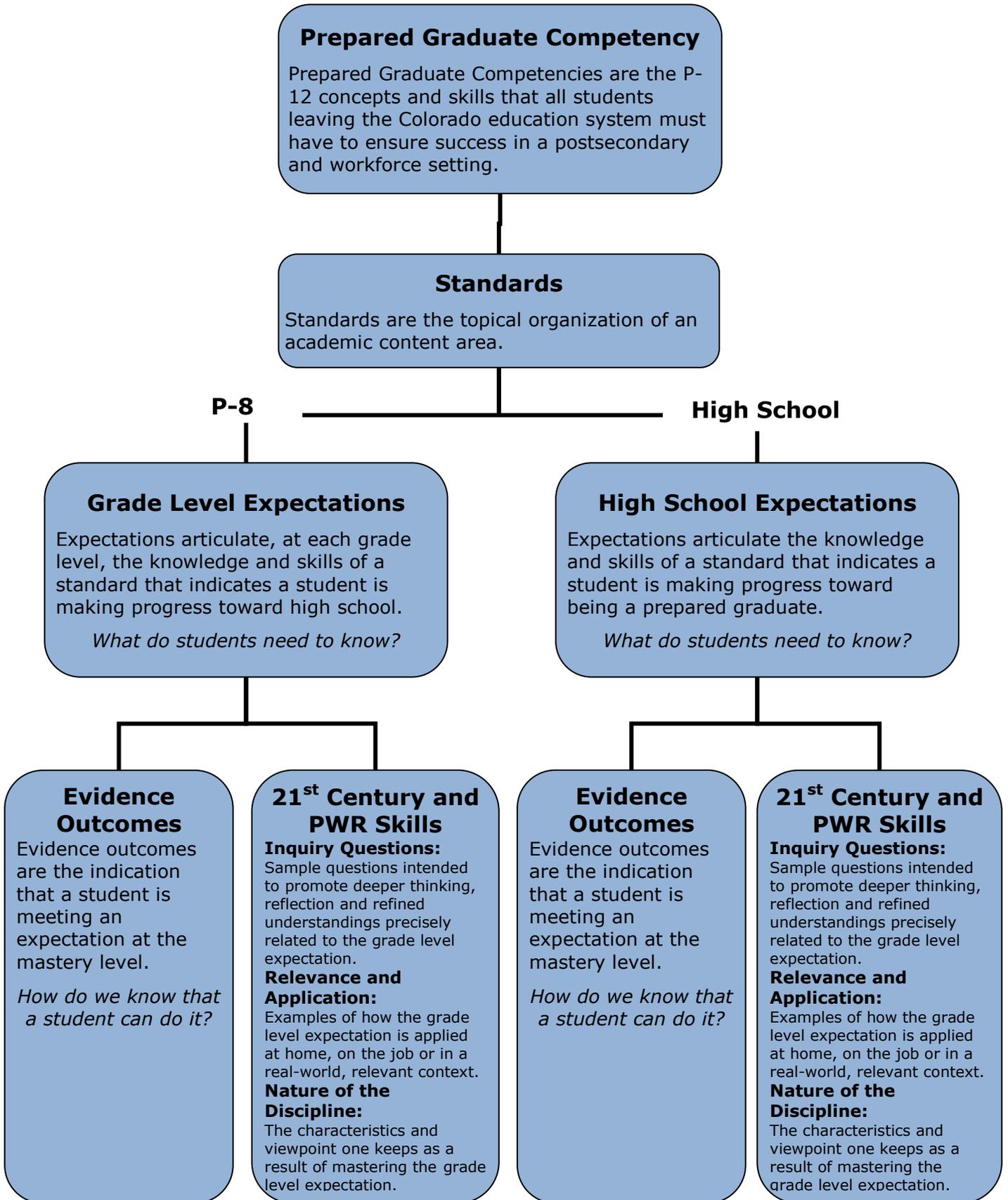
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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

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

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

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

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

High School and Grade Level Expectations

Concepts and skills students master:

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

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

What do students need to know?

Evidence Outcomes

Students can:

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

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of the Discipline:

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

Prepared Graduate Competencies in Reading, Writing, and Communicating

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

Prepared Graduates:

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

Standards in Reading, Writing, and Communicating

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

1. Oral Expression and Listening

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

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

2. Reading for All Purposes

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

3. Writing and Composition

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

4. Research and Reasoning

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

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

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

Standard **Grade Level Expectation**

Seventh Grade	
1. Oral Expression and Listening	<ol style="list-style-type: none"> 1. Formal presentations require preparation and effective delivery 2. Small and large group discussions rely on active listening and the effective contributions of all participants
2. Reading for All Purposes	<ol style="list-style-type: none"> 1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts 2. Informational and persuasive texts are summarized and evaluated 3. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts
3. Writing and Composition	<ol style="list-style-type: none"> 1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features 2. Organization is used when composing informational and persuasive texts 3. Editing writing for proper grammar, usage, mechanics, and clarity improves written work
4. Research and Reasoning	<ol style="list-style-type: none"> 1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources 2. Logical information requires documented sources 3. Reasoned material is evaluated for its quality using both its logic and its use of a medium

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

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

Colorado's Description of 21st Century Skills

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

Critical Thinking and Reasoning

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

Information Literacy

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

Collaboration

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

Self Direction

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

Invention

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

Colorado’s Description for School Readiness

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

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

Colorado’s Description of Postsecondary and Workforce Readiness

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

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

How These Skills and Competencies are Embedded in the Revised Standards

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

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

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

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

1. Oral Expression and Listening

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

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

Prepared Graduate Competencies

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

Prepared Graduate Competencies in the Oral Expression and Listening Standard:

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

Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:

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

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Formal presentations require preparation and effective delivery

Evidence Outcomes

Students can:

- a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
- b. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)
- c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)
- d. Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content
- e. Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What background knowledge can presenters apply to their research?
2. Why is it important to use good research strategies when finding information on a topic?
3. How do I know if a source is trustworthy?
4. How does the lack of a component (introduction, main idea, supporting details, and conclusion) change the intent of a presentation?

Relevance and Application:

1. Learning to paraphrase is a skill that is used daily when summarizing.
2. Parents often ensure the well-being of their children by asking who, what, when, where, why, and how questions.
3. Online resources offer access to a variety of primary and secondary resources.
4. Electronic presentation tools can enhance oral presentations.
5. Online resources can be used to offer examples of quality presentations.

Nature of Reading, Writing, and Communicating:

1. Skilled communicators use a variety of ways to present research, which continues to build their intellectual fluency.
2. Skilled communicators thoroughly review their research findings before presenting to an audience.

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: Seventh Grade

Concepts and skills students master:

2. Small and large group discussions rely on active listening and the effective contributions of all participants

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (CCSS: SL.7.1)
 - i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
 - ii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
 - iii. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
 - iv. Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
- b. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS: SL.7.2)
- c. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS: SL.7.3)

Inquiry Questions:

1. What makes an effective discussion?
2. How can everyone contribute without a few people dominating the discussion?
3. What strategies do effective communicators use to involve other people in the discussion?

Relevance and Application:

1. Journalists summarize complex issues for the general public.
2. Political representatives integrate the needs and wants of a community into new policy recommendations.
3. Real-time feedback technologies rely on the active participation of all members to have a successful discussion.
4. Musical ensembles require the cooperation of all players to produce the desired sound.

Nature of Reading, Writing, and Communicating:

1. Skilled communicators demonstrate a balance between listening and sharing.
2. Skilled listeners recognize that others have important ideas.

2. Reading for All Purposes

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

Prepared Graduate Competencies

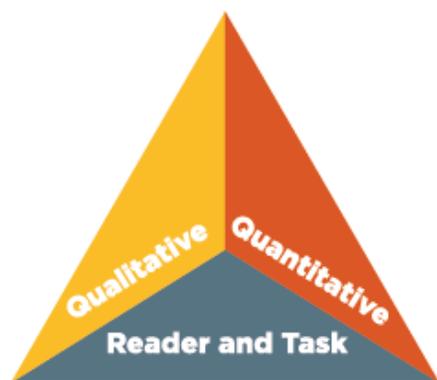
The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Reading for All Purposes Standard:

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

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

Measuring Text Complexity: Three Factors



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

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

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

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

Range of Text Types for K-5

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

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

Range of Text Types for 6-12

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

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

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

Prepared Graduates:

- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts

Evidence Outcomes

Students can:

- a. Use Key Ideas and Details to:
 - i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
 - ii. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)
 - iii. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (CCSS: RL.7.3)
 - iv. Recognize the influence of setting on other narrative elements
- b. Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)
 - ii. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5)
 - iii. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)
- c. Use Integration of Knowledge and Ideas to:
 - i. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)
 - ii. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9)
- d. Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How would changing the setting, character, plot, or point of view affect the outcome of a story?
2. How do authors appeal to the reader’s emotions and beliefs?
3. What makes characters come alive?
4. What creates conflict? What resolves it?

Relevance and Application:

1. Exposure to literary text allows readers to connect to possibilities, points of view, and opportunities in the world.
2. Digital storytelling introduces visual and multimedia elements that can enhance student understanding of literary texts.

Nature of Reading, Writing, and Communicating:

1. Different readers respond differently to texts due to personal attitudes and beliefs about events, ideas, and themes. Readers may or may not like a particular text and they can explain why.
2. Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8. (CCSS: RST.6-8.1-10)
3. Reading Standards for Literacy in History/Social Studies, Grades 6-8. (CCSS: RH.6-8.1-10)

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: Seventh Grade

Concepts and skills students master:

2. Informational and persuasive texts are summarized and evaluated

Evidence Outcomes

Students can:

- a. Use Key Ideas and Details to:
 - i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
 - ii. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)
 - iii. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
- b. Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
 - ii. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)
 - iii. Interpret a variety of graphical representations and connect them to information in the text
 - iv. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)
- c. Use Integration of Knowledge and Ideas to:
 - i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7)
 - ii. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8)
 - iii. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (CCSS: RI.7.9)
 - iv. Organize and synthesize information from multiple sources, determining the relevance of information
- d. Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.7.10)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does the author use language to convey his/her viewpoint? (For example, pro-slavery—the words used show a bias toward owning slaves.)
2. How can readers distinguish between facts and an author’s opinion? Why does this matter?
3. How are multiple sources valuable when you are learning new information?

Relevance and Application:

1. The massive amount of information on the Internet requires readers to distinguish accurate from inaccurate information.
2. Using multiple sources is important to gather accurate information.
3. When consumers are purchasing a product, they will be bombarded with information that must be sorted for accuracy, clarity, and organization to help guide their decisions.
4. Sound, graphics, and multimedia combine with text to influence perception.

Nature of Reading, Writing, and Communicating:

1. Readers think critically when they read to separate fact from opinion.
2. Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8. (CCSS: RST.6-8.1-10)
3. Reading Standards for Literacy in History/Social Studies, Grades 6-8. (CCSS: RH.6-8.1-10)

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: Seventh Grade

Concepts and skills students master:

- 3. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts

Evidence Outcomes

Students can:

- a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.7.4)
 - i. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
 - ii. Use the tone of a passage to determine an approximate meaning of a word
 - iii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). (CCSS: L.7.4b)
 - iv. 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 or its part of speech. (CCSS: L.7.4c)
 - v. 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.7.4d)
 - vi. Differentiate between primary and secondary meanings of words
- b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCCS: L.7.5)
 - i. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (CCCS: L.7.5a)
 - ii. Understand that language represents and constructs how readers perceive events, people, groups, and ideas; recognize positive and negative implications of language and identify how it can affect readers in different ways
 - iii. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)
 - iv. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). (CCCS: L.7.5c)
- c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How is the use of the Greek root “thermo” significant in today’s world?
2. When a word has multiple meanings or pronunciations, how does a reader select the correct one? (For example, I want to contract with that person to detail my car. I hope I don’t contract the flu.)
3. What power do words have?
4. How do people adjust the words they use in different contexts?

Relevance and Application:

1. Prefixes from Greek and Latin are often found in words used in science and social studies books. Knowing the meaning of these roots and affixes will support strong vocabulary knowledge.
2. People use words differently in different contexts (The word “he” is used to refer to women as well; we text people with different language than we use when we write a formal letter.)
3. Online access to primary sources and historic newspaper collections allow one ample opportunity to apply understanding of word choice.

Nature of Reading, Writing, and Communicating:

1. Readers infer meanings as well as understand words with multiple meanings by applying understanding of Greek and Latin roots.
2. Readers adjust understanding when they consider historical or social contexts.

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: Seventh Grade

Concepts and skills students master:

1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features

Evidence Outcomes

Students can:

- a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
 - i. Use a variety of planning strategies to generate and organize ideas (such as brainstorming, mapping, graphic organizers)
 - ii. Write using poetic techniques (alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) typical of the chosen genre
 - iii. Use a range of appropriate genre features (engaging plot, dialogue, stanza breaks) to develop and organize texts
 - iv. Establish a central idea, define a clear focus for each section of the text (paragraphs, verses), and use transitional words and phrases to link ideas and sections
 - v. Decide on the content and placement of descriptive and sensory details within the text to address the targeted audience and purpose
 - vi. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.7.3a)
 - vii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b)
 - viii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
 - ix. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d)
 - x. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
- b. Revise writing to strengthen the clarity and vividness of voice, tone, and ideas

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. In what ways does an author use the setting to create a mood for the story?
2. What inferences can a reader make about different character types? What aids help make that inference?
3. Why do organized events require a particular sequence?
4. How might the outcome have been different if the character had made a different decision?
5. What visual clues does a writer give about the setting of a story by using only the words of the text?

Relevance and Application:

1. Readers who think about character traits make deeper connections to what they are reading.
2. Magazines and comic books rely heavily on engaging plot, graphic elements, and poetic technique.

Nature of Reading, Writing, and Communicating:

1. Writers know the story elements to help them organize thinking as they craft their own stories.
2. Writers use figurative language, metaphor, and other techniques in their writing.
3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8. (CCSS: WHST.6-8.1-6 and 10)

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

Prepared Graduates:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

- 2. Organization is used when composing informational and persuasive texts

Evidence Outcomes

Students can:

- a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1)
 - i. Develop texts that explain a process; define a problem and offer a solution; or support an opinion
 - ii. Generate support from a variety of primary or secondary sources, such as interviews, electronic resources, periodicals, and literary texts
 - iii. Reach an authentic audience with a piece of informational or persuasive writing
 - iv. Explain and imitate emotional appeals used by writers who are trying to persuade an audience
 - v. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a)
 - vi. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b)
 - vii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c)
 - viii. Establish and maintain a formal style. (CCSS: W.7.1d)
 - ix. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e)
- b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
 - i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
 - ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
 - iii. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
 - iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
 - v. Establish and maintain a formal style. (CCSS: W.7.2e)
 - vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How do different references enhance readers' thinking about writing?
- 2. Why does word choice play such an important part in writing?
- 3. How can a writer use his/her influence to persuade readers?

Relevance and Application:

- 1. Hard-hitting and exciting television interviews always begin with well-thought out and organized questions.
- 2. Electronic race tracks, video games, and search tools are written using adapted software systems.

Nature of Reading, Writing, and Communicating:

- 1. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8. (CCSS: WHST.6-8.1-6 and 10)

Content Area: Reading, Writing, and Communicating

Standard: 3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

3. Editing writing for proper grammar, usage, mechanics, and clarity improves written work

Evidence Outcomes

Students can:

- a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2)
 - i. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). (CCSS: L.7.2a)
 - ii. Spell correctly. (CCSS: L.7.2b)
- b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
 - i. Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a)
 - ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
 - iii. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c)
- c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
- d. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
- e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
 - i. Use punctuation correctly (commas and parentheses to offset parenthetical elements; colons to introduce a list; and hyphens)
 - ii. Write and punctuate compound and complex sentences correctly
 - iii. Vary sentences using prepositional phrases, ensuring that subjects and verbs agree in the presence of intervening phrases
 - iv. Use pronoun-antecedent agreement including indefinite pronouns
 - v. Write with consistent verb tense across paragraphs
 - vi. Use adjectives and adverbs correctly in sentences to describe verbs, adjectives, and other adverbs
 - vii. Combine sentences with coordinate conjunctions
 - viii. Improve word choice by using a variety of references, such as a thesaurus
- f. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (CCSS: W.7.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How do transition words create fluency in writing?
- 2. What are other purposes of transitions?
- 3. How can use of vocabulary help or hinder a piece of writing?
- 4. When does a writer know he/she has done enough editing?
- 5. How does editing make someone a better writer?

Relevance and Application:

- 1. Student council campaign speeches, posters, campaign buttons, and jingles take time and editing to build.
- 2. The grit required in improving punctuation and word choice distinguishes an effective communicator from one who just uses ink.

Nature of Reading, Writing, and Communicating:

- 1. Writers can connect prior knowledge with new information to help solve problems.

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: Seventh Grade

Concepts and skills students master:
 1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)
 - i. Identify a topic for research, developing the central idea or focus
 - ii. Formulate open-ended research questions and identify potential sources of information (such as reference materials, electronic media), differentiating between primary and secondary source materials
- b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
 - i. Use organizational features of electronic text (bulletin boards, search engines, databases) to locate information
 - ii. Evaluate accuracy and usefulness of information, and the credibility of the sources used
 - iii. Collect, interpret, and analyze relevant information; identify direct quotes for use in the report and information to summarize or paraphrase that will support the thesis or research question
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
 - i. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (CCSS: W.7.9a)
 - ii. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Inquiry Questions:

1. How do people use technology for accessing and recording information?
2. What is the significance in using primary sources?
3. When is a primary source unhelpful?

Relevance and Application:

1. Inventors and scientist who create new technologies often use an inquiry-based process for understanding, drawing conclusions, and creating new knowledge.
2. Writers follow ethical, legal, and copyright laws.
3. Writers expand their competencies in using online or web-based resources to complement other written resources.
4. Data organization is a skill that people use daily at home and at work.
5. People who remain current with new resources successfully support their learning and application of new information.
6. Use graphical organizers and other online tools to organize and analyze data.

Nature of Reading, Writing, and Communicating:

1. Researchers are always summarizing and synthesizing information.
2. Intelligent researchers are both consumers and generators of information.
3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8. (CCSS: WHST.6-8.7-9)

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

Prepared Graduates:
 ➤ Exercise ethical conduct when writing, researching, and documenting sources

Grade Level Expectation: Seventh Grade

Concepts and skills students master:
 2. Logical information requires documented sources

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Synthesize information from multiple sources using logical organization, effective supporting evidence, and variety in sentence structure b. Write reports based on research that includes quotations, footnotes, or endnotes, and use standard bibliographic format to document sources or a works cited page c. Prepare presentation of research findings (written, oral, or a visual product) for clarity of content and effect, and grammatically correct use of language, spelling, and mechanics 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. How do writers summarize information in their own words? 2. How do presenters determine if they will deliver their presentation in written, oral, or visual form? 3. Which method is the most interesting to you when you are a member of the audience? Explain your thinking. 4. Before beginning research, why is it important to organize and have a plan? 5. How do you determine if your method of presentation is most effective? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Directional tools, manuals, and medical journals cite reference information accordingly. 2. People judge others' work by what they write and what they say. 3. Alternate means of copyrighting information are available online such as Creative Commons. 4. When applying for jobs, applicants must use essential speaking and writing skills are for clear communication. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> 1. Researchers use proper documentation to give credit to the work of others. 2. Researchers use effective organizational skills when planning reports and presentations.

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning

Prepared Graduates:

- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

- 3. Reasoned material is evaluated for its quality using both its logic and its use of a medium

Evidence Outcomes

Students can:

- a. Identify low-credibility stories by noticing vested interests or passion associated with content
- b. Obtain useful information from standard news stories
- c. Identify the purpose(s) or agenda of media presentations
- d. Consider alternative perspectives of media presentations

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What point(s) of view is (are) being dismissed or played down?
- 2. How can people gain access to the point of view being negated (from those who most intelligently understand it)?
- 3. How does using multiple perspectives and points of view expand people’s thinking?
- 4. What makes a story have low credibility?
- 5. What makes a story or text have high credibility?
- 6. What makes a presentation have clarity for the audience?
- 7. How are people influenced by something in the news?
- 8. What are the implications if people receive poor, unreliable information? How does that influence the quality of thinking?

Relevance and Application:

- 1. Readers can identify low-credibility stories by noticing vested interests or passions associated with content experts.
- 2. Consumers identify the purpose(s) or agenda of media presentations.
- 3. Making fair-minded, informed decisions will help citizens contribute to society in a quality manner.
- 4. Awards are given to a well-reasoned documentary about issues.
- 5. Entertainment that is precise like judging games need legitimate processes to be seen as fun and credible.
- 6. Voting booths, focus group tools, and electronic surveys take a reasoned series of questions and trap feedback, opinions, and choices.

Nature of Reading, Writing, and Communicating:

- 1. The quality of thinking impacts people’s lives.
- 2. For thinking to improve, people must ask critical questions.
- 3. Researchers ask themselves the questions, “What is the source for this information? Is it credible? How do I know that?”

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