

### Prepared Graduates:

1. 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:

1. Respond to others' ideas, and evaluate perspective and rhetoric.

### Evidence Outcomes

#### *Students Can:*

- a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)
  - i. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a)
  - ii. Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)
  - iii. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c)
  - iv. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)
- b. Integrate multiple sources of information presented in diverse media or formats (for example: visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)

- c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. (Personal Skills, Self-Awareness)
2. Demonstrate ways to adapt and reach workable solutions. (Personal Skills, Adaptability/Flexibility)
3. Use interpersonal skills to learn and work with individuals from diverse backgrounds. (Civic/Interpersonal Skills, Collaboration/Teamwork)

#### *Essential Questions:*

1. How does a speaker's personal history affect point of view?
2. What is productive feedback?
3. Why is being able to effectively function in a collaborative group helpful?
4. What criteria could be used to measure the effectiveness of a group?
5. What are effective ways to monitor group skills and individual contributions?
6. How can individuals monitor their own group's progress and effectiveness?



*Essential Reasoning Skills:*

1. Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision.
2. Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process.
3. Monitor and assess the extent to which personal beliefs and biases influenced your reactions to the viewpoints and logic of others.



## Prepared Graduates:

2. Deliver effective oral presentations for varied audiences and varied purposes.

## Grade Level Expectation:

2. Organize and develop credible presentations tailored to purpose and audience.

### Evidence Outcomes

#### *Students Can:*

- a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)
- b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)
- c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)
- d. Use feedback to evaluate and revise the presentation.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. (including multilingual) (Information and Communications Technologies)
2. Synthesize ideas in original and surprising ways. (Entrepreneurial Skills, Creativity/Innovation)
3. Develop, plan, and organize self-behavior. (Personal Skills, Personal Responsibility)

#### *Essential Questions:*

1. How do different purposes and audiences affect the preparation, content, and language of a presentation?
2. How do presenters know if an audience is engaged in a presentation?
3. How can nonverbal cues change the intent of a presentation?
4. How do presenters know when they are ready to deliver a presentation?
5. What are some messages that may be conveyed using only nonverbal techniques?
6. Why is it important for communicators to organize their thinking when trying to support a position?

#### *Essential Reasoning Skills:*

1. Flexibly use both inductive and deductive reasoning.
2. Analyze rhetorical appeals (logos, ethos, pathos, kairos) and use them in persuasive speaking.
3. Identify and correct formal fallacies in reasoning.

## Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

## Grade Level Expectation:

1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

## Evidence Outcomes

### *Students Can:*

- a. Use Key Ideas and Details to
  - i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
  - ii. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)
  - iii. Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)
- b. Use Craft and Structure to:
  - i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
  - ii. Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
  - iii. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CCSS: RL.9-10.6)
- c. Use Integration of Knowledge and Ideas to:
  - i. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (for example: Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). (CCSS: RL.9-10.7)
  - ii. Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (CCSS: RL.9-10.9).
  - iii. Analyze the influence of literary and/or historical context on a text and evaluate the contribution to society made by works of literature that deal with similar topics and themes.
- d. Use Range of Reading and Complexity of Text to:
  - i. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
  - ii. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)



## Academic Context and Connections

### *Colorado Essential Skills:*

1. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Analyze both how and why media messages are constructed, and for what purposes and use information accurately, ethically, and creatively for the issue or problem at hand. (Professional Skills, Information Literacy)
3. Demonstrate an accurate and clear sense of goals, abilities, and needs; know how to request and/or acquire them. (Professional Skills, Self-Advocacy)

### *Essential Questions:*

1. How does the setting impact a text?
2. How do we use evidence to support text analysis?
3. How do text elements affect readers' experiences?

### *Essential Reasoning Skills:*

1. Evaluate the importance, role, or contribution of characters, settings, and/or plot details to our understanding of the text.
2. Analyze the multiple perspectives represented in a text.
3. Analyze complex or abstract themes.

## Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

## Grade Level Expectation:

2. Understand the logical progression of ideas in increasingly complex texts.

## Evidence Outcomes

### *Students Can:*

- a. Use Key Ideas and Details to:
  - i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
  - ii. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)
  - iii. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)
- 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 cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
  - ii. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter). (CCSS: RI.9-10.5)
  - iii. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)
- c. Use Integration of Knowledge and Ideas to:
  - i. Analyze various accounts of a subject told in different mediums (for example: a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)
  - ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10.8)
  - iii. By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli's *The Prince*, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they influence and address related themes and concepts over the course of time. (adapted from CCSS: RI.9-10.9)
- d. Use Range of Reading and Complexity of Text to:
  - i. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
  - ii. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (CCSS: RI.9-10.10)



## Academic Context and Connections

### *Colorado Essential Skills:*

1. Analyze both how and why media messages are constructed, and for what purposes and use information accurately, ethically, and creatively for the issue or problem at hand. (Professional Skills, Information Literacy)
2. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
3. Synthesize ideas in original and surprising ways. (Entrepreneurial Skills, Creativity/Innovation)

### *Essential Questions:*

1. How does an author work to persuade readers to change their opinions?
2. What imagery does the author create to impact one or more of readers' emotions?
3. What is the difference between a text that is explicitly accurate and text that is explicitly logical?
4. How do we synthesize two different but noncompeting sources of information?

### *Essential Reasoning Skills:*

1. Analyze the logic (including assumptions and beliefs) and use of evidence (existing and missing information, primary sources, and secondary sources) used by two or more authors presenting similar or opposing arguments (such as articles by two political columnists that address the same issue).
2. Utilize critical reading and reasoning skills to solve problems.
3. Evaluate the ways exposure to and interpretation of multiple perspectives is important to being a member of a global society.



### Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

### Grade Level Expectation:

3. Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.

### Evidence Outcomes

#### *Students Can:*

- a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)
  - i. Use context (for example: the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
  - ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: *analyze, analysis, analytical; advocate, advocacy*). \*(CCSS: L.9-10.4b)
  - iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS: L.9-10.4c)
  - iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
- b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9-10.5)
  - i. Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a)
  - ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.9-10.5b)
- c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the

college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills, Inquiry/Analysis)
2. Demonstrate ways to adapt and reach workable solutions. (Personal Skills, Adaptability/Flexibility)
3. Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them. (Professional Skills, Self-Advocacy)

#### *Essential Questions:*

1. How does an author use a literary device to demonstrate deeper meaning for their text?
2. How does a writer choose specific vocabulary to write for a specific purpose and/or audience?

#### *Essential Reasoning Skills:*

1. Apply knowledge of historical or social contexts to infer word meanings.
2. Analyze language for clarity and precision, recognizing terms that qualify, soften, hedge, and/or express uncertainty.
3. Recognize transitions and connectives (for example: to express cause and effect, additional examples, contrast) and use them to maintain coherence in extended speech or writing.



### Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

### Grade Level Expectation:

1. Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.

### Evidence Outcomes

#### *Students Can:*

- a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)
  - i. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a)
  - ii. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b)
  - iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1c)
  - iv. Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
  - v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)
  - vi. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Demonstrate ways to adapt and reach workable solutions. (Personal Skills, Adaptability/Flexibility)
2. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (including multilingual). (Information and Communications Technologies)]
3. Demonstrate an accurate and clear sense of goals, abilities, and needs; know how to request and/or acquire them. (Professional Skills, Self-Advocacy)

#### *Essential Questions:*

1. How do writers monitor their own biases to minimize or eliminate those biases from their arguments?
2. When is it essential to explain or define technical terms and content-specific vocabulary in writing?
3. Why should an author consider and plan for a reader's expectations and needs when composing an argument?

#### *Essential Reasoning Skills:*

1. Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking.
2. Increase clarity of language to help people become better communicators both in speaking and writing.
3. Generate examples and counterexamples to clarify the meaning of concepts.

## Prepared Graduates:

7. Craft informational/explanatory texts using techniques specific to the genre.

## Grade Level Expectation:

2. Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.

## Evidence Outcomes

### *Students Can:*

- a. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)
  - i. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
  - ii. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)
  - iii. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.9-10.2c)
  - iv. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
  - v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.2e)
  - vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.9-10.2f)

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills, Inquiry/Analysis)
3. Create information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

### *Essential Questions:*

1. How does a writer determine the purpose of his or her writing?
2. How does a writer organize writing to convey the intended message?
3. When is it valuable to use figurative language in an informative text?
4. Why is it important that language be appropriate for the specific audience being addressed?

### *Essential Reasoning Skills:*

1. Analyze the purpose and question at issue to select and make use of the most relevant and significant sources and details.
2. Evaluate the information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking of information gathered for a writing task.
3. Generalize and extrapolate from data.

### Prepared Graduates:

8. Craft narratives using techniques specific to the genre.

### Grade Level Expectation:

3. Write engaging real or imagined narratives using multiple plot lines.

### Evidence Outcomes

#### *Students Can:*

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
  - Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
  - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
  - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
  - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
  - Use a range of stylistic devices (for example: poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit themes or to engage and entertain the intended audience.

### Academic Context and Connections

#### *Colorado Essential Skills:*

- Synthesize ideas in original and inspiring ways. (Entrepreneurial Skills, Creativity/Innovation)
- Act on creative ideas to make a tangible and useful contribution. (Entrepreneurial Skills, Inquiry/Analysis)
- Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Professional Skills, Career Awareness)

#### *Essential Questions:*

- Why does descriptive language make writing more appealing to the readers?
- Why is it important for a writer to develop an appropriate organizational structure for his or her text?
- How do writers of literary texts keep their readers engaged?

#### *Essential Reasoning Skills:*

- Clarify language to communicate more effectively in both speaking and writing.
- Practice divergent and convergent thinking.



### Prepared Graduates:

9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

### Grade Level Expectation:

4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
  - i. Use parallel structure. (CCSS: L.9-10.1a)
  - ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
  - i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a)
  - ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)
  - iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c).
- c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)
  - i. Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
- d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)

- e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
- f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
- g. 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 tasks, purposes, and audiences. (CCSS W.9-10.10)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Develop, plan, and organize self-behavior. (Personal Skills, Personal Responsibility)
2. Work effectively in a climate of ambiguity and changing priorities. (Personal Skills, Perseverance/Resilience)
3. Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills, Task/Time Management)

#### *Essential Questions:*

1. Why are editing and revising important?
2. What are effective editing and revising practices?
3. What are benefits of using computer-based tools for grammar support? What are the limitations of these tools?
4. How do word choice and voice make writing more interesting?





*Essential Reasoning Skills:*

1. Explain the rationales for conventional rules for grammar, punctuation, usage, spelling, syntax, and presentation.
2. Make and justify decisions to violate those conventional rules to achieve a certain effect.

## Prepared Graduates:

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

## Grade Level Expectation:

1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.

## Evidence Outcomes

### *Students Can:*

- a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)
- b. Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9)
  - i. Apply \*grades 9-10 Reading standards to literature (for example: “Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). (CCSS: W.9-10.9)
  - ii. Apply *grades 9-10 Reading standards* to literary nonfiction (for example: “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). (CCSS: W.9-10.9)

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Interpret information and draw conclusions based on the best analysis. (Entrepreneurial skills, critical thinking/problem solving)
2. Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills, Inquiry/Analysis)
3. Create information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

### *Essential Questions:*

1. How do researchers decide when information is relevant to their inquiry?
2. How do researchers determine fairness and accuracy of sources?
3. How do researchers form questions that frame useful inquiries?
4. How do we avoid plagiarism?

### *Essential Reasoning Skills:*

1. Identify appropriate inquiry questions.
2. Locate databases and other special-subject collections.
3. Judge the usefulness of information based on relevance to purpose, accuracy, reliability, and validity.
4. Curate and synthesize information from multiple sources and networks.
5. Communicate information and ideas creatively and responsibly in multiple formats.