

Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Colorado Academic Standards (CAS)

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1. 1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 1.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)

INDICATOR	RW.H1.1. 1.a.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)
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1. 2.	Organize and develop credible presentations tailored to purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 2.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.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)
INDICATOR	RW.H1.2. 2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.

STANDARD	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.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.2.	Organize and develop credible presentations tailored to purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.2.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:

INDICATOR	RW.H1.2. 2.a.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)
INDICATOR	RW.H1.2. 2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.4.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.2.	Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.1.2.a.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)
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CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:

INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
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INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
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INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
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CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines "faction" in Federalist No. 10). (CCSS: RI.11-12.4)
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR	RW.H2.2.3.a.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.11-12.4a)
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INDICATOR	RW.H2.2.3.a.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.11-12.4d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
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Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
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STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.

STANDARD	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.
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CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
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INDICATOR	RW.H2.1.1.a.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.11-12.1a)
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INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
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INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
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INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
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CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.2.	Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H2.1.2.a.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)

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Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.2.b.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

INDICATOR	RW.H1.2.3.a.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)
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INDICATOR	RW.H1.2.3.a.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)

INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)

INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3.2.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

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

STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.b.	Use Craft and Structure to:

INDICATOR RW.H1.2. 2.b.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)

INDICATOR RW.H1.2. 3.a.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)

INDICATOR RW.H1.2. 3.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H1.2. 3.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3.2.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA

RW.H2.2. Reading for All Purposes

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:

INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
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INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
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INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR	RW.H2.2.3.a.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.11-12.4a)
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INDICATOR	RW.H2.2.3.a.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.11-12.4d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)

INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
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EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)

INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)

Lesson 03: Unit 3 Retelling Narrative Stories, p. 29-36

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.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)

INDICATOR	RW.H1.2. 1.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 1.d.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.
INDICATOR	RW.H1.2. 1.d.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.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.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)

INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)

INDICATOR	RW.H1.3.3.a.iii.	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)
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INDICATOR	RW.H1.3.3.a.iv.	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)
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INDICATOR	RW.H1.3.3.a.v.	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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.4.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)
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EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

INDICATOR	RW.H1.1.1.a.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)
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INDICATOR	RW.H1.1.1.a.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:

INDICATOR	RW.H1.2.1.a.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)
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INDICATOR	RW.H1.2.1.a.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)
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INDICATOR	RW.H1.2.1.a.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.b.	Use Craft and Structure to:

INDICATOR	RW.H1.2.1.b.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)
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INDICATOR	RW.H1.2.1.b.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.1.d.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.
INDICATOR	RW.H1.2.1.d.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.2.d.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.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
INDICATOR	RW.H1.2.3.a.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)
INDICATOR	RW.H1.2.3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
INDICATOR	RW.H1.3.3.a.iii.	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)
INDICATOR	RW.H1.3.3.a.iv.	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)
INDICATOR	RW.H1.3.3.a.v.	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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

EVIDENCE OUTCOMES	RW.H1.3. 4.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade **11** - Adopted: **2018**

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1. 1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1. 1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1. 1.a.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.11-12.1a)
INDICATOR	RW.H2.1. 1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1. 1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
INDICATOR	RW.H2.2.1.a.iii.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.1112.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H2.2.1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
INDICATOR	RW.H2.2.1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (CCSS RL.11-12.10)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c)
INDICATOR	RW.H2.3.3.a.iv.	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.11-12.3d)
INDICATOR	RW.H2.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
INDICATOR	RW.H2.2.1.a.iii.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2. 1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H2.2. 1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
INDICATOR	RW.H2.2. 1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2. 3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR	RW.H2.2. 3.a.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.11-12.4a)
INDICATOR	RW.H2.2. 3.a.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.11-12.4d)

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR	RW.H2.3. 3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c)
INDICATOR	RW.H2.3. 3.a.iv.	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.11-12.3d)

INDICATOR	RW.H2.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)

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Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.b.	Use Craft and Structure to:

INDICATOR	RW.H1.2.1.b.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)
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INDICATOR	RW.H1.2.1.b.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H1.2.1.d.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.
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INDICATOR	RW.H1.2.1.d.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H1.2.2.d.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.
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 1.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)
INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
INDICATOR	RW.H1.3. 3.a.iii.	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)
INDICATOR	RW.H1.3. 3.a.iv.	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)

INDICATOR	RW.H1.3.3.a.v.	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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.

STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.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)

INDICATOR	RW.H1.2. 1.a.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)
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INDICATOR	RW.H1.2. 1.a.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 1.b.	Use Craft and Structure to:

INDICATOR	RW.H1.2. 1.b.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)
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INDICATOR	RW.H1.2. 1.b.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H1.2. 1.d.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.
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INDICATOR	RW.H1.2. 1.d.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H1.2. 2.d.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.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 1.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)
INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
INDICATOR	RW.H1.3.3.a.iii.	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)
INDICATOR	RW.H1.3.3.a.iv.	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)
INDICATOR	RW.H1.3.3.a.v.	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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
INDICATOR	RW.H2.2.1.a.iii.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H2.2.1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
INDICATOR	RW.H2.2.1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c)
INDICATOR	RW.H2.3.3.a.iv.	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.11-12.3d)
INDICATOR	RW.H2.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
Colorado Academic Standards (CAS)		

Language Arts

Grade **12** - Adopted: **2018**

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA

RW.H2.2. Reading for All Purposes

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:

INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
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INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
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INDICATOR	RW.H2.2.1.a.iii.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
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CONTENT AREA **RW.H2.2.** **Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.1112.4)
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CONTENT AREA **RW.H2.2.** **Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H2.2.1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
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INDICATOR	RW.H2.2.1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (CCSS RL.11-12.10)
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CONTENT AREA **RW.H2.2.** **Reading for All Purposes**

STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)

INDICATOR	RW.H2.2.3.a.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.11-12.4d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR	RW.H2.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c)
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INDICATOR	RW.H2.3.3.a.iv.	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.11-12.3d)
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INDICATOR	RW.H2.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e)
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INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
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EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
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EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.10)
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Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1. 1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 1.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.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)
INDICATOR	RW.H1.2.1.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 1.d.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.
INDICATOR	RW.H1.2. 1.d.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.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.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
INDICATOR	RW.H1.3.3.a.iii.	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)
INDICATOR	RW.H1.3.3.a.iv.	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)
INDICATOR	RW.H1.3.3.a.v.	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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

EVIDENCE OUTCOMES	RW.H1.3. 4.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1. 1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 1.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)

INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.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)
INDICATOR	RW.H1.2.1.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H1.2. 1.d.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.
INDICATOR	RW.H1.2. 1.d.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.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.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)

INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)

INDICATOR	RW.H1.3.3.a.iii.	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)
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INDICATOR	RW.H1.3.3.a.iv.	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)
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INDICATOR	RW.H1.3.3.a.v.	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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.4.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)
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EVIDENCE OUTCOMES	RW.H1.3.4.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)
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EVIDENCE OUTCOMES	RW.H1.3.4.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

**CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA****RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

**CONTENT
AREA****RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
INDICATOR	RW.H2.2.1.a.iii.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H2.2.1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
INDICATOR	RW.H2.2.1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c)
INDICATOR	RW.H2.3.3.a.iv.	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.11-12.3d)
INDICATOR	RW.H2.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA

RW.H2.2. Reading for All Purposes

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:

INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
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INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
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INDICATOR	RW.H2.2.1.a.iii.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H2.2.1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
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INDICATOR	RW.H2.2.1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR	RW.H2.2.3.a.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.11-12.4a)
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INDICATOR	RW.H2.2.3.a.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.11-12.4d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR	RW.H2.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c)
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INDICATOR	RW.H2.3.3.a.iv.	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.11-12.3d)
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INDICATOR	RW.H2.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
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EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
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EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.10)
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Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1. 1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 1.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)

INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
INDICATOR	RW.H1.2.3.a.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)
INDICATOR	RW.H1.2.3.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2. 3.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 1.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)
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INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 2.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)
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INDICATOR	RW.H1.3. 2.a.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)
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INDICATOR	RW.H1.3. 2.a.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)
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INDICATOR	RW.H1.3. 2.a.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)
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INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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INDICATOR	RW.H1.3. 2.a.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3.4.a.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.4.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)
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EVIDENCE OUTCOMES	RW.H1.3.4.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)
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EVIDENCE OUTCOMES	RW.H1.3.4.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.b.	Use Craft and Structure to:

INDICATOR RW.H1.2. 2.b.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)

INDICATOR RW.H1.2. 3.a.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)

INDICATOR RW.H1.2. 3.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H1.2. 3.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 1.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)

INDICATOR RW.H1.3. 1.a.iv. Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 2.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)

INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines "faction" in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)

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Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

INDICATOR	RW.H1.2.3.a.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)
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INDICATOR	RW.H1.2.3.a.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.1.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)
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INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.2.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)
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INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA

RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.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)
INDICATOR	RW.H1.2. 2.a.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.910.2)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3.2.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1. 1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2. 2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2. 3.a.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.11-12.4a)
INDICATOR	RW.H2.2. 3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 2.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.11-12.2)
INDICATOR	RW.H2.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3. 2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3. 2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3. 2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3. 2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3.3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.10)

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)

INDICATOR	RW.H2.3. 2.a.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.1112.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR	RW.H2.3. 3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3. 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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.10)

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Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.

STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.b.	Use Craft and Structure to:

INDICATOR RW.H1.2. 2.b.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)

INDICATOR RW.H1.2. 3.a.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)

INDICATOR RW.H1.2. 3.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H1.2. 3.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3.2.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

INDICATOR	RW.H1.2.3.a.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)
INDICATOR	RW.H1.2.3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)

INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.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.910.2f)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.

STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA

RW.H2.2. Reading for All Purposes

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)

INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)

INDICATOR	RW.H2.3. 2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3. 2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3. 2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3. 2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3. 3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3. 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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.10)

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:

INDICATOR	RW.H2.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2. 2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2. 2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2. 2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines "faction" in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2. 3.a.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.11-12.4a)
INDICATOR	RW.H2.2. 3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 2.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.11-12.2)

INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)

CONTENT AREA

RW.H2.3. Writing and Composition

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
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CONTENT AREA

RW.H2.3. Writing and Composition

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
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EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
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EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
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Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
INDICATOR	RW.H1.3.3.a.iii.	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)
INDICATOR	RW.H1.3.3.a.iv.	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)
INDICATOR	RW.H1.3.3.a.v.	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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)

INDICATOR	RW.H1.3.3.a.iii.	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)
INDICATOR	RW.H1.3.3.a.iv.	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)
INDICATOR	RW.H1.3.3.a.v.	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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.

STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c)

INDICATOR	RW.H2.3.3.a.iv.	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.11-12.3d)
INDICATOR	RW.H2.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c)
INDICATOR	RW.H2.3.3.a.iv.	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.11-12.3d)
INDICATOR	RW.H2.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)

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Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)

INDICATOR	RW.H1.3.3.a.iii.	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)
INDICATOR	RW.H1.3.3.a.iv.	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)
INDICATOR	RW.H1.3.3.a.v.	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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.

STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)

INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA	RW.H1.3.	Writing and Composition
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STANDARD	RW.H1.3.3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)

INDICATOR	RW.H1.3.3.a.iii.	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)
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INDICATOR	RW.H1.3.3.a.iv.	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)
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INDICATOR	RW.H1.3.3.a.v.	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)
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CONTENT AREA	RW.H1.3.	Writing and Composition
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STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3.4.a.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)
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CONTENT AREA	RW.H1.3.	Writing and Composition
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STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c)
INDICATOR	RW.H2.3.3.a.iv.	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.11-12.3d)
INDICATOR	RW.H2.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA

RW.H2.3. Writing and Composition

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c)
INDICATOR	RW.H2.3.3.a.iv.	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.11-12.3d)
INDICATOR	RW.H2.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)

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Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
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STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)

INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)

INDICATOR	RW.H1.3.3.a.iii.	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)
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INDICATOR	RW.H1.3.3.a.iv.	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)
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INDICATOR	RW.H1.3.3.a.v.	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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3.4.a.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
INDICATOR	RW.H1.3.3.a.iii.	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)
INDICATOR	RW.H1.3.3.a.iv.	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)
INDICATOR	RW.H1.3.3.a.v.	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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c)
INDICATOR	RW.H2.3.3.a.iv.	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.11-12.3d)
INDICATOR	RW.H2.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3. 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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.10)

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1. 1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1. 1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c)
INDICATOR	RW.H2.3.3.a.iv.	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.11-12.3d)
INDICATOR	RW.H2.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.10)
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Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1. 1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 1.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)

INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
INDICATOR	RW.H1.2.3.a.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)
INDICATOR	RW.H1.2.3.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2. 3.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 1.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)
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INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 2.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)
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INDICATOR	RW.H1.3. 2.a.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)
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INDICATOR	RW.H1.3. 2.a.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)
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INDICATOR	RW.H1.3. 2.a.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)
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INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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INDICATOR	RW.H1.3. 2.a.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3. 4.a.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 4.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)
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EVIDENCE OUTCOMES	RW.H1.3. 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)
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EVIDENCE OUTCOMES	RW.H1.3. 4.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)
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CONTENT AREA **RW.H1.4. Research Inquiry and Design**

STANDARD	RW.H1.4. 1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.4. 1.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:

INDICATOR	RW.H1.2. 2.a.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)
INDICATOR	RW.H1.2. 2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)

INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)

INDICATOR	RW.H1.3.2.a.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)
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INDICATOR	RW.H1.3.2.a.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)
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INDICATOR	RW.H1.3.2.a.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)
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INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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INDICATOR	RW.H1.3.2.a.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3.4.a.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

CONTENT AREA **RW.H1.4. Research Inquiry and Design**

STANDARD	RW.H1.4. 1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:

INDICATOR RW.H2.2.2.b.i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.c.	Use Integration of Knowledge and Ideas to:

INDICATOR RW.H2.2.2.c.i. Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR RW.H2.2.3.a.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.11-12.4a)

INDICATOR RW.H2.2.3.a.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.11-12.4d)

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)

INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3.3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.10)

CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.4.1.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines "faction" in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.H2.2.2.c.i.	Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3.3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.10)

CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.4.1.b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:

INDICATOR	RW.H1.2. 2.a.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)
INDICATOR	RW.H1.2. 2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3.2.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

CONTENT AREA **RW.H1.4. Research Inquiry and Design**

STANDARD	RW.H1.4. 1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.b.	Use Craft and Structure to:

INDICATOR RW.H1.2. 2.b.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)

INDICATOR RW.H1.2. 3.a.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)

INDICATOR RW.H1.2. 3.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H1.2. 3.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 1.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)

INDICATOR RW.H1.3. 1.a.iv. Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 2.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4. 1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1. 1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2. 2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 2.c.	Use Integration of Knowledge and Ideas to:

INDICATOR RW.H2.2. 2.c.i. Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2. 3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR RW.H2.2. 3.a.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.11-12.4a)

INDICATOR RW.H2.2. 3.a.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.11-12.4d)

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 2.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.11-12.2)

INDICATOR RW.H2.3. 2.a.i. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)

INDICATOR RW.H2.3. 2.a.ii. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)

INDICATOR RW.H2.3. 2.a.iii. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)

INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4.1.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA

RW.H2.2. Reading for All Purposes

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:

INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
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INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
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INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines "faction" in Federalist No. 10). (CCSS: RI.11-12.4)
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.H2.2.2.c.i.	Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3. 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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.10)

CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4. 1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4. 1.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

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

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.b.	Use Craft and Structure to:

INDICATOR	RW.H1.2. 2.b.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)

INDICATOR	RW.H1.2. 3.a.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)
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INDICATOR	RW.H1.2. 3.a.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2. 3.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 1.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)

INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 2.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4.1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4.1.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

INDICATOR	RW.H1.2.3.a.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)
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INDICATOR	RW.H1.2.3.a.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.1.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)
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INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.2.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)
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INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

CONTENT AREA **RW.H1.4. Research Inquiry and Design**

STANDARD	RW.H1.4.1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.4.1.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines "faction" in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.H2.2.2.c.i.	Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3.3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA RW.H2.3. Writing and Composition

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.10)

CONTENT AREA RW.H2.4. Research Inquiry and Design

STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.4.1.b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:

INDICATOR	RW.H2.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2. 2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2. 2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2. 2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines "faction" in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 2.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.H2.2. 2.c.i.	Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2. 3.a.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.11-12.4a)

INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4.1.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.b.	Use Craft and Structure to:

INDICATOR	RW.H1.2. 2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 1.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)
INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3.2.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

EVIDENCE OUTCOMES	RW.H1.3.4.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)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4.1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4.1.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
INDICATOR	RW.H1.2.3.a.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)
INDICATOR	RW.H1.2.3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)

INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4. 1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4.1.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.H2.2.2.c.i.	Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2. 3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR	RW.H2.2. 3.a.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.11-12.4a)
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INDICATOR	RW.H2.2. 3.a.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.11-12.4d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 2.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.11-12.2)

INDICATOR	RW.H2.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
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INDICATOR	RW.H2.3. 2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
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INDICATOR	RW.H2.3. 2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
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INDICATOR	RW.H2.3. 2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
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INDICATOR	RW.H2.3. 2.a.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.11-12.2f)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4.1.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.

STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)

INDICATOR	RW.H2.2. 2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 2.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2. 2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 2.c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.H2.2. 2.c.i.	Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR	RW.H2.2. 3.a.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.11-12.4a)
INDICATOR	RW.H2.2. 3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.4.1.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)
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Lesson 16: Unit 7 Inventive Writing, p. 147-152

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)

INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.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)

CONTENT AREA

RW.H1.3. Writing and Composition

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)

CONTENT AREA

RW.H1.3. Writing and Composition

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA

RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3.2.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1. 1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3.3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.10)

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD 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.

STANDARD 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.

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

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

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3.3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.10)

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Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 2.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

INDICATOR	RW.H1.1. 1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 1.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)
INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 2.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)

INDICATOR	RW.H1.3.2.a.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.910.2f)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	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.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)

INDICATOR	RW.H2.3. 2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3. 2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3. 2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3. 3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3. 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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4. 1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4. 1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA

RW.H2.3. Writing and Composition

STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
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Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)

INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3.2.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

**CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA****RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

**CONTENT
AREA****RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3.2.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1. 1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3.3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA RW.H2.3. Writing and Composition

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.10)

CONTENT AREA RW.H2.4. Research Inquiry and Design

STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.4.1.d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD 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.

STANDARD	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.
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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
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INDICATOR	RW.H2.1.1.a.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.11-12.1a)
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INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
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INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
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INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
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INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
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INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

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Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

INDICATOR	RW.H1.1. 1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 1.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)
INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 2.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)

INDICATOR	RW.H1.3.2.a.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.910.2f)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	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.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3.2.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
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EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
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EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
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CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
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Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
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STANDARD	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.
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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)

INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3.3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.10)

CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.4.1.d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Lesson 20: Unit 8 Formal Essay Models, p. 175-182

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.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)
INDICATOR	RW.H1.2. 2.a.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.910.2)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3.2.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
INDICATOR	RW.H1.3. 4.c.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4. 1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.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)

EVIDENCE OUTCOMES	RW.H1.4. 1.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1. 1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 1.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)

INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
INDICATOR	RW.H1.2.3.a.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)
INDICATOR	RW.H1.2.3.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2. 3.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 1.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)
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INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 2.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)
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INDICATOR	RW.H1.3. 2.a.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)
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INDICATOR	RW.H1.3. 2.a.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)
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INDICATOR	RW.H1.3. 2.a.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)
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INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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INDICATOR	RW.H1.3. 2.a.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR RW.H1.3.4.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)

INDICATOR RW.H1.3.4.c.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H1.3.4.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)

EVIDENCE OUTCOMES RW.H1.3.4.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)

EVIDENCE OUTCOMES RW.H1.3.4.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)

CONTENT AREA **RW.H1.4. Research Inquiry and Design**

STANDARD	RW.H1.4.1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4.1.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)
EVIDENCE OUTCOMES	RW.H1.4.1.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.H2.2.2.c.i.	Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR	RW.H2.2.3.a.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.11-12.4a)
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INDICATOR	RW.H2.2.3.a.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.11-12.4d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)

INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
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INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
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INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
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INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
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INDICATOR	RW.H2.3. 2.a.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.1112.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3. 3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3. 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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4. 1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4. 1.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.11-12.7)

EVIDENCE OUTCOMES	RW.H2.4.1.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)
EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines "faction" in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.H2.2.2.c.i.	Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
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EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
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EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
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CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.4.1.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.11-12.7)
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EVIDENCE OUTCOMES	RW.H2.4.1.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)
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EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
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Colorado Academic Standards (CAS)**Language Arts****Grade 9 - Adopted: 2018****CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA****RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

**CONTENT
AREA****RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)

INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)

INDICATOR	RW.H1.3.2.a.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)
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INDICATOR	RW.H1.3.2.a.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)
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INDICATOR	RW.H1.3.2.a.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)
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INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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INDICATOR	RW.H1.3.2.a.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3.4.a.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)

INDICATOR	RW.H1.3.4.c.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.4.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)
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EVIDENCE OUTCOMES	RW.H1.3.4.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)
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EVIDENCE OUTCOMES	RW.H1.3.4.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)
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CONTENT AREA **RW.H1.4. Research Inquiry and Design**

STANDARD	RW.H1.4.1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.4. 1.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1. 1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 1.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)

INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)

INDICATOR	RW.H1.3.2.a.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)
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INDICATOR	RW.H1.3.2.a.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)
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INDICATOR	RW.H1.3.2.a.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)
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INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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INDICATOR	RW.H1.3.2.a.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.910.2f)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
INDICATOR	RW.H1.3.4.c.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

CONTENT AREA **RW.H1.4. Research Inquiry and Design**

STANDARD	RW.H1.4.1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.4.1.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

INDICATOR	RW.H2.1. 1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1. 1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 2.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.H2.2. 2.c.i.	Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 2.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.11-12.2)
INDICATOR	RW.H2.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3. 2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3. 2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3. 2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3. 2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
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EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
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EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
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CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.4.1.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)
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EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
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Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

**CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA****RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

**CONTENT
AREA****RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.H2.2.2.c.i.	Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4.1.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)
EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Lesson 22: Unit 8 Formal Essay Models, p. 193-200

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 2.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

INDICATOR	RW.H1.1. 1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 1.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)
INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 2.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.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)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)

INDICATOR	RW.H1.3.2.a.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.910.2f)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	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.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)

INDICATOR	RW.H2.3. 2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3. 2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3. 2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3. 3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3. 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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4. 1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4. 1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA

RW.H2.3. Writing and Composition

STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
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Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)

INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3.2.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

**CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA****RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

**CONTENT
AREA****RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.2.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.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)
INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3.2.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1. 1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3.3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA RW.H2.3. Writing and Composition

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.10)

CONTENT AREA RW.H2.4. Research Inquiry and Design

STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.4.1.d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD 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.

STANDARD	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.
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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
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INDICATOR	RW.H2.1.1.a.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.11-12.1a)
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INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
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INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
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INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H2.3.2.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.11-12.2)
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INDICATOR	RW.H2.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
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INDICATOR	RW.H2.3.2.a.ii.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b)
INDICATOR	RW.H2.3.2.a.iii.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)
INDICATOR	RW.H2.3.2.a.iv.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d)
INDICATOR	RW.H2.3.2.a.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.11-12.2f)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

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Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.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)
INDICATOR	RW.H1.2.1.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 1.d.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.
INDICATOR	RW.H1.2. 1.d.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.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.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
Colorado Academic Standards (CAS)		

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA

RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.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)
INDICATOR	RW.H1.2.1.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.1.d.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.
INDICATOR	RW.H1.2.1.d.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H1.2.2.d.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.
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

INDICATOR	RW.H1.2.3.a.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)
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INDICATOR	RW.H1.2.3.a.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)

INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3. 4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.

STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)

INDICATOR	RW.H2.2. 1.a.iii.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 1.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2. 1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.1112.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H2.2. 1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
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INDICATOR	RW.H2.2. 1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (CCSS RL.11-12.10)
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CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR	RW.H2.2. 3.a.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.11-12.4a)
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INDICATOR	RW.H2.2. 3.a.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.11-12.4d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3. 3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3. 4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3. 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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3. 4.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.11-12.10)

CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4. 1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.4. 1.d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:

INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
INDICATOR	RW.H2.2.1.a.iii.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H2.2.1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
INDICATOR	RW.H2.2.1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT
AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT
AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.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)
INDICATOR	RW.H1.2.1.b.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.1.d.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.

INDICATOR	RW.H1.2.1.d.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H1.2.2.d.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.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
INDICATOR	RW.H1.2.3.a.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)

INDICATOR	RW.H1.2.3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.1.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)
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INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA	RW.H1.3.	Writing and Composition
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STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
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INDICATOR	RW.H1.3.4.a.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)
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CONTENT AREA	RW.H1.3.	Writing and Composition
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STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3.4.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)
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EVIDENCE OUTCOMES	RW.H1.3.4.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)
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EVIDENCE OUTCOMES	RW.H1.3.4.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
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STANDARD	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.
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STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
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STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)

INDICATOR	RW.H1.2.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.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)
INDICATOR	RW.H1.2.1.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.1.d.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.
INDICATOR	RW.H1.2.1.d.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.2.d.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.

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
INDICATOR	RW.H1.2.3.a.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)
INDICATOR	RW.H1.2.3.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade **11** - Adopted: **2018**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
INDICATOR	RW.H2.2.1.a.iii.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.1112.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H2.2.1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
INDICATOR	RW.H2.2.1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3. 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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.10)

CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4. 1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4. 1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
INDICATOR	RW.H2.2.1.a.iii.	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
CONTENT AREA	RW.H2.2.	Reading for All Purposes

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.1112.4)
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H2.2.1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
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INDICATOR	RW.H2.2.1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR	RW.H2.2.3.a.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.11-12.4a)
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INDICATOR	RW.H2.2.3.a.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.11-12.4d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3.3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.10)

CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.4.1.d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD 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.

STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA	RW.H1.2.	Reading for All Purposes
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STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)

INDICATOR	RW.H1.2.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.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)
INDICATOR	RW.H1.2.1.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.1.d.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.
INDICATOR	RW.H1.2.1.d.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.2.d.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.

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
INDICATOR	RW.H1.2.3.a.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)
INDICATOR	RW.H1.2.3.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.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)

INDICATOR	RW.H1.2. 1.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 1.d.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.
INDICATOR	RW.H1.2. 1.d.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.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.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)

INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3.4.a.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.4.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)
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EVIDENCE OUTCOMES	RW.H1.3.4.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)
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EVIDENCE OUTCOMES	RW.H1.3. 4.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade **11** - Adopted: **2018**

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1. 1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1. 1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1. 1.a.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.11-12.1a)
INDICATOR	RW.H2.1. 1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1. 1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1. 1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
INDICATOR	RW.H2.2.1.a.iii.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H2.2.1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
INDICATOR	RW.H2.2.1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR	RW.H2.2.3.a.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.11-12.4a)
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INDICATOR	RW.H2.2.3.a.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.11-12.4d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
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EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
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EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
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CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
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Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
INDICATOR	RW.H2.2.1.a.iii.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H2.2.1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
INDICATOR	RW.H2.2.1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
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Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.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)

INDICATOR	RW.H1.2.1.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.1.d.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.
INDICATOR	RW.H1.2.1.d.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.2.d.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.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
INDICATOR	RW.H1.2.3.a.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)
INDICATOR	RW.H1.2.3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.3.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)

INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR	RW.H1.3.4.a.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)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.4.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)
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EVIDENCE OUTCOMES	RW.H1.3.4.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)
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EVIDENCE OUTCOMES	RW.H1.3.4.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)
INDICATOR	RW.H1.2.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.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)
INDICATOR	RW.H1.2.1.b.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.1.d.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.

INDICATOR	RW.H1.2.1.d.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H1.2.2.d.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.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
INDICATOR	RW.H1.2.3.a.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)

INDICATOR	RW.H1.2.3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

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

STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)

INDICATOR	RW.H2.2. 1.a.iii.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 1.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2. 1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.1112.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H2.2. 1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
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INDICATOR	RW.H2.2. 1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (CCSS RL.11-12.10)
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CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR	RW.H2.2. 3.a.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.11-12.4a)
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INDICATOR	RW.H2.2. 3.a.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.11-12.4d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3. 3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3. 4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3. 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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3. 4.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.11-12.10)

CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4. 1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.4. 1.d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.a.	Use Key Ideas and Details to:

INDICATOR	RW.H2.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
INDICATOR	RW.H2.2.1.a.ii.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
INDICATOR	RW.H2.2.1.a.iii.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.1.	Interpret and evaluate complex literature using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H2.2.1.d.i.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
INDICATOR	RW.H2.2.1.d.ii.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT
AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT
AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.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)
INDICATOR	RW.H1.2. 2.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)
INDICATOR	RW.H1.2. 3.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
INDICATOR	RW.H1.3.1.a.vi.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)
INDICATOR	RW.H1.2.2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

INDICATOR	RW.H1.2.3.a.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)
INDICATOR	RW.H1.2.3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
INDICATOR	RW.H1.3.1.a.vi.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR	RW.H2.2.3.a.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.11-12.4a)
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INDICATOR	RW.H2.2.3.a.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.11-12.4d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.1.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience’s values and biases.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS W.11-12.1)

INDICATOR	RW.H2.3.1.a.i.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS W.11-12.1a)
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INDICATOR	RW.H2.3.1.a.ii.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (CCSS W.11-12.1b)
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INDICATOR	RW.H2.3.1.a.iii.	Use words, phrases, clauses, as well as varied syntax to link the major sections of the text, to create cohesion, and to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (adapted from CCSS W.11-12.1c)
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INDICATOR	RW.H2.3.1.a.v.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1e)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3. 3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3. 4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3. 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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3. 4.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.11-12.10)

CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4. 1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.4. 1.d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:

INDICATOR	RW.H2.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2. 2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2. 2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 2.b.	Use Craft and Structure to:
INDICATOR	RW.H2.2. 2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines "faction" in Federalist No. 10). (CCSS: RI.11-12.4)
CONTENT AREA	RW.H2.2.	Reading for All Purposes
STANDARD	RW.H2.2. 3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2. 3.a.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.11-12.4a)
INDICATOR	RW.H2.2. 3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3. 1.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS W.11-12.1)

INDICATOR	RW.H2.3.1.a.i.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS W.11-12.1a)
INDICATOR	RW.H2.3.1.a.ii.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS W.11-12.1b)
INDICATOR	RW.H2.3.1.a.iii.	Use words, phrases, clauses, as well as varied syntax to link the major sections of the text, to create cohesion, and to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (adapted from CCSS W.11-12.1c)
INDICATOR	RW.H2.3.1.a.v.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1e)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
INDICATOR	RW.H1.3.1.a.vi.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
INDICATOR	RW.H1.3.1.a.vi.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.1.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS W.11-12.1)
INDICATOR	RW.H2.3.1.a.i.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS W.11-12.1a)
INDICATOR	RW.H2.3.1.a.ii.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS W.11-12.1b)
INDICATOR	RW.H2.3.1.a.iii.	Use words, phrases, clauses, as well as varied syntax to link the major sections of the text, to create cohesion, and to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (adapted from CCSS W.11-12.1c)
INDICATOR	RW.H2.3.1.a.v.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1e)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.1.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS W.11-12.1)
INDICATOR	RW.H2.3.1.a.i.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS W.11-12.1a)
INDICATOR	RW.H2.3.1.a.ii.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS W.11-12.1b)
INDICATOR	RW.H2.3.1.a.iii.	Use words, phrases, clauses, as well as varied syntax to link the major sections of the text, to create cohesion, and to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (adapted from CCSS W.11-12.1c)
INDICATOR	RW.H2.3.1.a.v.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1e)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3.3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA RW.H2.3. Writing and Composition

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3.4.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.11-12.10)

CONTENT AREA RW.H2.4. Research Inquiry and Design

STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.4.1.d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD 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.

STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA

RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.2.a.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)

INDICATOR	RW.H1.2. 2.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 2.b.	Use Craft and Structure to:

INDICATOR	RW.H1.2. 2.b.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
INDICATOR	RW.H1.2. 3.a.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)

INDICATOR	RW.H1.2. 3.a.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)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
INDICATOR	RW.H1.3.1.a.vi.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

EVIDENCE OUTCOMES	RW.H1.3. 4.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)
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Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1. 1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 1.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)
INDICATOR	RW.H1.1. 1.a.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)

CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:

INDICATOR	RW.H1.2.2.a.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)
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INDICATOR	RW.H1.2.2.a.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.2.b.	Use Craft and Structure to:

INDICATOR	RW.H1.2.2.b.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)

INDICATOR	RW.H1.2.3.a.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)
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INDICATOR	RW.H1.2.3.a.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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
INDICATOR	RW.H1.3.1.a.vi.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H2.1.	Oral Expression and Listening
STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)

INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA

RW.H2.2. Reading for All Purposes

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.a.	Use Key Ideas and Details to:

INDICATOR	RW.H2.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2.2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2.2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).

CONTENT AREA

RW.H2.2. Reading for All Purposes

STANDARD	RW.H2.2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines "faction" in Federalist No. 10). (CCSS: RI.11-12.4)
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CONTENT AREA

RW.H2.2. Reading for All Purposes

STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)
INDICATOR	RW.H2.2.3.a.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.11-12.4a)
INDICATOR	RW.H2.2.3.a.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.11-12.4d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.1.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS W.11-12.1)
INDICATOR	RW.H2.3.1.a.i.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS W.11-12.1a)
INDICATOR	RW.H2.3.1.a.ii.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS W.11-12.1b)
INDICATOR	RW.H2.3.1.a.iii.	Use words, phrases, clauses, as well as varied syntax to link the major sections of the text, to create cohesion, and to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (adapted from CCSS W.11-12.1c)
INDICATOR	RW.H2.3.1.a.v.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1e)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition

STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H2.1. Oral Expression and Listening**

STANDARD	RW.H2.1. 1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1. 1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1. 1.a.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.11-12.1a)
INDICATOR	RW.H2.1. 1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1. 1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1. 1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2. 2.	Interpret and evaluate complex informational texts using various critical reading strategies.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H2.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)
INDICATOR	RW.H2.2. 2.a.ii.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
INDICATOR	RW.H2.2. 2.a.iv.	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).

CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2. 2.	Interpret and evaluate complex informational texts using various critical reading strategies.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.2.b.	Use Craft and Structure to:

INDICATOR	RW.H2.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10). (CCSS: RI.11-12.4)
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CONTENT AREA **RW.H2.2. Reading for All Purposes**

STANDARD	RW.H2.2.3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

INDICATOR	RW.H2.2.3.a.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.11-12.4a)
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INDICATOR	RW.H2.2.3.a.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.11-12.4d)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3.1.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience’s values and biases.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS W.11-12.1)

INDICATOR	RW.H2.3.1.a.i.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS W.11-12.1a)
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INDICATOR	RW.H2.3.1.a.ii.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (CCSS W.11-12.1b)
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INDICATOR	RW.H2.3.1.a.iii.	Use words, phrases, clauses, as well as varied syntax to link the major sections of the text, to create cohesion, and to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (adapted from CCSS W.11-12.1c)
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INDICATOR	RW.H2.3.1.a.v.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1e)
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CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3. 3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)

INDICATOR RW.H2.3. 3.a.vi. Select and use stylistic devices to craft engaging and effective text.

CONTENT AREA **RW.H2.3. Writing and Composition**

STANDARD	RW.H2.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.3. 4.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.11-12.4)

EVIDENCE OUTCOMES RW.H2.3. 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.11-12.5)

EVIDENCE OUTCOMES RW.H2.3. 4.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.11-12.10)

CONTENT AREA **RW.H2.4. Research Inquiry and Design**

STANDARD	RW.H2.4. 1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H2.4. 1.d. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)
INDICATOR	RW.H1.3.1.a.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)

INDICATOR	RW.H1.3. 1.a.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.910.1b)
INDICATOR	RW.H1.3. 1.a.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)
INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
INDICATOR	RW.H1.3. 1.a.vi.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.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)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.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)
EVIDENCE OUTCOMES	RW.H1.3. 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)
EVIDENCE OUTCOMES	RW.H1.3. 4.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)

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

**CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA****RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)
INDICATOR	RW.H1.1.1.a.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)

**CONTENT
AREA****RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.1.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)

INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.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)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
INDICATOR	RW.H1.3.1.a.vi.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.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)

CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)
EVIDENCE OUTCOMES	RW.H1.3.4.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)

Language Arts

Grade 11 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

CONTENT AREA

RW.H2.3. Writing and Composition

STANDARD	RW.H2.3.1.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.3.1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS W.11-12.1)
INDICATOR	RW.H2.3.1.a.i.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS W.11-12.1a)
INDICATOR	RW.H2.3.1.a.ii.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS W.11-12.1b)
INDICATOR	RW.H2.3.1.a.iii.	Use words, phrases, clauses, as well as varied syntax to link the major sections of the text, to create cohesion, and to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (adapted from CCSS W.11-12.1c)
INDICATOR	RW.H2.3.1.a.v.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1e)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.10)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design

STANDARD	RW.H2.4.1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H2.4.1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
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Colorado Academic Standards (CAS)

Language Arts

Grade 12 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	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.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H2.1. Oral Expression and Listening

STANDARD	RW.H2.1.1.	Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)
INDICATOR	RW.H2.1.1.a.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.11-12.1a)
INDICATOR	RW.H2.1.1.a.ii.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
INDICATOR	RW.H2.1.1.a.iii.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

INDICATOR	RW.H2.1.1.a.iv.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.1.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS W.11-12.1)
INDICATOR	RW.H2.3.1.a.i.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS W.11-12.1a)
INDICATOR	RW.H2.3.1.a.ii.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS W.11-12.1b)
INDICATOR	RW.H2.3.1.a.iii.	Use words, phrases, clauses, as well as varied syntax to link the major sections of the text, to create cohesion, and to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (adapted from CCSS W.11-12.1c)
INDICATOR	RW.H2.3.1.a.v.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1e)
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
INDICATOR	RW.H2.3.3.a.vi.	Select and use stylistic devices to craft engaging and effective text.
CONTENT AREA	RW.H2.3.	Writing and Composition
STANDARD	RW.H2.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.3.4.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.11-12.4)

EVIDENCE OUTCOMES	RW.H2.3. 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.11-12.5)
EVIDENCE OUTCOMES	RW.H2.3. 4.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.11-12.10)
CONTENT AREA	RW.H2.4. Research Inquiry and Design	
STANDARD	RW.H2.4. 1.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4. 1.d.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).