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)

		Grade 9 - Adopted: 2018
CONTENT		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 OUT COMES	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 OUT COMES	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 OUT COMES	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)

Grade 10 - Adopted: 2018		
CONTENT		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 OUT COMES		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 I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES	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 OUT COMES		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)

		Grade 11 - Adopted: 2018
CONTENT		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)
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 I 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 OUT COMES	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	RW.H2.3.	Produce clear and coherent writing in which the development, organization, and style are

defined in expectations 1-2 above.) (CCSS: W.11-12.4)

appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are

4.d.

OUTCOMES

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	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)
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 OUT COMES	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)

		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 OUT COMES	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.
CONCEDED		
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.H1.2. 2.a.	Use Key Ideas and Details to:
AND SKILLS / EVIDENCE OUTCOMES		
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	2.a. RW.H1.2.	Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	2.a. RW.H1.2. 2.a.i. RW.H1.2.	Use Key Ideas and Details to: 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) 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
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	2.a. RW.H1.2. 2.a.i. RW.H1.2. 2.a.ii.	Use Key Ideas and Details to: 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) 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)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA	2.a. RW.H1.2. 2.a.i. RW.H1.2. 2.a.ii. RW.H1.2.	Use Key Ideas and Details to: 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) 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) Reading for All Purposes
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	2.a. RW.H1.2. 2.a.i. RW.H1.2. 2.a.ii. RW.H1.2.	Use Key Ideas and Details to: 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) 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) Reading for All Purposes Understand the logical progression of ideas in increasingly complex texts.

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 OUT COMES		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 OUT COMES		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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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	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		
CONCEPTS AND SKILLS / EVIDENCE		writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	4. RW.H1.3.	writing projects. Evidence Outcomes 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

Grade 10 - Adopted: 2018			
CONTENT		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 OUT COMES	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.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 OUT COMES		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 OUT COMES	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 OUT COMES	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 OUT COMES	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.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)

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 OUT COMES	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 OUT COMES	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 OUT COMES	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
	RW.H2.3. RW.H2.3. 3.	Writing and Composition Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
AREA	RW.H2.3.	Write engaging and significant real or imagined narratives that build toward a
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.H2.3. 3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome. Evidence Outcomes Write narratives to develop real or imagined experiences or events using effective
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H2.3. 3. RW.H2.3. 3.a.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome. Evidence Outcomes 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT	RW.H2.3. 3.a. RW.H2.3. 3.a. RW.H2.3. 3.a.vi.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome. Evidence Outcomes 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) Select and use stylistic devices to craft engaging and effective text.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.H2.3. 3.a. RW.H2.3. 3.a.vi. RW.H2.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome. Evidence Outcomes 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) Select and use stylistic devices to craft engaging and effective text. Writing and Composition Use a recursive writing process to produce, publish, and update individual or shared

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)

		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 OUT COMES	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 OUT COMES	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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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)

		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 OUT COMES	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 OUT COMES		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 OUT COMES	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 OUT COMES	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		
31 ANDARD	RW.H1.2. 3.	$\label{thm:context} \textbf{Utilize context}, \textbf{parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.}$
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		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 OUT COMES	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		
	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)
OUTCOMES		
OUTCOMES EVIDENCE OUTCOMES	3.a. RW.H1.3.	Use a variety of techniques to sequence events so that they build on one another to create a
OUT COMES EVIDENCE OUT COMES INDICATOR	3.a. RW.H1.3. 3.a.iii. RW.H1.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of
OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR	3.a. RW.H1.3. 3.a.iii. RW.H1.3. 3.a.iv.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved
OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR CONTENT	RW.H1.3. 3.a.iii. RW.H1.3. 3.a.iv. RW.H1.3. 3.a.v.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR CONTENT AREA	RW.H1.3. 3.a.iii. RW.H1.3. 3.a.iv. RW.H1.3. RW.H1.3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e) Writing and Composition Use a recursive writing process to produce, publish, and update individual or shared

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)

		Grade 10 - Adopted: 2018
CONTENT		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 OUT COMES	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 OUT COMES	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 I 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 I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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)

Colorado Academic Standards (CAS)

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
	RW.H2.2. 1.	Reading for All Purposes Interpret and evaluate complex literature using various critical reading strategies.
AREA	RW.H2.2.	
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.2.	Interpret and evaluate complex literature using various critical reading strategies.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.H2.2. 1.	Interpret and evaluate complex literature using various critical reading strategies. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.H2.2. 1. RW.H2.2. 1.b.	Interpret and evaluate complex literature using various critical reading strategies. Evidence Outcomes Use Craft and Structure to: 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.
AREA STANDARD CONCEPTS AND SKILLS I EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H2.2. 1. RW.H2.2. 1.b.	Interpret and evaluate complex literature using various critical reading strategies. Evidence Outcomes Use Craft and Structure to: 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.H2.2. 1. RW.H2.2. 1.b. RW.H2.2. 1.b.i.	Interpret and evaluate complex literature using various critical reading strategies. Evidence Outcomes Use Craft and Structure to: 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) Reading for All Purposes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.2. 1. RW.H2.2. 1.b. RW.H2.2. 1.b.i.	Interpret and evaluate complex literature using various critical reading strategies. Evidence Outcomes Use Craft and Structure to: 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) Reading for All Purposes Interpret and evaluate complex literature using various critical reading strategies.

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)

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 OUT COMES	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 OUT COMES	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	RW.H2.2.	Reading	for	ΑII	Purposes
AREA					

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 OUT COMES	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)

		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:
		Use Range of Reading and Complexity of Text to: 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.
OUTCOMES	2.d. RW.H1.2.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity
OUT COMES INDICATOR CONTENT	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.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	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)
AND SKILLS I EVIDENCE OUTCOMES EVIDENCE		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

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 OUT COMES	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 I 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 I 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)
001175117	RW.H1.2.	Reading for All Purposes
CONTENT	KVV.III.Z.	Reading for All Fulposes
	RW.H1.2. 1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
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AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
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AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.H1.2. 1. RW.H1.2. 1.d. RW.H1.2.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements. Evidence Outcomes Use Range of Reading and Complexity of Text to: 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. 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:
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INDICATOR RWH1.2. Reading for All Purposes STANDARD RWH1.2. Utilize context, parts of speech, grammar, and word choice to understand narrative, and informational texts. Evidence Outcomes EVIDENCE OUTCOMES RWH1.2. Use context, parts of speech, grammar, and word choice to understand narrative, and informational texts. Evidence Outcomes EVIDENCE OUTCOMES RWH1.2. Use context, parts of speech, grammar, and word choice to understand narrative, and informational texts. Evidence Outcomes EVIDENCE OUTCOMES RWH1.2. Use context, parts of speech, grammar, and word choice to understand narrative, and informational texts. EVIDENCE OUTCOMES RWH1.2. Use context, parts of speech, grammar, and word or phrase (CCSS: L0-10.4) INDICATOR RWH1.2. Verify the preliminary determination of the meaning of a word or phrase (CCSS: L0-10.4a) RWH1.2. Reading for All Purposes AREA STANDARD RWH1.2. Utilize context, parts of speech, grammar, and word choice to understand narrative, and informational texts. Evidence Outcomes EVIDENCE OUTCOMES RWH1.2. 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 informational texts. CONCEPTS AND SKILLS / EVIDENCE OUTCOMES RWH1.3. Write and Composition RWH1.3. Write ended on the part of support claims in an analysis of substantive topics or texts, using outcomes EVIDENCE OUTCOMES RWH1.3. Write arguments to support claims in an analysis of substantive topics or texts, using outcomes EVIDENCE OUTCOMES RWH1.3. Write arguments to support claims in an analysis of substantive topics or texts, using outcomes EVIDENCE OUTCOMES RWH1.3. Write engaging real or imagined narratives using multiple plot lines. EVIDENCE CONTENT RWH1.3. Write engaging real or imagined narratives using multiple plot lines. EVIDENCE EVIDEN			
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AND SKILLS /	STANDARD		Write engaging real or imagined narratives using multiple plot lines.
OUTCOMES	AND SKILLS / EVIDENCE		Evidence Outcomes

EVIDENCE OUT COMES	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 OUT COMES	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	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 OUT COMES	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	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 OUT COMES		Evidence Outcomes

EVIDENCE	RW.H2.2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases
OUTCOMES	3.a.	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.	Use a recursive writing process to produce, publish, and update individual or shared
	4.	writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.	writing projects in response to ongoing feedback. Evidence Outcomes
AND SKILLS / EVIDENCE	RW.H2.3. 4.d.	
AND SKILLS / EVIDENCE OUT COMES	RW.H2.3.	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

		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 OUT COMES	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 OUT COMES	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 OUT COMES	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)

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)

		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 OUT COMES	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 OUT COMES	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
	RW.H1.2. 1.b.	Use Craft and Structure to:
OUTCOMES		
OUTCOMES EVIDENCE OUTCOMES	1.b. RW.H1.2.	Use Craft and Structure to: 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
OUTCOMES EVIDENCE OUTCOMES INDICATOR	1.b. RW.H1.2. 1.b.i.	Use Craft and Structure to: 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) 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
OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	RW.H1.2. 1.b.i. RW.H1.2. 1.b.ii.	Use Craft and Structure to: 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) 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)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES	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 OUT COMES		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)

		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 OUT COMES	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 OUT COMES	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 I 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.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
CONCEPTS AND SKILLS I EVIDENCE	RW.H1.2. 1.d.	Evidence Outcomes 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 OUT COMES	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 OUT COMES		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)

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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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	RW.H2.3.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
OUTCOMES	4.e.	approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)

		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 OUT COMES	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 OUT COMES		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 OUT COMES		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)
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 OUT COMES		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 RW.H2.3. Write routinely over extended time frames (time for research, reflection, and revision) and shorter OUTCOMES 4.g. 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)

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 OUT COMES	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.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 OUT COMES	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 I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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.	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	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 OUT COMES	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)

		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
	RW.H1.2. RW.H1.2. 2.	Reading for All Purposes Understand the logical progression of ideas in increasingly complex texts.
AREA	RW.H1.2.	
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2.	Understand the logical progression of ideas in increasingly complex texts.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.H1.2. 2. RW.H1.2. 2.a.	Understand the logical progression of ideas in increasingly complex texts. Evidence Outcomes Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H1.2. 2. RW.H1.2. 2.a.i. RW.H1.2.	Understand the logical progression of ideas in increasingly complex texts. Evidence Outcomes Use Key Ideas and Details to: 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) 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR	RW.H1.2. 2.a. RW.H1.2. 2.a.i. RW.H1.2. 2.a.ii.	Understand the logical progression of ideas in increasingly complex texts. Evidence Outcomes Use Key Ideas and Details to: 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) 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)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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
	RW.H1.2. 3.	Reading for All Purposes Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
AREA	RW.H1.2.	Utilize context, parts of speech, grammar, and word choice to understand narrative,
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.H1.2. 3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.H1.2. 3. RW.H1.2. 3.c. RW.H1.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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) Writing and Composition Write well-developed, unbiased arguments that are supported by substantive, valid
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2. 3. RW.H1.2. 3.c. RW.H1.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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) Writing and Composition Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.

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 OUT COMES	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 OUT COMES		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)

		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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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)

		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 OUT COMES	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)

		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 OUT COMES	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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES	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
	RW.H1.3. 1.	Writing and Composition Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
AREA	RW.H1.3.	Write well-developed, unbiased arguments that are supported by substantive, valid
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.3.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence. Evidence Outcomes Write arguments to support claims in an analysis of substantive topics or texts, using
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.H1.3. 1. RW.H1.3. 1.a.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence. Evidence Outcomes 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) Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.H1.3. 1.a. RW.H1.3. 1.a.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence. Evidence Outcomes 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) Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.H1.3. 1. RW.H1.3. 1.a. RW.H1.3. 1.a.iv. RW.H1.3.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence. Evidence Outcomes 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) Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs. Writing and Composition Write informative/explanatory texts using complex ideas and organizational structures
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.3. 1. RW.H1.3. 1.a. RW.H1.3. 1.a.iv. RW.H1.3.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence. Evidence Outcomes 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) Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs. Writing and Composition Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.

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)
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)
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)
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)
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)
RW.H1.3.	Writing and Composition
RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
	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)
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)
RW.H1.3.	Writing and Composition
RW.H1.3.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
	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)
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)
RW.H1.3.	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.
	2.a.i. RW.H1.3. 2.a.ii. RW.H1.3. 2.a.iv. RW.H1.3. 2.a.vi. RW.H1.3. 4.a. RW.H1.3. 4.a. RW.H1.3. 4.a. RW.H1.3. 4.a. RW.H1.3. 4.a. RW.H1.3. 4.a. RW.H1.3.

		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.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 OUT COMES	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. Acquire and use accurately general academic and domain-specific words and phrases, suffice for reading, writing, speaking, and listening at the college and career readiness level; demons independence in gathering vocabulary knowledge when considering a word or phrase importation comprehension or expression. (CCSS: L.9-10.6) RW.H1.3. Writing and Composition RW.H1.3. Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.	trate
AREA STANDARD RW.H1.3. Write well-developed, unbiased arguments that are supported by substantive, valid	
CONCEPTS Evidence Outcomes AND SKILLS / EVIDENCE OUTCOMES	
EVIDENCE RW.H1.3. Write arguments to support claims in an analysis of substantive topics or texts, us valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)	ng
INDICATOR RW.H1.3. Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.	>
CONTENT RW.H1.3. Writing and Composition AREA	
STANDARD RW.H1.3. Write informative/explanatory texts using complex ideas and organizational structure and features that are useful to audience comprehension.	res
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES Evidence Outcomes 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. 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)	x5
INDICATOR RW.H1.3. 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 the topic. (CCSS: W.9-10.2b)	
INDICATOR RW.H1.3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, a clarify the relationships among complex ideas and concepts. (CCSS: W.9-10.2c)	nd
INDICATOR RW.H1.3. Use precise language and domain-specific vocabulary to manage the complexity of the topic 2.a.iv. (CCSS: W.9-10.2d)	
INDICATOR RW.H1.3. 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 RW.H1.3. Writing and Composition AREA	
STANDARD RW.H1.3. Use a recursive writing process to produce, publish, and update individual or share writing projects.	d

EVIDENCE OUT COMES	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 OUT COMES		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)

		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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes
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		appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are

		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
	RW.H2.2. RW.H2.2. 2.	Reading for All Purposes Interpret and evaluate complex informational texts using various critical reading strategies.
AREA	RW.H2.2.	Interpret and evaluate complex informational texts using various critical reading
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.H2.2. 2.	Interpret and evaluate complex informational texts using various critical reading strategies. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H2.2. 2. RW.H2.2. 2.a.	Interpret and evaluate complex informational texts using various critical reading strategies. Evidence Outcomes Use Key Ideas and Details to: 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H2.2. 2. RW.H2.2. 2.a.i. RW.H2.2.	Interpret and evaluate complex informational texts using various critical reading strategies. Evidence Outcomes Use Key Ideas and Details to: 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) 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;
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H2.2. 2.a. RW.H2.2. 2.a.i. RW.H2.2. 2.a.ii.	Interpret and evaluate complex informational texts using various critical reading strategies. Evidence Outcomes Use Key Ideas and Details to: 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) 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) Designate a purpose for reading expository texts and use new learning to complete a specific

CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES	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
	RW.H2.3. RW.H2.3. 2.	Writing and Composition Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
AREA	RW.H2.3.	Write informative/explanatory texts to examine and convey complex ideas through the
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.3.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.H2.3. 2.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content. Evidence Outcomes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization,
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.H2.3. 2. RW.H2.3. 2.a.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content. Evidence Outcomes 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) 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H2.3. 2.a. RW.H2.3. 2.a.i.	Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content. Evidence Outcomes 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) 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) 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

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 OUT COMES	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)

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Colorado Academic Standards (CAS)

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.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 OUT COMES		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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES		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	RW.H1.3.	Writing and Composition
AREA		
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)

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 OUT COMES	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 OUT COMES	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 OUT COMES	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
OUT COMES	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 OUT COMES	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)
		and to pic. (CCCC. W.3-10.25)

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 OUT COMES	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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		
CONCEPTS AND SKILLS / EVIDENCE		writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	4. RW.H1.3.	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

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 OUT COMES	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 OUT COMES	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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES		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 OUT COMES	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 OUT COMES	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)

Language Arts

Grade **12** - 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.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 OUT COMES	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 OUT COMES	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 OUT COMES	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)

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 OUT COMES	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 OUT COMES		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 OUT COMES	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 OUT COMES	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)

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

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)
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)
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)
RW.H1.3.	Writing and Composition
RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
	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)
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)
RW.H1.3.	Writing and Composition
RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
	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)
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)
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.
	3.a.iii. RW.H1.3. 3.a.iv. RW.H1.3. 3.a.v. RW.H1.3. 4.a. RW.H1.3. 4.a.ii. RW.H1.3. 4.d. RW.H1.3. 4.d.

	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)

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
	RW.H2.3. 3.	Writing and Composition Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
AREA	RW.H2.3.	Write engaging and significant real or imagined narratives that build toward a
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.H2.3. 3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome. Evidence Outcomes Write narratives to develop real or imagined experiences or events using effective
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.H2.3. 3. RW.H2.3. 3.a.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome. Evidence Outcomes 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) 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,
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.H2.3. 3.a. RW.H2.3. 3.a.iii.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome. Evidence Outcomes 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) 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) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H2.3. 3.a. RW.H2.3. 3.a.iii. RW.H2.3. RW.H2.3.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome. Evidence Outcomes 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) 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) 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) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved

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 I 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 OUT COMES		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 OUT COMES	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 OUT COMES	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 OUT COMES	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)

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 OUT COMES	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 OUT COMES	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.	Demonstrate command of the conventions of standard English grammar and usage
	4.a.	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)
INDICATOR CONTENT AREA	RW.H1.3.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and
CONTENT	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	RW.H1.3. 4.a.ii. RW.H1.3.	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) Writing and Composition Use a recursive writing process to produce, publish, and update individual or shared

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)

		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)

		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 OUT COMES	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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		
CONCEPTS AND SKILLS / EVIDENCE		writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4. RW.H2.3.	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

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Colorado Academic Standards (CAS)

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

		Grade 10 - Adopted: 2018
CONTENT		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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES		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 OUT COMES		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 OUT COMES		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)

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 OUT COMES	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)

		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 OUT COMES	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.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		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 RW.H2.3. Write routinely over extended time frames (time for research, reflection, and revision) and shorter OUTCOMES 4.g. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.11-12.10)

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

Colorado Academic Standards (CAS)

		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 OUT COMES	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.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 OUT COMES	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 I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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.	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)
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)

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.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 OUT COMES	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	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 OUT COMES	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)

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 OUT COMES	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 OUT COMES	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	RW.H2.2.	Reading for All Purposes
AREA		
STANDARD	RW.H2.2. 3.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE		and informational texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	3. RW.H2.2.	and informational texts. Evidence Outcomes 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
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H2.2. 3.a.	and informational texts. Evidence Outcomes 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) Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.H2.2. 3.a.i. RW.H2.2.	and informational texts. Evidence Outcomes 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) 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) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	RW.H2.2. 3.a. RW.H2.2. 3.a.i. RW.H2.2. 3.a.iv.	Evidence Outcomes 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) 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) 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)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA	RW.H2.2. 3.a.i. RW.H2.2. 3.a.iv. RW.H2.3.	and informational texts. Evidence Outcomes 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) 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) 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) Writing and Composition Write informative/explanatory texts to examine and convey complex ideas through the
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.2. 3.a.i. RW.H2.2. 3.a.iv. RW.H2.3.	Evidence Outcomes 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) 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) 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) Writing and Composition Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.

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 OUT COMES	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.	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)

		Grade 12 - Adopted: 2018
CONTENT		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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES		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 **9** - 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.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 OUT COMES	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 OUT COMES	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 OUT COMES		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.

EVIDENCE RW.H1.3. Write routinely over extended time frames (time for research, reflection, and revision) and shorter OUTCOMES 4.g. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)

(CCSS: W.9-10.5)

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

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

EVIDENCE	RW.H1.4.
OUTCOMES	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)

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.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement,
INDICATOR	1.a.iv.	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		and, when warranted, qualify or justify their own views and understanding and make new
CONTENT	1.a.iv.	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	1.a.iv. RW.H1.2.	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) Reading for All Purposes
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	1.a.iv. RW.H1.2.	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) Reading for All Purposes Understand the logical progression of ideas in increasingly complex texts.
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	1.a.iv. RW.H1.2. RW.H1.2. 2.	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) Reading for All Purposes Understand the logical progression of ideas in increasingly complex texts. Evidence Outcomes
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	1.a.iv. RW.H1.2. RW.H1.2. 2. RW.H1.2. 2.a.	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) Reading for All Purposes Understand the logical progression of ideas in increasingly complex texts. Evidence Outcomes Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	1.a.iv. RW.H1.2. RW.H1.2. 2. RW.H1.2. 2.a.i. RW.H1.2.	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) Reading for All Purposes Understand the logical progression of ideas in increasingly complex texts. Evidence Outcomes Use Key Ideas and Details to: 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) 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
CONTENT AREA STANDARD CONCEPTS AND SKILLS I EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR	1.a.iv. RW.H1.2. RW.H1.2. 2.a. RW.H1.2. 2.a.i. RW.H1.2. 2.a.ii.	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) Reading for All Purposes Understand the logical progression of ideas in increasingly complex texts. Evidence Outcomes Use Key Ideas and Details to: 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) 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)

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 OUT COMES	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
	RW.H1.2. RW.H1.2. 3.	Reading for All Purposes Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
AREA	RW.H1.2.	Utilize context, parts of speech, grammar, and word choice to understand narrative,
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.H1.2. 3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.H1.2. 3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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) Writing and Composition Write well-developed, unbiased arguments that are supported by substantive, valid
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2. 3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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) Writing and Composition Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.

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 OUT COMES	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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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)

		Grade 11 - Adopted: 2018
CONTENT		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 OUT COMES		Evidence Outcomes

EVIDENCE OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES		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 OUT COMES		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.	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 OUT COMES		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)

		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 OUT COMES		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 OUT COMES		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 OUT COMES		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.	Understand how language influences the comprehension of narrative, argumentative, and informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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	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)

		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 OUT COMES	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 OUT COMES	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 OUT COMES	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
	RW.H1.2. RW.H1.2. 3.	Reading for All Purposes Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
AREA	RW.H1.2.	Utilize context, parts of speech, grammar, and word choice to understand narrative,
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.H1.2. 3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.H1.2. 3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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) Writing and Composition Write well-developed, unbiased arguments that are supported by substantive, valid
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2. 3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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) Writing and Composition Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.

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 OUT COMES	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 OUT COMES		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)

		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 OUT COMES	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.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 OUT COMES	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		
	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)
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)

		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 OUT COMES	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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES	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 OUT COMES	RW.H2.2. 2.c.	Use Integration of Knowledge and Ideas to:
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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 OUT COMES	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 OUT COMES	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 OUT COMES	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.	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)

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 OUT COMES		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 OUT COMES	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 I EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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)
CONTENT AREA	RW.H2.4.	Research Inquiry and Design
	RW.H2.4. 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.
AREA	RW.H2.4.	Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research

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

Colorado Academic Standards (CAS)

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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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
	RW.H1.2. RW.H1.2. 2.	Reading for All Purposes Understand the logical progression of ideas in increasingly complex texts.
AREA	RW.H1.2.	
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2.	Understand the logical progression of ideas in increasingly complex texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.H1.2. 2.	Understand the logical progression of ideas in increasingly complex texts. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H1.2. 2. RW.H1.2. 2.a.	Understand the logical progression of ideas in increasingly complex texts. Evidence Outcomes Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H1.2. 2. RW.H1.2. 2.a.i. RW.H1.2.	Understand the logical progression of ideas in increasingly complex texts. Evidence Outcomes Use Key Ideas and Details to: 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) 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
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR	RW.H1.2. 2.a. RW.H1.2. 2.a.i. RW.H1.2. 2.a.ii.	Understand the logical progression of ideas in increasingly complex texts. Evidence Outcomes Use Key Ideas and Details to: 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) 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)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.H1.2. 2.a. RW.H1.2. 2.a.i. RW.H1.2. 2.a.ii.	Understand the logical progression of ideas in increasingly complex texts. Evidence Outcomes Use Key Ideas and Details to: 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) 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) Reading for All Purposes

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 OUT COMES	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		
CONCEPTS AND SKILLS / EVIDENCE		writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	4. RW.H1.3.	writing projects. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H1.3. 4.a.	writing projects. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H1.3. 4.a. RW.H1.3. 4.a.ii.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1) 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)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.H1.3. 4.a.ii. RW.H1.3.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1) 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) Writing and Composition Use a recursive writing process to produce, publish, and update individual or shared
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.3. 4.a.ii. RW.H1.3.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1) 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) Writing and Composition Use a recursive writing process to produce, publish, and update individual or shared writing projects.

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)

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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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)
		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.
OUTCOMES	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)

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		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)

		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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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.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.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)

		Grade 12 - Adopted: 2018
CONTENT		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 OUT COMES	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 OUT COMES	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 I 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 OUT COMES	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		Evidence Outcomes
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)
OUTCOMES EVIDENCE		
OUTCOMES EVIDENCE OUTCOMES	3.a. RW.H2.3.	technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3)
OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT	3.a. RW.H2.3. 3.a.vi.	technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3) Select and use stylistic devices to craft engaging and effective text.
OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.H2.3. 3.a.vi. RW.H2.3.	technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3) Select and use stylistic devices to craft engaging and effective text. Writing and Composition Use a recursive writing process to produce, publish, and update individual or shared
OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.3. 3.a.vi. RW.H2.3.	technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3) Select and use stylistic devices to craft engaging and effective text. Writing and Composition Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.

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)

		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 OUT COMES	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 OUT COMES		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)

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)
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)
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)
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)
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)
RW.H1.3.	Writing and Composition
RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
	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)
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)
RW.H1.3.	Writing and Composition
RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
	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)
D\\\\ 1.14.0	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
RW.H1.3. 4.e.	approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
	2.a.i. RW.H1.3. 2.a.ii. RW.H1.3. 2.a.iv. RW.H1.3. 2.a.vi. RW.H1.3. 4.a.

		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 OUT COMES	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 OUT COMES	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 OUT COMES	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	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)

		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 OUT COMES	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.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)

Grade 12 - Adopted: 2018		
CONTENT		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 OUT COMES	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 OUT COMES	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.	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)

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.

CONT	ENT
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
	RW.H1.2. RW.H1.2. 3.	Reading for All Purposes Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
AREA	RW.H1.2.	Utilize context, parts of speech, grammar, and word choice to understand narrative,
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.H1.2. 3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.H1.2. 3. RW.H1.2. 3.c. RW.H1.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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) Writing and Composition Write well-developed, unbiased arguments that are supported by substantive, valid
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2. 3. RW.H1.2. 3.c. RW.H1.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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) Writing and Composition Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.

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 OUT COMES	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 OUT COMES		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 OUT COMES	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	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 OUT COMES		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.
INDICATOR CONTENT AREA		
CONTENT	1.a.iv.	audience expectations and needs.
CONTENT AREA	1.a.iv. RW.H1.3.	audience expectations and needs. Writing and Composition Write informative/explanatory texts using complex ideas and organizational structures
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	1.a.iv. RW.H1.3.	writing and Composition Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	1.a.iv. RW.H1.3. RW.H1.3. RW.H1.3.	writing and Composition Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. Evidence Outcomes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization,
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	1.a.iv. RW.H1.3. RW.H1.3. 2. RW.H1.3.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. Evidence Outcomes 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) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example:
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	1.a.iv. RW.H1.3. RW.H1.3. 2. RW.H1.3. 2.a.i.	Writing and Composition Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. Evidence Outcomes 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) 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) 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

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

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.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 OUT COMES	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).

		Grade 12 - Adopted: 2018
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
AREA		
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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES		
CONCEPTS AND SKILLS / EVIDENCE		particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	3. RW.H2.3.	particular tone or outcome. Evidence Outcomes Write narratives to develop real or imagined experiences or events using effective
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H2.3. 3.a.	Evidence Outcomes 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)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT	RW.H2.3. 3.a. RW.H2.3. 3.a.vi.	Evidence Outcomes 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) Select and use stylistic devices to craft engaging and effective text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.H2.3. 3.a. RW.H2.3. 3.a.vi. RW.H2.3.	Evidence Outcomes 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) Select and use stylistic devices to craft engaging and effective text. Writing and Composition Use a recursive writing process to produce, publish, and update individual or shared
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.3. 3.a. RW.H2.3. 3.a.vi. RW.H2.3.	Evidence Outcomes 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) Select and use stylistic devices to craft engaging and effective text. Writing and Composition Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.

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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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.	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 OUT COMES	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 OUT COMES	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	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3.	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)

		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 OUT COMES	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.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.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).

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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.4.	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)

		Grade 9 - Adopted: 2018
CONTENT		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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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	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 OUT COMES		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.
INDICATOR CONTENT AREA		
CONTENT	1.a.iv.	audience expectations and needs.
CONTENT AREA	1.a.iv. RW.H1.3.	audience expectations and needs. Writing and Composition Write informative/explanatory texts using complex ideas and organizational structures
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	1.a.iv. RW.H1.3.	writing and Composition Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	1.a.iv. RW.H1.3. RW.H1.3. RW.H1.3.	writing and Composition Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. Evidence Outcomes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization,
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	1.a.iv. RW.H1.3. RW.H1.3. 2. RW.H1.3.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. Evidence Outcomes 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) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example:
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	1.a.iv. RW.H1.3. RW.H1.3. 2. RW.H1.3. 2.a.i.	Writing and Composition Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. Evidence Outcomes 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) 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) 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

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

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 OUT COMES	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 OUT COMES	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 OUT COMES	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)

		Grade 11 - Adopted: 2018
CONTENT		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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES		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)
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).

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.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		
CONCEPTS AND SKILLS / EVIDENCE		effective selection, organization, and analysis of content.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	2. RW.H2.3.	effective selection, organization, and analysis of content. Evidence Outcomes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization,
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H2.3. 2.a.	Evidence Outcomes 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) 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
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H2.3. 2.a. RW.H2.3. 2.a.i.	Evidence Outcomes 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) 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) 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
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H2.3. 2.a.i. RW.H2.3. 2.a.ii.	Evidence Outcomes 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) 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) 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) Use appropriate and varied transitions and syntax to link the major sections of the text, create

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 OUT COMES		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**

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.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 OUT COMES	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 OUT COMES	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 OUT COMES	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)

Colorado Academic Standards (CAS)

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 OUT COMES	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 I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES	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 OUT COMES		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 OUT COMES		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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES		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)

		Grade 11 - Adopted: 2018
CONTENT		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 OUT COMES	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 OUT COMES	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 OUT COMES		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 OUT COMES	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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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 I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 I 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).

		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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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.	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	RW.H2.3.	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.
OUTCOMES	4.g.	(CCSS W.11-12.10)
CONTENT	4.g. RW.H2.4.	
CONTENT		(CCSS W.11-12.10)
CONTENT AREA	RW.H2.4.	(CCSS W.11-12.10) Research Inquiry and Design Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.4.	(CCSS W.11-12.10) Research Inquiry and Design 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.
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.H2.4. RW.H2.4. RW.H2.4.	Research Inquiry and Design 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. Evidence Outcomes 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

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Colorado Academic Standards (CAS)

		Grade 9 - Adopted: 2018
CONTENT		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 I 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 OUT COMES	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)

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 OUT COMES	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		
CONCEPTS AND SKILLS / EVIDENCE		writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4. RW.H1.3.	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
CONCEPTS AND SKILLS / 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) 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.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H1.3. 4.d. RW.H1.3. 4.e.	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) 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) 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.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.H1.3. 4.d. RW.H1.3. 4.e.	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) 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) 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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.H1.3. 4.d. RW.H1.3. 4.e. RW.H1.4.	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) 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) 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) Research Inquiry and Design Synthesize multiple, authoritative literary and/or informational sources, creating

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)

		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 OUT COMES	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 OUT COMES	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
	RW.H1.3. 2.	Writing and Composition Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
AREA	RW.H1.3.	Write informative/explanatory texts using complex ideas and organizational structures
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.3.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.H1.3. 2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. Evidence Outcomes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization,
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H1.3. 2. RW.H1.3. 2.a.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. Evidence Outcomes 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) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example:
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.H1.3. 2.a. RW.H1.3. 2.a.i.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. Evidence Outcomes 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) 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) 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

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 OUT COMES	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 I 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)

		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 OUT COMES	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	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 DUTCOMES	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 OUT COMES	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 OUT COMES		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).

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 OUT COMES	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.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 OUT COMES	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		Evidence Outcomes
AND SKILLS / 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)

		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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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
	RW.H1.2. RW.H1.2. 3.	Reading for All Purposes Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
AREA	RW.H1.2.	Utilize context, parts of speech, grammar, and word choice to understand narrative,
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES CONTENT	RW.H1.2. 3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.H1.2. 3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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) Writing and Composition Write well-developed, unbiased arguments that are supported by substantive, valid
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2. 3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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) Writing and Composition Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.

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 OUT COMES	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 I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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)

		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	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 OUT COMES		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.
INDICATOR CONTENT AREA		
CONTENT	1.a.iv.	audience expectations and needs.
CONTENT AREA	1.a.iv. RW.H1.3.	audience expectations and needs. Writing and Composition Write informative/explanatory texts using complex ideas and organizational structures
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	1.a.iv. RW.H1.3.	writing and Composition Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	1.a.iv. RW.H1.3. RW.H1.3. RW.H1.3.	writing and Composition Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. Evidence Outcomes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization,
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	1.a.iv. RW.H1.3. RW.H1.3. 2. RW.H1.3.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. Evidence Outcomes 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) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example:
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	1.a.iv. RW.H1.3. RW.H1.3. 2. RW.H1.3. 2.a.i.	Writing and Composition Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension. Evidence Outcomes 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) 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) 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

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

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 OUT COMES		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 OUT COMES	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

		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 OUT COMES		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 OUT COMES	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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Write engaging and significant real or imagined narratives that build toward a particular tone or outcome. Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE		particular tone or outcome.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	3. RW.H2.3.	Evidence Outcomes Write narratives to develop real or imagined experiences or events using effective
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H2.3. 3.a.	Evidence Outcomes 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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.H2.3. 3.a. RW.H2.3. 3.a.vi.	Evidence Outcomes 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) Select and use stylistic devices to craft engaging and effective text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.H2.3. 3.a. RW.H2.3. RW.H2.3.	Evidence Outcomes 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) Select and use stylistic devices to craft engaging and effective text. Writing and Composition Use a recursive writing process to produce, publish, and update individual or shared
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.3. 3.a. RW.H2.3. RW.H2.3.	Evidence Outcomes 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) Select and use stylistic devices to craft engaging and effective text. Writing and Composition Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.

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 OUT COMES	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 OUT COMES	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 OUT COMES	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)

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 OUT COMES	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 OUT COMES	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	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 OUT COMES		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)

		Grade 11 - Adopted: 2018
CONTENT		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.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.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).

		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 OUT COMES	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 OUT COMES	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 OUT COMES	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)

		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 OUT COMES	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 OUT COMES	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.	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 OUT COMES	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 OUT COMES	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 OUT COMES	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)

		Grade 10 - Adopted: 2018
		Graue 10 - Adopted. 2016
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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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
	RW.H1.3. 4.	Writing and Composition Use a recursive writing process to produce, publish, and update individual or shared writing projects.
AREA	RW.H1.3.	Use a recursive writing process to produce, publish, and update individual or shared
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.3.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.H1.3. 4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects. Evidence Outcomes 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

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 OUT COMES	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 OUT COMES	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 OUT COMES	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).

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 OUT COMES	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 OUT COMES	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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Interpret and evaluate complex literature using various critical reading strategies. Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE		
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	1. RW.H2.2.	Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H2.2. 1.d.	Evidence Outcomes Use Range of Reading and Complexity of Text to: 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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.H2.2. 1.d. RW.H2.2. 1.d.i.	Evidence Outcomes Use Range of Reading and Complexity of Text to: 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) 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)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	RW.H2.2. 1.d.i. RW.H2.2. 1.d.i.	Evidence Outcomes Use Range of Reading and Complexity of Text to: 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) 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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR INDICATOR CONTENT AREA	RW.H2.2. 1.d.i. RW.H2.2. 1.d.ii. RW.H2.2. RW.H2.2.	Evidence Outcomes Use Range of Reading and Complexity of Text to: 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) 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) Reading for All Purposes Understand how language influences the comprehension of narrative, argumentative,

EVIDENCE OUT COMES	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	RW.H2.3.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
OUTCOMES	4.e.	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.	
EVIDENCE	RW.H2.3.	(CCSS: W.11-12.5) 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.
EVIDENCE OUTCOMES	RW.H2.3. 4.g.	(CCSS: W.11-12.5) 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)
EVIDENCE OUTCOMES CONTENT AREA	RW.H2.3. 4.g. RW.H2.4.	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) Research Inquiry and Design Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research

		Grade 9 - Adopted: 2018
CONTENT		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 OUT COMES	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 OUT COMES	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 OUT COMES		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		Evidence Outcomes
OUTCOMES		

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

Grade 10 - Adopted: 2018		
CONTENT		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 OUT COMES	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 OUT COMES		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 OUT COMES	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
AND SKILLS / EVIDENCE	RW.H1.2. 1.d.	Evidence Outcomes Use Range of Reading and Complexity of Text to:
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE		
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	1.d. RW.H1.2.	Use Range of Reading and Complexity of Text to: 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
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	1.d. RW.H1.2. 1.d.i.	Use Range of Reading and Complexity of Text to: 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. 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:
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	1.d. RW.H1.2. 1.d.i. RW.H1.2. 1.d.ii.	Use Range of Reading and Complexity of Text to: 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. 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)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA	1.d. RW.H1.2. 1.d.i. RW.H1.2. 1.d.ii. RW.H1.2.	Use Range of Reading and Complexity of Text to: 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. 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) Reading for All Purposes
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	1.d. RW.H1.2. 1.d.i. RW.H1.2. 1.d.ii. RW.H1.2.	Use Range of Reading and Complexity of Text to: 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. 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) Reading for All Purposes Understand the logical progression of ideas in increasingly complex texts.

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 OUT COMES		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)

		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 OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H2.2. 1.a.	Use Key Ideas and Details to:
		Use Key Ideas and Details to: 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)
OUTCOMES	1.a. RW.H2.2.	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
OUTCOMES	RW.H2.2. 1.a.i. RW.H2.2.	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) 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
OUT COMES INDICATOR INDICATOR	RW.H2.2. 1.a.i. RW.H2.2. 1.a.ii.	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) 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) 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
INDICATOR INDICATOR INDICATOR CONTENT	RW.H2.2. 1.a.i. RW.H2.2. 1.a.ii. RW.H2.2. 1.a.iii.	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) 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) 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)
INDICATOR INDICATOR INDICATOR CONTENTAREA	RW.H2.2. 1.a.i. RW.H2.2. 1.a.ii. RW.H2.2. 1.a.iii. RW.H2.2. 1.a.iii.	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) 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) 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) Reading for All Purposes
INDICATOR INDICATOR INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.2. 1.a.i. RW.H2.2. 1.a.ii. RW.H2.2. 1.a.iii. RW.H2.2. 1.a.iii.	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) 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) 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) Reading for All Purposes Interpret and evaluate complex literature using various critical reading strategies.

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 OUT COMES		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).

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)
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 OUT COMES	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.	Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES		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)

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 OUT COMES	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
AND SKILLS / EVIDENCE	RW.H1.2. 1.d.	Evidence Outcomes Use Range of Reading and Complexity of Text to:
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE		
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	1.d. RW.H1.2.	Use Range of Reading and Complexity of Text to: 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
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	1.d. RW.H1.2. 1.d.i.	Use Range of Reading and Complexity of Text to: 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. 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:
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	1.d. RW.H1.2. 1.d.i. RW.H1.2. 1.d.ii.	Use Range of Reading and Complexity of Text to: 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. 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)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA	1.d. RW.H1.2. 1.d.i. RW.H1.2. 1.d.ii. RW.H1.2.	Use Range of Reading and Complexity of Text to: 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. 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) Reading for All Purposes
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	1.d. RW.H1.2. 1.d.i. RW.H1.2. 1.d.ii. RW.H1.2.	Use Range of Reading and Complexity of Text to: 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. 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) Reading for All Purposes Understand the logical progression of ideas in increasingly complex texts.

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)

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 OUT COMES	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 OUT COMES	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 RW.H1.3. Write routinely over extended time frames (time for research, reflection, and revision) and shorter OUTCOMES 4.g. 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		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 OUT COMES	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 OUT COMES		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 OUT COMES	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 OUT COMES		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).

		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 OUT COMES	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
	RW.H2.2. RW.H2.2.	Reading for All Purposes Interpret and evaluate complex literature using various critical reading strategies.
AREA	RW.H2.2.	
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.2.	Interpret and evaluate complex literature using various critical reading strategies.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.H2.2. 1.	Interpret and evaluate complex literature using various critical reading strategies. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.H2.2. 1. RW.H2.2. 1.b.	Interpret and evaluate complex literature using various critical reading strategies. Evidence Outcomes Use Craft and Structure to: 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.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H2.2. 1. RW.H2.2. 1.b.	Interpret and evaluate complex literature using various critical reading strategies. Evidence Outcomes Use Craft and Structure to: 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.H2.2. 1. RW.H2.2. 1.b. RW.H2.2. 1.b.i.	Interpret and evaluate complex literature using various critical reading strategies. Evidence Outcomes Use Craft and Structure to: 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) Reading for All Purposes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.2. 1. RW.H2.2. 1.b. RW.H2.2. 1.b.i.	Interpret and evaluate complex literature using various critical reading strategies. Evidence Outcomes Use Craft and Structure to: 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) Reading for All Purposes Interpret and evaluate complex literature using various critical reading strategies.

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 OUT COMES	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.

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)

		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 OUT COMES		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 OUT COMES	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 OUT COMES	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)

	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 OUT COMES	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 OUT COMES	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	RW.H1.2.	Reading for All Purposes

literary elements.

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

RW.H1.2.

STANDARD

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		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)

Analyze traditional and contemporary literary texts with scrutiny and comparison of

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

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range.

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 OUT COMES	RW.H1.2. 1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.	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

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

Grade 11 - Adopted: 2018		
CONTENT		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 I 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 I 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 I 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 OUT COMES	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 I 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 OUT COMES	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).

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.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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Interpret and evaluate complex literature using various critical reading strategies. Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE		
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	1. RW.H2.2.	Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H2.2. 1.d.	Evidence Outcomes Use Range of Reading and Complexity of Text to: 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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.H2.2. 1.d. RW.H2.2. 1.d.i.	Evidence Outcomes Use Range of Reading and Complexity of Text to: 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) 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)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	RW.H2.2. 1.d.i. RW.H2.2. 1.d.i.	Evidence Outcomes Use Range of Reading and Complexity of Text to: 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) 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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR INDICATOR CONTENT AREA	RW.H2.2. 1.d.i. RW.H2.2. 1.d.ii. RW.H2.2. 1.d.ii.	Evidence Outcomes Use Range of Reading and Complexity of Text to: 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) 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) Reading for All Purposes Understand how language influences the comprehension of narrative, argumentative,

EVIDENCE OUT COMES	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	RW.H2.3.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
OUTCOMES	4.e.	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.	
EVIDENCE	RW.H2.3.	(CCSS: W.11-12.5) 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.
EVIDENCE OUTCOMES	RW.H2.3. 4.g.	(CCSS: W.11-12.5) 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)
EVIDENCE OUTCOMES CONTENT AREA	RW.H2.3. 4.g. RW.H2.4.	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) Research Inquiry and Design Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research

Grade 9 - Adopted: 2018		
CONTENT		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 OUT COMES	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.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 OUT COMES	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.	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 OUT COMES	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 OUT COMES	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)

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 OUT COMES	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 OUT COMES	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 OUT COMES	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)

STANDARD	RW.H1.3.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONTENT AREA	RW.H1.3.	Writing and Composition
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)
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.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.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.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)
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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.H1.3. 1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONTENT AREA	RW.H1.3.	Writing and Composition
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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
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)
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)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS /		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)
OUTCOMES		appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are

Grade 11 - Adopted: 2018			
CONTENT		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 OUT COMES	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
	RW.H2.2. RW.H2.2. 2.	Reading for All Purposes Interpret and evaluate complex informational texts using various critical reading strategies.
AREA	RW.H2.2.	Interpret and evaluate complex informational texts using various critical reading
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.H2.2. 2.	Interpret and evaluate complex informational texts using various critical reading strategies. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.H2.2. 2. RW.H2.2. 2.a.	Interpret and evaluate complex informational texts using various critical reading strategies. Evidence Outcomes Use Key Ideas and Details to: 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H2.2. 2.a. RW.H2.2. 2.a.i.	Interpret and evaluate complex informational texts using various critical reading strategies. Evidence Outcomes Use Key Ideas and Details to: 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) 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;
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H2.2. 2.a. RW.H2.2. 2.a.i. RW.H2.2. 2.a.ii.	Interpret and evaluate complex informational texts using various critical reading strategies. Evidence Outcomes Use Key Ideas and Details to: 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) 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) Designate a purpose for reading expository texts and use new learning to complete a specific

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 OUT COMES	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
	RW.H2.3. RW.H2.3.	Writing and Composition Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.
AREA	RW.H2.3.	Write thoughtful, well-developed arguments that support knowledgeable and significant
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.3.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.H2.3. 1.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases. Evidence Outcomes Write arguments to support claims in an analysis of substantive topics or texts, using
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H2.3. 1. RW.H2.3. 1.a.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases. Evidence Outcomes 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) 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.H2.3. 1.a. RW.H2.3. 1.a.i.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases. Evidence Outcomes 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) 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) 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

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 OUT COMES		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).

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 I 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.
		Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		
AND SKILLS / EVIDENCE	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)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE		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
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	3.a. RW.H2.2.	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) Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	3.a. RW.H2.2. 3.a.i. RW.H2.2.	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) 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) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT	3.a. RW.H2.2. 3.a.i. RW.H2.2. 3.a.iv.	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) 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) 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)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA	3.a. RW.H2.2. 3.a.i. RW.H2.2. 3.a.iv. RW.H2.3.	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) 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) 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) Writing and Composition Write thoughtful, well-developed arguments that support knowledgeable and significant
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	3.a. RW.H2.2. 3.a.i. RW.H2.2. 3.a.iv. RW.H2.3.	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) 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) 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) Writing and Composition Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.

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.1112.1b)
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 OUT COMES		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)

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

		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 OUT COMES	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.	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)

		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 OUT COMES	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.1112.1b)
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 OUT COMES	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.	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).

		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.1112.1b)
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

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)

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 OUT COMES	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.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 OUT COMES	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.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)

		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)

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 OUT COMES		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 OUT COMES		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
	RW.H1.2. RW.H1.2. 3.	Reading for All Purposes Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
AREA	RW.H1.2.	Utilize context, parts of speech, grammar, and word choice to understand narrative,
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.H1.2. 3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H1.2. 3. RW.H1.2. 3.a.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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) Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.H1.2. 3. RW.H1.2. 3.a. RW.H1.2.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts. Evidence Outcomes 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) 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) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking

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 OUT COMES	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 OUT COMES	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)

		Grade 11 - Adopted: 2018
CONTENT		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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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.1112.1b)
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 OUT COMES		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).

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
	RW.H2.2. RW.H2.2. 2.	Reading for All Purposes Interpret and evaluate complex informational texts using various critical reading strategies.
AREA	RW.H2.2.	Interpret and evaluate complex informational texts using various critical reading
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.2.	Interpret and evaluate complex informational texts using various critical reading strategies.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.H2.2. 2.	Interpret and evaluate complex informational texts using various critical reading strategies. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H2.2. 2. RW.H2.2. 2.a.	Interpret and evaluate complex informational texts using various critical reading strategies. Evidence Outcomes Use Key Ideas and Details to: 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H2.2. 2. RW.H2.2. 2.a.i. RW.H2.2.	Interpret and evaluate complex informational texts using various critical reading strategies. Evidence Outcomes Use Key Ideas and Details to: 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) 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;
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.H2.2. 2.a. RW.H2.2. 2.a.i. RW.H2.2. 2.a.ii.	Interpret and evaluate complex informational texts using various critical reading strategies. Evidence Outcomes Use Key Ideas and Details to: 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) 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) Designate a purpose for reading expository texts and use new learning to complete a specific

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 OUT COMES	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
	RW.H2.3. RW.H2.3.	Writing and Composition Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.
AREA	RW.H2.3.	Write thoughtful, well-developed arguments that support knowledgeable and significant
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.H2.3.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.H2.3. 1.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases. Evidence Outcomes Write arguments to support claims in an analysis of substantive topics or texts, using
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.H2.3. 1. RW.H2.3. 1.a.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases. Evidence Outcomes 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) 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
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.H2.3. 1.a. RW.H2.3. 1.a.i.	Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases. Evidence Outcomes 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) 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) 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

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 OUT COMES		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

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 OUT COMES		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.	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.

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 OUT COMES	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.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES		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.1112.1b)
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 OUT COMES		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).

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 OUT COMES	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 I 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.1112.1b)
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 I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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.	Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		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.	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).