

Main Criteria: Structure and Style for Students
Secondary Criteria: Colorado Academic Standards (CAS)
Subject: Language Arts
Grade: 10

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
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)
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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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2.2.a.	Use Key Ideas and Details to:
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INDICATOR	RW.H1.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
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INDICATOR	RW.H1.2.2.a.ii.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)
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INDICATOR	RW.H1.2.2.a.iii.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.2.b.	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:
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INDICATOR	RW.H1.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2 .3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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 .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.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
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INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
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INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3. 4.d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)
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EVIDENCE OUTCOMES	RW.H1.3. 4.e.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
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EVIDENCE OUTCOMES	RW.H1.3. 4.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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EVIDENCE OUTCOMES	RW.H1.3. 4.g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)
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CONTENT AREA **RW.H1.4. Research Inquiry and Design**

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

EVIDENCE OUTCOMES	RW.H1.4. 1.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)
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EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
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**Colorado Academic Standards (CAS)
Language Arts
Grade 10 - Adopted: 2018**

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

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
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STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
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STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
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STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
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CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1 .1.	Respond to others' ideas, and evaluate perspective and rhetoric.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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INDICATOR	RW.H1.1.1.a.iii.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c)
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INDICATOR	RW.H1.1.1.a.iv.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)
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CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1 .2.	Organize and develop credible presentations tailored to purpose and audience.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
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INDICATOR	RW.H1.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
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INDICATOR	RW.H1.2.2.a.ii.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)
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INDICATOR	RW.H1.2.2.a.iii.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2 .2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)

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 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)

INDICATOR	RW.H1.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
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INDICATOR	RW.H1.3.2.a.ii.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)
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INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

INDICATOR	RW.H1.3.4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)

INDICATOR	RW.H1.3.4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3.4.d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)
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EVIDENCE OUTCOMES	RW.H1.3.4.e.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
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EVIDENCE OUTCOMES	RW.H1.3. 4.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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EVIDENCE OUTCOMES	RW.H1.3. 4.g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)
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CONTENT AREA **RW.H1.4. Research Inquiry and Design**

STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
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UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Colorado Academic Standards (CAS)
Language Arts
Grade 10 - Adopted: 2018

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

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
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STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
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STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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CONTENT AREA **RW.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1 .1.	Respond to others' ideas, and evaluate perspective and rhetoric.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

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

EVIDENCE OUTCOMES	RW.H1.2.1.a.	Use Key Ideas and Details to:
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INDICATOR	RW.H1.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
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INDICATOR	RW.H1.2.1.a.ii.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)
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INDICATOR	RW.H1.2.1.a.iii.	Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2.1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
CONTENT AREA	RW.H1.2. Reading for All Purposes	
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2.1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
CONTENT AREA	RW.H1.2. Reading for All Purposes	
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT AREA	RW.H1.2. Reading for All Purposes	
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)

INDICATOR	RW.H1.2.3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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INDICATOR	RW.H1.2.3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

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

EVIDENCE OUTCOMES	RW.H1.2.3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.3.	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)
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INDICATOR	RW.H1.3.3.a.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
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INDICATOR	RW.H1.3.3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
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INDICATOR	RW.H1.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
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INDICATOR	RW.H1.3.3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
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INDICATOR	RW.H1.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
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INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
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INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3. 4.d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)
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EVIDENCE OUTCOMES	RW.H1.3. 4.e.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
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EVIDENCE OUTCOMES	RW.H1.3. 4.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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EVIDENCE OUTCOMES	RW.H1.3. 4.g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)
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CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2.1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
CONTENT AREA	RW.H1.2. Reading for All Purposes	
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2.1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
CONTENT AREA	RW.H1.2. Reading for All Purposes	
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT AREA	RW.H1.2. Reading for All Purposes	
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)

INDICATOR	RW.H1.2.3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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INDICATOR	RW.H1.2.3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

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

EVIDENCE OUTCOMES	RW.H1.2.3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.3.	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)
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INDICATOR	RW.H1.3.3.a.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
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INDICATOR	RW.H1.3.3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
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INDICATOR	RW.H1.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
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INDICATOR	RW.H1.3.3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
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INDICATOR	RW.H1.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
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INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
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INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3. 4.d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)
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EVIDENCE OUTCOMES	RW.H1.3. 4.e.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
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EVIDENCE OUTCOMES	RW.H1.3. 4.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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EVIDENCE OUTCOMES	RW.H1.3. 4.g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)
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UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

**Colorado Academic Standards (CAS)
Language Arts
Grade 10 - Adopted: 2018**

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

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
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STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
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.H1.1. Oral Expression and Listening**

STANDARD	RW.H1.1 .2.	Organize and develop credible presentations tailored to purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 2.a.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9.10.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)

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

INDICATOR

RW.H1.3. 2.a.vi. Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.9-10.2f)

CONTENT AREA

RW.H1.3. Writing and Composition

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

EVIDENCE OUTCOMES

RW.H1.3 .4.a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR

RW.H1.3. 4.a.ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

CONTENT AREA

RW.H1.3. Writing and Composition

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3. Writing and Composition	
STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.c.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
CONTENT AREA	RW.H1.3. Writing and Composition	
STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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)

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

Colorado Academic Standards (CAS)
Language Arts
Grade 10 - Adopted: 2018

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

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.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2 2.a.ii.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)
INDICATOR	RW.H1.2 2.a.iii.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.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 .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)
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INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
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INDICATOR	RW.H1.3.4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
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INDICATOR	RW.H1.3.4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.H1.3.4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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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.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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)

UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

Colorado Academic Standards (CAS)
Language Arts
Grade 10 - Adopted: 2018

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

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2 .2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)

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

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2 .3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2 .3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)

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

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

EVIDENCE OUTCOMES	RW.H1.2.3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3 .2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)
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INDICATOR	RW.H1.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
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INDICATOR	RW.H1.3.2.a.ii.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)
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INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
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INDICATOR	RW.H1.3.4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
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INDICATOR	RW.H1.3.4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.c.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3 .4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)

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.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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)

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

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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CONTENT AREA**RW.H1.2. Reading for All Purposes**

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

INDICATOR	RW.H1.2 1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
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INDICATOR	RW.H1.2 1.a.ii.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)
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CONTENT AREA**RW.H1.2. Reading for All Purposes**

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

INDICATOR	RW.H1.2 1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
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CONTENT AREA**RW.H1.2. Reading for All Purposes**

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

INDICATOR	RW.H1.2 1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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INDICATOR	RW.H1.2.1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

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

INDICATOR	RW.H1.2.2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)

INDICATOR	RW.H1.2.3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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INDICATOR	RW.H1.2.3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

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

EVIDENCE OUTCOMES	RW.H1.2.3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.3.	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.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
INDICATOR	RW.H1.3.3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
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)

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.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3.4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)

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

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.c.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)

INDICATOR	RW.H1.3.4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3.4.d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)
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EVIDENCE OUTCOMES	RW.H1.3.4.e.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
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EVIDENCE OUTCOMES	RW.H1.3.4.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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EVIDENCE OUTCOMES	RW.H1.3.4.g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)
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CONTENT AREA **RW.H1.4. Research Inquiry and Design**

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

EVIDENCE OUTCOMES	RW.H1.4.1.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
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Colorado Academic Standards (CAS)
Language Arts
Grade 10 - Adopted: 2018

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

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:

INDICATOR	RW.H1.2 .2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
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INDICATOR	RW.H1.2 .2.a.ii.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

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

INDICATOR	RW.H1.2 .2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)

INDICATOR	RW.H1.2 .3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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INDICATOR	RW.H1.2 .3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)
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INDICATOR RW.H1.3. 2.a.i. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)

INDICATOR RW.H1.3. 2.a.ii. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)

INDICATOR RW.H1.3. 2.a.iii. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.9-10.2c)

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

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
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INDICATOR RW.H1.3. 4.a.ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
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INDICATOR RW.H1.3. 4.b.iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.H1.3. 4.d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)

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.f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

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

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

STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

Colorado Academic Standards (CAS)
Language Arts
Grade 10 - Adopted: 2018

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

STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

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

STANDARD	RW.H1.1 .1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1 .1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)
INDICATOR	RW.H1.1. 1.a.i.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a)
INDICATOR	RW.H1.1. 1.a.ii.	Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)
INDICATOR	RW.H1.1. 1.a.iii.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c)
INDICATOR	RW.H1.1. 1.a.iv.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2 .2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2 .2.a.ii.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)
INDICATOR	RW.H1.2 .2.a.iii.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2 .2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)

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

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2 .3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2 .3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)

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

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)
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INDICATOR RW.H1.3. 2.a.i. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)

INDICATOR RW.H1.3. 2.a.ii. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)

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

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
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INDICATOR RW.H1.3. 4.a.ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
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INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.c.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)

INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3. 4.d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)
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EVIDENCE OUTCOMES	RW.H1.3. 4.e.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
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EVIDENCE OUTCOMES	RW.H1.3. 4.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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EVIDENCE OUTCOMES	RW.H1.3. 4.g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)
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CONTENT AREA **RW.H1.4. Research Inquiry and Design**

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

EVIDENCE OUTCOMES	RW.H1.4. 1.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)
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EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

Colorado Academic Standards (CAS)
Language Arts
Grade 10 - Adopted: 2018

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

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.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9.10.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)

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:
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INDICATOR	RW.H1.2. 2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2. 3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)
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INDICATOR	RW.H1.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
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INDICATOR	RW.H1.3. 2.a.ii.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)
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INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)

INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.c.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)

INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3. 4.d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)
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.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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)

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

Colorado Academic Standards (CAS)
Language Arts
Grade 10 - Adopted: 2018

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

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.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2 .2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2 .2.a.ii.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)
INDICATOR	RW.H1.2 .2.a.iii.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2 .2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)

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

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2 .3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2 .3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)

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

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)
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INDICATOR RW.H1.3. 2.a.i. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)

INDICATOR RW.H1.3. 2.a.ii. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)

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

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
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INDICATOR RW.H1.3. 4.a.ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
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INDICATOR	RW.H1.3.4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3.4.c.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)

INDICATOR	RW.H1.3.4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3.4.d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)
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EVIDENCE OUTCOMES	RW.H1.3.4.e.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
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EVIDENCE OUTCOMES	RW.H1.3.4.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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EVIDENCE OUTCOMES	RW.H1.3.4.g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)
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CONTENT AREA **RW.H1.4. Research Inquiry and Design**

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

EVIDENCE OUTCOMES	RW.H1.4.1.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)
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EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
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UNIT 7: INVENTIVE WRITING Week 13 Page 143-150

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

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

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.H1.2. Reading for All Purposes**

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

EVIDENCE OUTCOMES	RW.H1.2. 3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3 .1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)
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INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
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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.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.9-10.2f)

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

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

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

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.c.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)

INDICATOR RW.H1.3. 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.f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

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)

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

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	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.H1.2. 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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2 .1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2 .1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2 .2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2 .3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2 .3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)

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

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)

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

STANDARD	RW.H1.3 .1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)

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

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. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
3.a.i.

INDICATOR RW.H1.3. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
3.a.ii.

INDICATOR 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)
3.a.iii.

INDICATOR RW.H1.3. 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)
3.a.iv.

INDICATOR RW.H1.3. Use a range of stylistic devices (for example: poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit themes or to engage and entertain the intended audience.
3.a.vi.

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.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)

INDICATOR RW.H1.3. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
4.b.iii.

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.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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)

UNIT 7: INVENTIVE WRITING Week 15 Page 157-160

Colorado Academic Standards (CAS)
Language Arts
 Grade 10 - Adopted: 2018

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

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	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.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)

INDICATOR	RW.H1.2.1.a.ii.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)
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INDICATOR	RW.H1.2.1.a.iii.	Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:
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INDICATOR	RW.H1.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
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INDICATOR	RW.H1.2.1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
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INDICATOR	RW.H1.2.1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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INDICATOR	RW.H1.2.1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
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INDICATOR	RW.H1.2.2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
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INDICATOR	RW.H1.2.2.a.ii.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)
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INDICATOR	RW.H1.2.2.a.iii.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

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

INDICATOR	RW.H1.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

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

INDICATOR	RW.H1.2.2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)

INDICATOR	RW.H1.2.3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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INDICATOR	RW.H1.2.3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

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

EVIDENCE OUTCOMES

RW.H1.2. 3.c. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)

CONTENT AREA

RW.H1.3. Writing and Composition

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

EVIDENCE OUTCOMES

RW.H1.3 .4.a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

INDICATOR

RW.H1.3. 4.a.ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

CONTENT AREA

RW.H1.3. Writing and Composition

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

EVIDENCE OUTCOMES

RW.H1.3 .4.c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)

INDICATOR

RW.H1.3. 4.c.i. Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)

CONTENT AREA

RW.H1.3. Writing and Composition

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

EVIDENCE OUTCOMES

RW.H1.3. 4.d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)

EVIDENCE OUTCOMES

RW.H1.3. 4.e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)

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)

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166

Colorado Academic Standards (CAS)
Language Arts
 Grade 10 - Adopted: 2018

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

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.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H1.2 .2.a. **Use Key Ideas and Details to:**

INDICATOR RW.H1.2. 2.a.i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)

INDICATOR RW.H1.2. 2.a.ii. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9.10.2)

INDICATOR	RW.H1.2.2.a.iii.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

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

INDICATOR	RW.H1.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)

INDICATOR	RW.H1.2.3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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INDICATOR	RW.H1.2.3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

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

EVIDENCE OUTCOMES	RW.H1.2.3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)
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INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)
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INDICATOR	RW.H1.3.2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
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INDICATOR	RW.H1.3.2.a.ii.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)
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INDICATOR	RW.H1.3.2.a.iii.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.9-10.2c)
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INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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INDICATOR	RW.H1.3.2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.9-10.2f)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
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INDICATOR	RW.H1.3.4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3. Writing and Composition	
STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.c.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
CONTENT AREA	RW.H1.3. Writing and Composition	
STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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)

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174

Colorado Academic Standards (CAS)
Language Arts
Grade 10 - Adopted: 2018

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

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.
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.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2 .2.b.	Use Craft and Structure to:
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INDICATOR	RW.H1.2 .2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.H1.2 .3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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INDICATOR	RW.H1.2 .3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2 .3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)
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INDICATOR	RW.H1.3 .1.a.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)
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INDICATOR	RW.H1.3 .1.a.ii.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b)
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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.v.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)
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.H1.3.2.	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.v. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.2e)

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.b.	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.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)

INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.c.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)

INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3. 4.d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)
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EVIDENCE OUTCOMES	RW.H1.3. 4.e.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)
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EVIDENCE OUTCOMES	RW.H1.3. 4.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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EVIDENCE OUTCOMES	RW.H1.3. 4.g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)
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CONTENT AREA **RW.H1.4. Research Inquiry and Design**

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

EVIDENCE OUTCOMES	RW.H1.4. 1.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)
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EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
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UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184

Colorado Academic Standards (CAS)
Language Arts
Grade 10 - Adopted: 2018

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

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	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.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2 2.a.ii.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)
INDICATOR	RW.H1.2 2.a.iii.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2 .2.b.	Use Craft and Structure to:
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INDICATOR	RW.H1.2 .2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.H1.2 .3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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INDICATOR	RW.H1.2 .3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2 .3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)
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INDICATOR	RW.H1.3 .1.a.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)
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INDICATOR	RW.H1.3 .1.a.ii.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b)
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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.v.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)
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 .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.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.v.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.2e)
INDICATOR	RW.H1.3. 2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.9-10.2f)

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

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

INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)

INDICATOR RW.H1.3. 4.b.iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)

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

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.c.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)

INDICATOR RW.H1.3. 4.c.i. Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)

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

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

EVIDENCE OUTCOMES RW.H1.3. 4.d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)

EVIDENCE OUTCOMES RW.H1.3. 4.e. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)

EVIDENCE OUTCOMES RW.H1.3. 4.f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

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)

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188

Colorado Academic Standards (CAS)
Language Arts
Grade 10 - Adopted: 2018

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

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	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.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H1.2 .2.a. Use Key Ideas and Details to:

INDICATOR RW.H1.2. 2.a.i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)

INDICATOR RW.H1.2. 2.a.ii. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS. RI.9.10.2)

INDICATOR	RW.H1.2.2.a.iii.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

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

INDICATOR	RW.H1.2.2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2.3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2.3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)

INDICATOR	RW.H1.2.3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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INDICATOR	RW.H1.2.3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

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

EVIDENCE OUTCOMES	RW.H1.2.3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)
INDICATOR	RW.H1.3.1.a.i.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a)
INDICATOR	RW.H1.3.1.a.ii.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b)
INDICATOR	RW.H1.3.1.a.iii.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1c)
INDICATOR	RW.H1.3.1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
INDICATOR	RW.H1.3.1.a.v.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)
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 .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.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.v.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.2e)
INDICATOR	RW.H1.3.2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.9-10.2f)

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

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3.4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

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

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3.4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)

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

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.c.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3.4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)

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

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3 .4.e.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)

EVIDENCE OUTCOMES	RW.H1.3. 4.f.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)
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EVIDENCE OUTCOMES	RW.H1.3. 4.g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)
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CONTENT AREA **RW.H1.4. Research Inquiry and Design**

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

EVIDENCE OUTCOMES	RW.H1.4. 1.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)
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EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
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Colorado Academic Standards (CAS)
Language Arts
Grade 10 - Adopted: 2018

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

STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
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STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
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STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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CONTENT AREA **RW.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)
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INDICATOR	RW.H1.1.1.a.i.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a)
INDICATOR	RW.H1.1.1.a.ii.	Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)
INDICATOR	RW.H1.1.1.a.iii.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c)
INDICATOR	RW.H1.1.1.a.iv.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)

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

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
INDICATOR	RW.H1.2.1.a.ii.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)
INDICATOR	RW.H1.2.1.a.iii.	Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)

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

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2.1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)

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

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2 .1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2 .1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2 .2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2 .3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2 .3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)

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

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

EVIDENCE OUTCOMES	RW.H1.2.3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.3.	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.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
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INDICATOR	RW.H1.3.3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
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INDICATOR	RW.H1.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
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INDICATOR	RW.H1.3.3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
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INDICATOR	RW.H1.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

INDICATOR	RW.H1.3.4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
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INDICATOR RW.H1.3. 4.b.iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.H1.3. 4.d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)

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.f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

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

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

STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.4.1.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)
INDICATOR	RW.H1.1.1.a.i.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a)
INDICATOR	RW.H1.1.1.a.ii.	Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)
INDICATOR	RW.H1.1.1.a.iii.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c)
INDICATOR	RW.H1.1.1.a.iv.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)

CONTENT AREA

RW.H1.2. Reading for All Purposes

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

EVIDENCE OUTCOMES	RW.H1.2 .1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
INDICATOR	RW.H1.2.1.a.ii.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)
INDICATOR	RW.H1.2.1.a.iii.	Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)

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

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2.1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)

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

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2.1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
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INDICATOR	RW.H1.2 .2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.H1.2 .3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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INDICATOR	RW.H1.2 .3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2 .3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)
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INDICATOR	RW.H1.3 .2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
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INDICATOR	RW.H1.3 .2.a.ii.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)
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INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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INDICATOR	RW.H1.3.2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.910.2f)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
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INDICATOR	RW.H1.3.3.a.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
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INDICATOR	RW.H1.3.3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
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INDICATOR	RW.H1.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
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INDICATOR	RW.H1.3.3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
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INDICATOR	RW.H1.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
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INDICATOR	RW.H1.3.4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
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INDICATOR RW.H1.3. 4.b.iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.H1.3. 4.d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)

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.f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

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

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

STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.4.1.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
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UNIT 9: RESPONSE TO LITERATURE Week 22 Page 249-276

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

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

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

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

STANDARD	RW.H1.1.1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1.1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)
INDICATOR	RW.H1.1.1.a.i.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a)
INDICATOR	RW.H1.1.1.a.ii.	Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)
INDICATOR	RW.H1.1.1.a.iii.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c)
INDICATOR	RW.H1.1.1.a.iv.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)

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

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

EVIDENCE OUTCOMES	RW.H1.2 .1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
INDICATOR	RW.H1.2. 1.a.ii.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)
INDICATOR	RW.H1.2. 1.a.iii.	Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)

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

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2. 1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)

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

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2. 1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
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INDICATOR	RW.H1.2 .2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.H1.2 .3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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INDICATOR	RW.H1.2 .3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2 .3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)
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INDICATOR	RW.H1.3 .2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
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INDICATOR	RW.H1.3 .2.a.ii.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)
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INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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INDICATOR	RW.H1.3.2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.910.2f)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
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INDICATOR	RW.H1.3.3.a.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
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INDICATOR	RW.H1.3.3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
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INDICATOR	RW.H1.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
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INDICATOR	RW.H1.3.3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
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INDICATOR	RW.H1.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
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INDICATOR	RW.H1.3.4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
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INDICATOR RW.H1.3. 4.b.iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.H1.3. 4.d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)

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.f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

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

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

STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
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UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280

Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1 .1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1 .1.a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)
INDICATOR	RW.H1.1 1.a.i.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a)
INDICATOR	RW.H1.1 1.a.ii.	Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)
INDICATOR	RW.H1.1 1.a.iii.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c)
INDICATOR	RW.H1.1 1.a.iv.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)

CONTENT AREA

RW.H1.2. Reading for All Purposes

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

EVIDENCE OUTCOMES	RW.H1.2 .1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2.1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
INDICATOR	RW.H1.2.1.a.ii.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)
INDICATOR	RW.H1.2.1.a.iii.	Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)

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

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2.1.b.i.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2.1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)

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

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2.1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2.1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)

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

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
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INDICATOR	RW.H1.2 .2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.H1.2 .3.a.i.	Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)
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INDICATOR	RW.H1.2 .3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2 .3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.3 .2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)
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INDICATOR	RW.H1.3 .2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
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INDICATOR	RW.H1.3 .2.a.ii.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)
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INDICATOR	RW.H1.3.2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
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INDICATOR	RW.H1.3.2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.910.2f)
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CONTENT AREA **RW.H1.3. Writing and Composition**

STANDARD	RW.H1.3.3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
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INDICATOR	RW.H1.3.3.a.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
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INDICATOR	RW.H1.3.3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
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INDICATOR	RW.H1.3.3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
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INDICATOR	RW.H1.3.3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
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INDICATOR	RW.H1.3.3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

EVIDENCE OUTCOMES	RW.H1.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
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INDICATOR	RW.H1.3.4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
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INDICATOR RW.H1.3. 4.b.iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.H1.3. 4.d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)

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.f. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

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

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

STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)
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Colorado Academic Standards (CAS)

Language Arts

Grade 10 - Adopted: 2018

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

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2 .2.b.	Use Craft and Structure to:
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INDICATOR	RW.H1.2. 2.b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
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CONTENT AREA **RW.H1.2. Reading for All Purposes**

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.H1.2. 3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)
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CONTENT AREA **RW.H1.3. Writing and Composition**

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

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)