

Preschool and Kindergarten

Reading, Writing & Communicating



Revised: December 2010



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

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

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

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

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

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

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

Colorado Academic Standards Reading, Writing, and Communicating

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

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

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

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

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

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

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

Standards Organization and Construction

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

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

The elements of the revised standards are:

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

Standard: The topical organization of an academic content area.

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

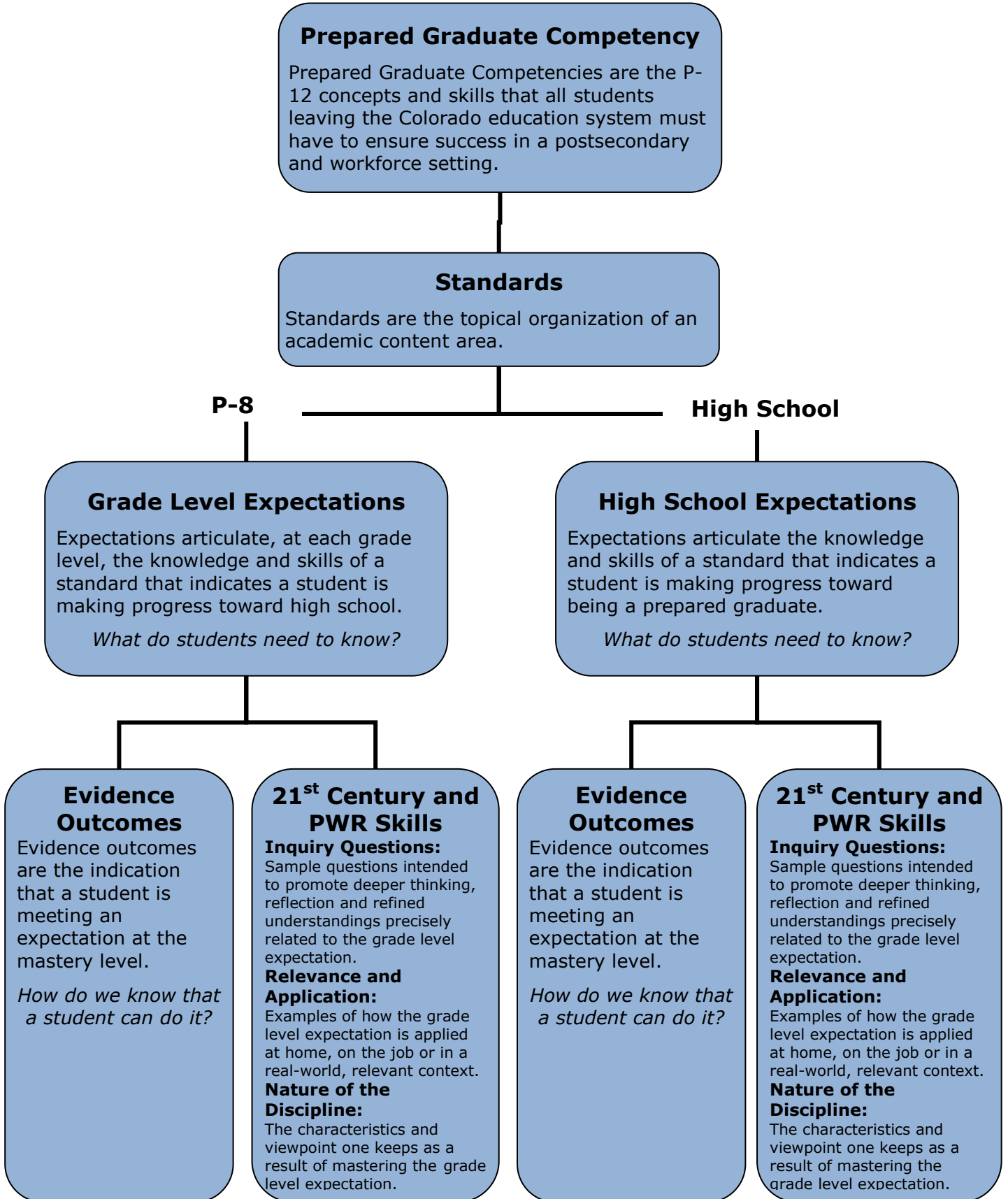
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

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

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

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

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

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

High School and Grade Level Expectations

Concepts and skills students master:

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

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

What do students need to know?

Evidence Outcomes

Students can:

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

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

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

Nature of the Discipline:

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

Prepared Graduate Competencies in Reading, Writing, and Communicating

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

Prepared Graduates:

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

Standards in Reading, Writing, and Communicating

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

1. Oral Expression and Listening

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

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

2. Reading for All Purposes

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

3. Writing and Composition

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

4. Research and Reasoning

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

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

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

Standard

Grade Level Expectation

Kindergarten	
1. Oral Expression and Listening	<ol style="list-style-type: none"> 1. Oral communication skills are built within a language-rich environment 2. Communication relies on effective verbal and nonverbal skills 3. Vocal sounds produce words and meaning to create early knowledge of phonemic awareness
2. Reading for All Purposes	<ol style="list-style-type: none"> 1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading 2. A concept of print to read and a solid comprehension of informational text are the building blocks for reading 3. Decoding words in print requires alphabet recognition and knowledge of letter sounds
3. Writing and Composition	<ol style="list-style-type: none"> 1. Text types and purposes, labels, and familiar words are used to communicate information and ideas 2. Appropriate mechanics and conventions are used to create simple texts
4. Research and Reasoning	<ol style="list-style-type: none"> 1. A variety of locations must be explored to find information that answers questions of interest 2. Identify purpose, information and question an issue 3. Quality of thinking depends on the quality of questions
Preschool	
1. Oral Expression and Listening	<ol style="list-style-type: none"> 1. Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities 2. Listening and comprehension skills are required to be clearly understood 3. Early knowledge of phonemic awareness is the building block of understanding language
2. Reading for All Purposes	<ol style="list-style-type: none"> 1. Print conveys meaning 2. Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed
3. Writing and Composition	<ol style="list-style-type: none"> 1. Pictures express ideas 2. Letters are formed with accuracy
4. Research and Reasoning	<ol style="list-style-type: none"> 1. Relevant information is different from non-relevant information 2. Problems can be identified and possible solutions can be created

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

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

Colorado's Description of 21st Century Skills

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

Critical Thinking and Reasoning

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

Information Literacy

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

Collaboration

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

Self Direction

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

Invention

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

Colorado’s Description for School Readiness

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

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

Colorado’s Description of Postsecondary and Workforce Readiness

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

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

How These Skills and Competencies are Embedded in the Revised Standards

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

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

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

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

1. Oral Expression and Listening

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

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

Prepared Graduate Competencies

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

Prepared Graduate Competencies in the Oral Expression and Listening Standard:

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

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Oral communication skills are built within a language-rich environment

Evidence Outcomes

Students can:

- a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)
- b. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)
- c. Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)
- d. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)
- e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)
- f. Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)
- g. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. (CCSS: L.K.5d)
- h. Express words and word meanings as encountered in books and conversation
- i. Use new vocabulary that is directly taught through reading, speaking, and listening
- j. Relate new vocabulary to prior knowledge

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why are the sounds and letters in words important?
2. Why is it important to learn new words and build speaking vocabularies?
3. When talking to a partner, why is important to speak clearly and use words the person understands?
4. How would the world be different if people didn't speak to each other?

Relevance and Application:

1. Provide opportunities and tools for students to see and use written language for a variety of purposes, drawing attention to specific letters and words. (Early math concepts require a student to identify and sort common shapes and identify simple patterns.)
2. Electronic sources provide a tool for displaying word and letters.
3. Animation can enhance story telling.

Nature of Reading, Writing, and Communicating:

1. Good communicators seek out opportunities to learn and use new words that build and enhance their oral language skills.

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Communication relies on effective verbal and nonverbal skills

Evidence Outcomes

Students can:

- a. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. (CCSS: SL.K.1)
 - i. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)
 - ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)
- b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2)
- c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3)
- d. Listen with comprehension to follow two-step directions.
- e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What are proper ways for people to ask for something they need?
- 2. Why is it important for people to wait their turn before speaking?
- 3. What does it mean to be a good listener?

Relevance and Application:

- 1. When asking for directions it is important to ask clarifying questions to avoid getting lost.
- 2. Speaking politely to customers and acknowledging their concerns is important to people who work in stores and restaurants.

Nature of Reading, Writing, and Communicating:

- 1. Good communicators are courteous and speak with respect for others.

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:
 ➤ Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Kindergarten

Concepts and skills students master:
 3. Vocal sounds produce words and meaning to create early knowledge of phonemic awareness

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Identify and create rhyming words b. Identify and create alliterations c. Identify words orally according to shared beginning or ending sounds d. Blend sounds orally to make one-syllable words e. Segment one-syllable words into sounds f. Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable) g. Identify the initial, medial, and final phoneme (speech sound) of spoken words 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Why are phonemes (speech sounds) important? 2. What is the difference between phonemes (speech sounds) and other sounds? 3. Could people communicate well if they could only use five words? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Identifying differences between common sounds in the home is necessary for safety and everyday living (such as the phone and doorbell, smoke alarm and kitchen timer). 2. Recorded sources of sample sounds are used to help clarify the spoken word. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> 1. The ability to segment and blend phonemes facilitates spelling and decoding. 2. Phonological and phonemic awareness prepares the brain for reading and spelling. 3. The ability to notice and manipulate phonemes orally is essential for successful reading development.

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:
 > Use language appropriate for purpose and audience

Grade Level Expectation: Preschool

Concepts and skills students master:
 1. Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Identify and sort common objects, events, pictures, words, colors, shapes, and textures into various classifications b. Begin to identify and use special concepts (first/last, over/under, etc.) c. Demonstrate use of vocabulary in oral language to express ideas and events d. Begin to understand that everyday words such as "cold" relate to extended vocabulary words such as "chilly" 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What are the names of different people (teacher, principal, assistant, classmate, lunch lady) in the school? 2. What are the names of people in the community, friends, and relatives? 3. How many words do you know that have an opposite? 4. What is your favorite kind of story? One you know already or one you make up? Why? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Develop vocabulary to effectively express feelings and thoughts, describe experiences, interact with others, and communicate their needs. (In PE or dance class, it is important to listen to directional instructions (first/last, over/under). Visual artists must understand the functions of color, shape, and texture when creating a piece of artwork.) 2. Electronic mapping tools can be used in sorting and organizing ideas. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> 1. Good communicators use words of time and position, including first, second, next, on, under, beside, and over, to give directions orally.

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:
 ➤ Use language appropriate for purpose and audience

Grade Level Expectation: Preschool

Concepts and skills students master:
 2. Listening and comprehension skills are required to be clearly understood

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:
 a. Use language to express ideas in complete sentences (with support of sentence stems as needed)
 b. Recite songs, poems, and stories with repeated rhyme
 c. Listen with comprehension, and follow two-step directions
 d. Remember spoken information for a short period of time

Inquiry Questions:
 1. How does asking questions help people understand the world?
 2. Can people sing a story?
 3. How do people remember things?

Relevance and Application:
 1. Rhythm patterns using music or dance facilitate memorization.
 2. Emergency workers rely on citizens following directions so everyone remains safe.
 3. Digital media allows students to organize their thoughts into pictures.

Nature of Reading, Writing, and Communicating:
 1. People communicate to understand and to be understood.

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:
 ➤ Use language appropriate for purpose and audience

Grade Level Expectation: Preschool

Concepts and skills students master:
 3. Early knowledge of phonemic awareness is the building block of understanding language

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Recognize patterns of sounds in songs, storytelling, and poetry b. Understand that words are made up of one or more syllables c. Recognize rhyming words and alliterations d. Demonstrate understanding of initial sounds in words (such as mop begins with the /m/ sound) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. Why is important to recognize patterns in oral language? 2. Why is it important to hear sounds in words? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Song lyrics using meter and rhyme use patterns of words to create music. 2. Sounds of words are highlighted and exaggerated for better understanding in video prepared games and shows <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> 1. The ability to segment and blend phonemes facilitates spelling and decoding. 2. Phonological and phonemic awareness prepares the brain for reading and spelling. 3. The ability to notice and manipulate phonemes orally is essential for successful reading development.

2. Reading for All Purposes

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

Prepared Graduate Competencies

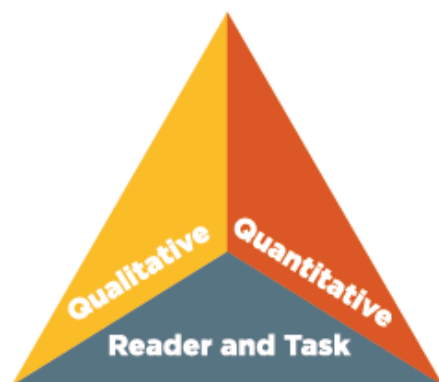
The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Reading for All Purposes Standard:

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

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

Measuring Text Complexity: Three Factors



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

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

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

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

Range of Text Types for K-5

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

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

Range of Text Types for 6-12

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

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

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

<p>Prepared Graduates:</p> <ul style="list-style-type: none"> ➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary ➤ Demonstrate comprehension of a variety of informational, literary, and persuasive texts
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Grade Level Expectation: Kindergarten

<p>Concepts and skills students master:</p> <p>1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading</p>

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <p>a. Use Key Ideas and Details to:</p> <ul style="list-style-type: none"> i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2) iii. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3) <p>b. Use Craft and Structure to:</p> <ul style="list-style-type: none"> i. Ask and answer questions about unknown words in a text. (CCSS: RL.K.4) ii. Recognize common types of texts (e.g., storybooks, poems). (CCSS: RL.K.5) iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6) <p>c. Use Integration of Knowledge and Ideas to:</p> <ul style="list-style-type: none"> i. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (CCSS: RL.K.7) ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9) <p>d. Use Range of Reading and Level of Text Complexity to:</p> <ul style="list-style-type: none"> i. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. During a picture-walk through a book, what do readers predict? Why? 2. What words can readers use to describe the main character in a story? 3. Was the title of this story a good title? What could be another title? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Thinking about the characters in a story helps make a connection to them. 2. Online games and computer software provide a means to practice identifying main characters, setting, key events, arranging events in order. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 1. Reading helps people understand themselves and make connections to the world.

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

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. A concept of print to read and a solid comprehension of informational text are the building blocks for reading

Evidence Outcomes

Students can:

- a. Use Key Ideas and Details to:
 - i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)
 - ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)
 - iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)
- b. Use Craft and Structure to:
 - i. With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)
 - ii. Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5)
 - iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)
- c. Use Integration of Knowledge and Ideas to:
 - i. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7)
 - ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)
 - iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.K.9)
- d. Use Range of Reading and Level of Text Complexity to:
 - i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do the illustrations help you figure out the meaning of the text?
2. Explain why informational text is not read like a literary text.

Relevance and Application:

1. Environmental print, signs, or symbols help people follow directions (such as walk or wait street crossing signs, routine schedules).
2. Environmental print, signs, or symbols help to organize daily life (put materials or toys away).
3. When readers read or hear information, they remember what is learned and share information with others.

Nature of Reading, Writing, and Communicating:

1. Readers make connections to what they are reading

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

Prepared Graduates:

Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Kindergarten

Concepts and skills students master:

3. Decoding words in print requires alphabet recognition and knowledge of letter sounds

Evidence Outcomes

Students can:

- a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)
 - i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)
 - ii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)
 - iii. Understand that words are separated by spaces in print. (CCSS: RF.K.1c)
 - iv. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)
- b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)
 - i. Recognize and produce rhyming words. (CCSS: RF.K.2a)
 - ii. Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)
 - iii. Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)
 - iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (CCSS: RF.K.2d)
 - v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)
 - vi. Identify phonemes for letters.
- c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)
 - i. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). (CCSS: L.K.4a)
 - ii. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. (CCSS: L.K.4b)
- d. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K.3)
 - i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)
 - ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)
 - iii. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). (CCSS: RF.K.3c)
 - iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)
- e. Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do phonemes (speech sounds) connect to graphemes (letters and letter clusters)?
2. What letters are needed to spell the word _____?
3. What sounds are in the word _____?
4. How many sounds are in the word "cat"? (/k/ /a/ /t/ – three sounds)
5. Where do you find other letters in our room that are like letters in your name?
6. Why is an uppercase letter used at the beginning of a name?

Relevance and Application:

1. Readers can play with letter-sounds to make many new words (am, tam, Sam).
2. Readers recognize common words that have similar spelling patterns (ant/plant, Tim/rim/brim, sun/run/fun).
3. Using digital and video recording devices offer practice letter-sounds in order to hear and analyze their own voice.

Nature of Reading, Writing, and Communicating:

1. Readers understand that phonemes (speech sounds) are connected to print using graphemes (letters).
2. Readers know all of the letter sounds and letter names.

Content Area: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Preschool

Concepts and skills students master:

1. Print conveys meaning

Evidence Outcomes

Students can:

- a. Hold books in upright position, turn pages sequentially, recognize correct orientation (top to bottom, left to right)
- b. Recognize print in the environment
- c. Recognize that printed material conveys meaning and connects to the reader's world
- d. Use and interpret illustrations to gain meaning
- e. Make predictions based on illustrations or portions of story or text
- f. Generate a picture or written response to a read-aloud that identifies the who or what of the story or text

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What does print communicate or tell readers?
2. Why is print important?
3. How many words are on this page?
4. The pictures in this tale suggest the story is about _____.

Relevance and Application:

1. Words, signs, and symbols all around the house and outside give direction (such as walk or wait street crossing signs, routine schedules).
2. Words, signs, and symbols help people to organize their lives (put materials or toys away).
3. Knowing how to hold a book means a more automatic and faster way to becoming a reader. Using the pictures on the page will help tell what the story is about.

Nature of Reading, Writing, and Communicating:

1. Readers use environmental print, signs, or symbols to communicate with others.
2. Readers know how to hold a book correctly and turn the pages.

Content Area: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Preschool

Concepts and skills students master:

2. Symbol, object, and letter recognition is a fundamental of reading and requires accuracy and speed

Evidence Outcomes

Students can:

- Recognize own name in print
- Recognize the names of a minimum of 10 letters of the alphabet, specifically letters in own name
- Begin to name familiar objects, colors, letters, and numbers rapidly and in random order

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What do letters mean?
2. How do letters and words communicate meaning?
3. Why is it important that people know the letters in their name?
4. How do letters connect with phonemes (speech sounds)?
5. What items in a box are alike in some way? (For example, bear, bull—they are both animals. Both bear and bull start with /b/).

Relevance and Application:

1. Children begin to understand that letters are symbols that represent meaning.
2. Letters will help children learn to be good readers and writers.
3. Children learn how to sort many items in their lives.
4. Using letters to write a name or say the names of letters will help children be better readers.

Nature of Reading, Writing, and Communicating:

1. Readers know that phonemes (speech sounds) are connected to print using graphemes (letters).
2. Readers understand that letters and words convey meaning in the world.

3. Writing and Composition

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

From the Common Core State Standards Expectations for EACH grade level:

"Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences."

Prepared Graduate Competencies

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

Prepared Graduate Competencies in the Writing and Composition standard:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing

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

Prepared Graduates:
 ➤ Write with a clear focus, coherent organization, sufficient elaboration, and detail

Grade Level Expectation: Kindergarten

Concepts and skills students master:
 1. Text types and purposes, labels, and familiar words are used to communicate information and ideas

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). (CCSS: W.K.1) b. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2) c. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3) d. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5) e. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. How do people share ideas with print? 2. What happened in this story? (If needed, prompt with a sentence stem.) 3. Why did the author like writing this story? (He/she likes dogs.) 4. What comes at the beginning of each sentence? What comes at the end? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Family photo albums are sequenced and labeled to tell a simple story. 2. Drawing the scenes from an oral tale illustrates a person's interpretation of a story. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> 1. Writers can communicate their ideas in many forms.

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

Prepared Graduates:
 ➤ Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Kindergarten

Concepts and skills students master:
 2. Appropriate mechanics and conventions are used to create simple texts

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

a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)

- i. Print many upper- and lowercase letters. (CCSS: L.K.1a)
- ii. Use frequently occurring nouns and verbs. (CCSS: L.K.1b)
- iii. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). (CCSS: L.K.1c)
- iv. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). (CCSS: L.K.1d)
- v. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). (CCSS: L.K.1e)
- vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)
- vii. Use proper spacing between words
- viii. Write left to right and top to bottom
- ix. Use appropriate pencil grip

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)

- i. Capitalize the first word in a sentence and the pronoun *I*. (CCSS: L.K.2a)
- ii. Recognize and name end punctuation. (CCSS: L.K.2b)
- iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)
- iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)

Inquiry Questions:

1. How does a sentence begin?
2. How does a sentence end?
3. How does a writer show that one sentence ends and another begins?

Relevance and Application:

1. Phonetically spelled words usually are seen in favorite children’s books.
2. Video software has the advantage of audio and animation to emphasize the utility of punctuation and capital letters.

Nature of Reading, Writing, and Communicating:

1. Writers use upper- and lowercase letters when appropriate.
2. Writers use proper spacing between words.

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

Prepared Graduates:
 ➤ Master the techniques of effective informational, literary, and persuasive writing

Grade Level Expectation: Preschool

Concepts and skills students master:

1. Pictures express ideas

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> a. Draw pictures to generate, represent, and express ideas or share information b. Orally describe or tell about a picture c. Use shapes, letter-like symbols, and letters to represent words or ideas d. Dictate ideas to an adult 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What do pictures tell us about this tale? 2. How is color used to help describe the story? 3. When are symbols like clues in a game? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Good readers can tell others about what they have just read (or heard). 2. Telling others about the characters helps readers understand more about the people in the stories. 3. Writers like to take picture walks through their books and tell others what the story is about. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 1. Beginning writers know how to spell many simple words because they know the sounds the letters make. 2. Letters are symbols used to represent speech sounds. 3. Sounds in spoken words map to letters in printed words. 4. Learning to share ideas is important so people know what others are thinking.

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

Prepared Graduates:
 ➤ Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Preschool

Concepts and skills students master:
 2. Letters are formed with accuracy

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:
 a. Begin to develop proper pencil grip when drawing or writing
 b. Write and recognize letters in own name

Inquiry Questions:

1. How is the first letter of someone’s name different from the other letters?
2. Why do writers use an uppercase letter at the beginning of names?
3. How do writers indicate the end of a sentence?
4. How do readers discriminate between symbols, digits, and letters?

Relevance and Application:

1. English is written from left to right; Hebrew is written right to left.
2. English words consist of letters; Hieroglyphic’s consists of symbols.
3. Spaces appear between the words in order to make meaning.

Nature of Reading, Writing, and Communicating:

1. Writers know all of the letters in their name and can write it by themselves.
2. Writers remember to leave a space between their first name and their last name because they are two different words.
3. Writers can identify upper- and lowercase letters.

4. Research and Reasoning

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

Prepared Graduate Competencies

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

Prepared Graduate Competencies in the Research and Reasoning standard:

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning

Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. A variety of locations must be explored to find information that answers questions of interest

Evidence Outcomes

Students can:

- a. Dictate questions that arise during instruction
- b. Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do people decide on a question to share and ask?
2. How do people check questions to see if they are relevant and important to learning?
3. If the author visited today, what would you ask?
4. What resources can people use to help find possible answers to their question(s)?

Relevance and Application:

1. Books are just one tool for finding answers.
2. Life is full of questions and people need to know the avenues for answering them.
3. Good readers ask questions while they are reading.
4. Students use many different types of books to learn.

Nature of Reading, Writing, and Communicating:

1. Researchers ask questions when they look at the pictures and words in their books.
2. Researchers continually find resources to support, challenge, or change thinking.
3. Questions are where learning begins.
4. People redirect their thinking when the first ideas they have don't make sense.

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning

Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Identify purpose, information and question an issue

Evidence Outcomes

Students can:

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7)
 - Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?)
 - Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve
 - Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.K.8)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What is the purpose? Is the purpose clear?
- What is the question at issue? Is the question important?
- Why is it important to solve problems?
- What was a time when you wanted to solve a problem but you didn't know how?
- Who helped you solve the problem? How did you feel when it was over?

Relevance and Application:

- Rumors relayed by a friend may not be true.
- Stories about a topic not related to the issue are interesting but not always important at the time.

Nature of Reading, Writing, and Communicating:

- All reasoning has a purpose based on information and is an attempt to figure something out.
- Researchers know that for thinking to improve, it is necessary to ask critical questions.

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

Prepared Graduates:
 > Articulate the position of self and others using experiential and material logic

Grade Level Expectation: Kindergarten

Concepts and skills students master:

3. Quality of thinking depends on the quality of questions

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

- a. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking
- b. State, elaborate, and exemplify the concept of fair-mindedness

Inquiry Questions:

1. How does this relate to the problem?
2. How does that bear on the question?
3. How does that help to resolve the issue?
4. Is this the most important question to consider?
5. How could check on that?
6. How could we find out if that is true?
7. How could verify or test that?
8. Could the source illustrate what he/she means?
9. What does it mean to be fair-minded?

Relevance and Application:

1. People ask clarifying questions to think better.
2. People think about clear ideas by asking questions.

Nature of Reading, Writing, and Communicating:

1. Researchers understand that for thinking to improve, it is necessary to ask critical questions.
2. All reasoning has a purpose based on information and an attempt to figure something out.

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

Prepared Graduates:
 ➤ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

Grade Level Expectation: Preschool

Concepts and skills students master:
 1. Relevant information is different from non-relevant information

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Understand the difference between a question and a statement b. Begin to identify key features of reality versus fantasy in stories, pictures, and events c. Identify information that is relevant 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 1. What is a question? 2. What is a statement? 3. What is real and what is make-believe? 4. Which character do you think is the most important one in our story? Why do you think that? 5. When someone asks a question, what do others in the group do? 6. When someone shares information with another person, does it improve learning? 7. How do readers know that a story is real? 8. How do readers know if the information is relevant? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 1. Good readers know the difference between sharing something they know (a statement) and asking about something they wonder about (a question). 2. Good readers notice the features of imaginative text versus nonfiction. 3. In a class discussion, students are able to decide if information about cats is relevant (related) to insects. 4. Good readers know the difference between what is real and what is make-believe in the stories they read. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> 1. Researchers know that the world is full of information. 2. The question lays out the problem or issue and guides thinking. 3. Researchers understand that for thinking to improve, it is necessary to seek out alternative ways to solve problems.

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning

Prepared Graduates:

- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

Grade Level Expectation: Preschool

Concepts and skills students master:

2. Problems can be identified and possible solutions can be created

Evidence Outcomes

Students can:

- Generate questions and investigate answers about topics of interest
- Gather relevant information and apply it to their problem-solving process or current event
- Seek and generate alternative approaches to solving problems

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is a question?
2. How do questions help people learn?
3. How do people gather information when problem-solving?
4. What is a problem in what we are investigating?
5. How do people solve the problem?

Relevance and Application:

1. At home, people talk with others about things they know and also ask about things they wonder about.
2. Family members ask questions that apply to real problems.
3. When sharing about new pet, the child shares information that is related to the new pet. (The new puppy eats my shoe as opposed to the movie about dogs was funny.)

Nature of Reading, Writing, and Communicating:

1. Researcher knows that the question lays out the problem or issue and guides people's thinking.
2. Researchers understand that for thinking to improve, it is necessary to seek out alternative ways to solve problems.

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