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| **Colorado English Language Proficiency (CELP) Standard: Language of Language Arts**  [**Grades 9 – 12 Can-Do Descriptors**](http://www.wida.us/standards/CAN_DOs/) | |
| Alignment to Colorado Standards  Grade Level Expectations (GLE)  Evidence Outcomes (EO) | Time Frame & Resource |
| ***Standard 1: Oral Expression and Listening***  **Prepared Graduates:** [Demonstrate skill in inferential and evaluative listening](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=13&stid2=6&glid2=0)  **GLE1.2:** Validity of a message is determined by its accuracy and relevance  **Evidence Outcomes:**   * **EO1.2a.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)   1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.11-12.1a)   2. Critique the accuracy, relevance, and organization of evidence of a presentation   3. Evaluate effectiveness of oral delivery techniques   4. Listen critically to evaluate the overall effectiveness of the presentation   5. Analyze the resources cited for validity   6. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1b) * **EO1.2b.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2) * **EO1.**2c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS: SL.11-12.3)   ***Standard 2: Reading for all Purposes***  **Prepared Graduates:** [Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=13&stid2=6&glid2=0)  **GLE 2.1:** Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning  **Evidence Outcomes:**   * **EO2.1a.** Use Key Ideas and Details to:   1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)   2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)   3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3) * **EO2.1b.** Use Craft and Structure to:   1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)   2. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (CCSS: RL.11-12.6)   3. Explain the influence of historical context on the form, style, and point of view of a written work * **EO2.1c.** Use Integration of Knowledge and Ideas to:   1. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (CCSS: RL.11-12.7)   2. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (CCSS: RL.11-12.9) * **EO2.1d.** Use Range of Reading and Complexity of Text to:   1. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)   **Prepared Graduates:** [Demonstrate comprehension of a variety of informational, literary, and persuasive texts](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=13&stid2=6&glid2=0)  **GLE 2.2:** Ideas synthesized from informational texts serve a specific purpose  **Evidence Outcomes:**   * **EO2.2a.** Use Key Ideas and Details to:   1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)   2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)   3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS: RI.11-12.3)   4. Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity)   5. Predict the impact an informational text will have on an audience and justify the prediction * **EO2.2b.** Use Craft and Structure to:   1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS: RI.11-12.4)   2. Use text features and graphical representations to complement comprehension and enhance critical analysis of a text   3. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5) * **EO2.2c.** Use Integration of Knowledge and Ideas to:   1. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (CCSS: RI.11-12.8)   2. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (CCSS: RI.11-12.9) * **EO2.2d.** Use Range of Reading and Complexity of Text to:   1. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.11-12.10)   **Prepared Graduates:** [Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=13&stid2=6&glid2=0)  **GLE 2.3:** Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts  **Evidence Outcomes:**   * **EO2.3a.** 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.11-12.3)   1. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS: L.11-12.3a) * **EO2.3b.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)   1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.11-12.4a)   2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). (CCSS: L.11-12.4b)   3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS: L.11-12.4c)   4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.11-12.4d) * **EO2.3c.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5)   1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a)   2. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b) * EO2.3d. 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.11-12.6)   ***Standard 3: Writing and Composition***  **Prepared Graduates:** [Write with a clear focus, coherent organization, sufficient elaboration, and detail](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=13&stid2=6&glid2=0)  **GLE 3.2:** Elements of informational and persuasive texts can be refined to inform or influence an audience  **Evidence Outcomes:**   * **EO3.2a.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.11-12.1)   1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS: W.11-12.1a)   2. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS: W.11-12.1b)   3. Use words, phrases, and clauses as well as varied syntax 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.11-12.1c)   4. 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.11-12.1d)   5. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.11-12.1e) * **EO3.2b.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.11-12.2)   1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.11-12.2a)   2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.11-12.2b)   3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.11-12.2c)   4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS: W.11-12.2d)   5. 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.11-12.2e)   6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS: W.11-12.2f)   **Prepared Graduates:** [Apply standard English conventions to effectively communicate with written language](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=13&stid2=6&glid2=0)  **GLE 3.3:** Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity  **Evidence Outcomes:**   * **EO3.3a.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)   1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a)   2. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. (CCSS: L.11-12.1b)   3. Use a variety of phrases (absolute, appositive) accurately and purposefully to improve writing   4. Use idioms correctly, particularly prepositions that follow verbs   5. Ensure that a verb agrees with its subject in complex constructions (such as inverted subject/verb order, indefinite pronoun as subject, intervening phrases or clauses)   6. Use a style guide to follow the conventions of Modern Language Association (MLA) or American Psychological Association (APA) format   7. Use resources (print and electronic) and feedback to edit and enhance writing for purpose and audience * **EO3.3b.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2)   1. Observe hyphenation conventions. (CCSS: L.11-12.2a)   2. Spell correctly. (CCSS: L.11-12.2b) * **EO3.3c.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4) * **EO3.3d.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5) * **EO3.3e.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)   ***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](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=13&stid2=6&glid2=0)  **GLE 4.1:** Self-designed research provides insightful information, conclusions, and possible solutions  **Evidence Outcomes:**   * **EO4.1a.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7) * **EO4.**1b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8) * **EO4.**1c. Evaluate and revise research questions for precision and clarity * **EO4.**1d. Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources * **EO4.**1e. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) * **EO4.**1f. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9)   1. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (CCSS: W.11-12.9a)   2. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]"). (CCSS: W.11-12.9b)   **Prepared Graduates:** [Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=13&stid2=6&glid2=0)  **GLE 4.2:** Complex situations require critical thinking across multiple disciplines  **Evidence Outcomes:**   * **EO4.2a.** Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts * **EO4.2b.** Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision * **EO4.2c.** Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness) * **EO4.2d.** Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations * **EO4.2e.** Monitor and assess the extent to which their own beliefs and biases influenced their reactions to the viewpoints and logic of others   **Prepared Graduates:** [Discriminate and justify a position using traditional lines of rhetorical argument and reasoning](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=13&stid2=6&glid2=0)  **GLE 4.3:** Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence  **Evidence Outcomes:**   * **EO4.3a.** Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking * **EO4.3b.** Assess strengths and weaknesses of thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision * **EO4.3c.** Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness) * **EO4.3d.** Evaluate the reasoning of self and others for quality, strong-sense thinking | **3rd Quarter January/February/March**  **Resources:**   * [Readers/Writers Workshop Process Study: Journey through Thought – Argumentation](http://instruction.aurorak12.org/files/2011/07/11th-Grade-Journey-through-Thought-Argumentation-A-Research-Process-Study.pdf) * Additional texts as appropriate to respond to the students in class |