

Reading, Writing, & Communicating

Colorado Sample Graduation Competencies and Evidence Outcomes

Reading, Writing, & Communicating Graduation Competency 1

Speaking and Listening: Discussion

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.

Elementary School

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion (CCSS: SL.5.1a).
- b. Follow agreed-upon rules for discussions and carry out assigned roles (CCSS: SL.5.1b).
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others (CCSS: SL.5.1c).
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions (CCSS: SL.5.1d).
- e. Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions).

Middle School

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion (CCSS: SL.8.1a).
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed (CCSS: SL.8.1b).
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas (CCSS: SL.8.1c).

High School

- a. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed (CCSS: SL.11-12.1b).
- b. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives (CCSS: SL.11-12.1c).
- c. Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities.
- d. Assume a leadership role in a group that is collaboratively working to accomplish a goal.



Elementary School

- f. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (CCSS: SL.5.2).
- g. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (CCSS: SL.5.3).

Middle School

- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented (CCSS: SL.8.1d).
- e. Identify a central idea and prepare and ask relevant interview questions for researching and developing ideas further.
- f. Evaluate the effectiveness of the techniques used and information gained from the interview.
- g. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation (CCSS: SL.8.2).
- h. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced (CCSS: SL.8.3).

High School

- e. Self-evaluate roles in the preparation and completion of the group goal.
- f. 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).
- g. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by 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).
- h. Respond thoughtfully to diverse perspective; 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).



Elementary School

Middle School

High School

- i. 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).
- j. Work with peers to set rules for collegial discussions and decision making (e.g. informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed (CCSS: SL. 9-10.1b).

