



**KANSAS**  
**Communication Arts Grade 6**  
*Literature: The Reader's Choice Course 1* © 2002

Knowledge Base Indicators	Instructional Examples	Page References
<b>Standard 1: Reading</b>		
<b>Standard 1 – Reading: The student reads and comprehends text across the curriculum.</b>		
<b>Benchmark 1: The student uses skills in alphabets to construct meaning from text.</b>		
<b>Benchmark 2: The student reads fluently.</b>		
The student... 1. uses knowledge of conventions and text features to read fluently at <i>instructional or independent reading levels</i> .	The teacher... 1. prepares two different paragraphs for each of the different text types, copies them onto large pieces of butcher paper, and posts them onto the walls around the room. Then the teacher has students prepare four note cards placing one of the four text types onto each note card. The teacher reads the paragraph and the students identify, using the note cards, which text type has been read. Then the students read the paragraphs and discuss how they had to adapt their reading rate for each text type.	SE: 157, 203, 560-561, 733, R68-R69, R79-R80 <i>Performing</i> 622 TWE: RM 181, 418 RWC 455

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	<p>provides students with a model text that uses a variety of conventions and text features. The teacher guides students to identify significant conventions and text features and discuss how these conventions might interrupt a fluent oral reading of the text. Then, class participates in a choral reading of the text. Next, the teacher presents students with a similar text to interpret and read aloud (independently or in pairs) fluently.</p>	<p>Page references are noted on page 1.</p>
<p>2. reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech.</i></p>	<p>2. arranges to have the students read to younger students. The students practice their reading selection before reading aloud fluently to the younger students.</p>	<p>SE: 203  <i>Performing</i> 124, 188, 711  <i>Listening and Speaking</i> 196  TWE: LSM 20, 46, 138, 521  MIN 312</p>
<p>3. uses knowledge of complex sentence structure to read fluently at <i>instructional or independent reading levels.</i></p>	<p>3. <b>models for the students how to read phrases within complex sentences fluently.</b></p> <p>provides students with sample passages that differ with regard to complexity of sentence structure to compare. Class participates in choral reading of the texts in order to illustrate the relationship between sentence structure and fluency. Students then independently select a text and prepare an oral recitation.</p>	<p>SE: 157  <i>Performing</i> 124, 711  TWE: LSM 20, 46, 521  RM 181  MIN 312</p>

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<p>4. uses a variety of <i>word-recognition</i> strategies (e.g., orthographic patterns, reading and writing text) to read fluently.</p>	<p>4. guides the students in various forms of word study (e.g., prefixes, root words, suffixes, word families, word walls).</p> <p>finds a content in which unfamiliar vocabulary words are introduced, allows students the opportunity to practice decoding strategies, then students discuss how they decoded the word and arrived at an acceptable meaning.</p> <p>makes a conscious effort over time to model the correct use and pronunciation of vocabulary so that students have the opportunity to hear the word used correctly. The teacher provides students opportunities to practice using vocabulary words orally in ongoing classroom activities.</p>	<p>SE: 283, 732, R64-R66, R73-R74  <i>Vocabulary</i> 51, 297, 321, 379, 623  TWE: VS 248  LSM 46</p>
<p>5. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive</i> texts.</p>	<p>5. asks the students to read a comic strip that is presented on an overhead. Then students read a paragraph from a science or social studies text (also on transparency). The students discuss how they adjusted their reading rate.  Note: Be sure to enlarge the copy so all students can read the transparency.</p>	<p>SE: 157, R68-R69, R71  TWE: T84  RM 38, 181, 197, 567, 733</p>

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<b>Benchmark 3: The student expands vocabulary.</b>		
<p>The student...</p> <p>1. ▲ determines the meaning of words or phrases using context clues (e.g., <i>definitions, restatements, examples, descriptions, comparison-contrast</i>, clue words) from sentences or paragraphs.</p>	<p>The teacher...</p> <p>1. chooses a text or an article that contains unfamiliar text that can be supported through the contextual information. The students read the article in cooperative groups and highlight and list unfamiliar text onto a sheet of paper. After the activity, the teacher asks students to write the unfamiliar text onto an index card for the word wall. Then, the teacher reads the text to the student and brainstorms with students which context helped them understand the unfamiliar text. The students are asked to underline the text used for understanding the unfamiliar word.</p> <p><i>in social studies, assists the students in making word/definition puzzles for new vocabulary terms using unfamiliar words.</i></p>	<p>SE: 156, 441, R65, R74-R75  <i>Vocabulary</i> 164, 537, 575, 705  TWE: VS 24, 56, 220</p>
<p>2. uses <i>synonyms, antonyms, homophones</i>, and <i>homographs</i> to determine the meaning of words.</p>	<p>2. writes a list of words on the board and randomly asks the students to approach the board, choose a word, and write its antonym. Next, the teacher divides the students into groups of three and instructs them to brainstorm a list of six words and their antonyms. Then, the teacher might have the students compose an appropriate song using the antonyms which they have chosen or compose a story.</p>	<p>SE: 348, 441, R72  <i>Vocabulary</i> 29, 281, 395, 458, 557, 649, 678, 767</p>

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<p>3. understands and uses the references available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.</p>	<p>3. assigns students a topic or research that requires them to locate and use reference materials in the classroom, school, and/or public library (when school transportation can be provided).</p>	<p>SE: 594-597, 636, R48-R50, R66-R67, R93-R94  <i>Vocabulary</i> 321, 339  <i>Internet Connection</i> 556, 574</p>
<p>4. ▲ determines meaning of words through knowledge of word structure (e.g., ▲<i>root words</i>, ▲<i>prefixes</i>, ▲<i>suffixes</i>).</p>	<p>4. models the vocabulary self-correction strategy (VSS) after reading a paragraph with unfamiliar text. Using this technique, the teacher divides students into small groups and provides students with a story containing unfamiliar text. The students are instructed to list unfamiliar text that they would like to study and must explain with their small group what they think the words mean. Then the entire class finds the definitions for the unfamiliar words and determines which of these words they would like to study further.</p> <p>models the creation of semantic webs that illustrate how Greek and Latin roots form the basis of English words. Students create their own semantic webs using additional Greek and Latin roots. The Frayer Model graphic organizer could also be used.</p>	<p>SE: 283, 732, R66, R73-R74  <i>Vocabulary</i> 51, 263, 297, 321, 379, 623</p>

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<p>5. ▲ identifies and determines the meaning of <i>figurative language</i> including ▲ <i>similes</i>, ▲ <i>metaphors</i>, ▲ <i>analogies</i>, <i>hyperbole</i>, <i>onomatopoeia</i>, <i>personification</i>, and <i>idioms</i>.</p>	<p>5. copies a list of six idioms onto a transparency  It's raining cats and dogs.  Pass the buck.  Teach an old dog new tricks.  Drove me up the wall.  Break a leg.  You said that tongue in cheek.</p> <p>using the overhead, the teacher shows the transparency and asks the students to volunteer to define the words. Then the teacher has the students work in pairs to dramatize using each of the six idioms.</p> <p>provides text with examples of figurative language. In small groups, students identify and discuss the possible meaning of the figurative language. The students then meet back together in a large group to discuss and/or demonstrate their understanding of the figurative language.</p>	<p>SE: 176-177, 187 (5), 529  <i>Literary Elements</i> 36, 225, 250, 327  <i>Literature Groups</i> 188, 659  <i>Writing About Literature</i> 394, 711  TWE: LE 247</p>
<p>6. identifies word <i>connotations</i> and word <i>denotations</i>.</p>	<p>6. discusses with the student the differences between connotations and denotations. The students then identify each within a text. Students discuss how connotations can influence persuasive writing.</p>	<p>SE: R75  <i>Vocabulary</i> 433, 592  <i>Grammar and Language</i> 202  TWE: VS 41  GLM 200  MIN 315, 436</p>

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<b>Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).</b>		
<p>The student...</p> <p>1. identifies characteristics of <i>narrative, expository, technical, and persuasive</i> texts.</p>	<p>The teacher...</p> <p>1. guides students through the creation of semantic web listing students' prior knowledge of characteristics of technical text (e.g., concise text, steps to follow, directions, procedures, illustrations, diagrams, etc.). Next, the teacher provides students with a variety of specific examples of technical texts (e.g., assembly manual, recipe, memo, e-mail, instructions, web pages, brochures, newsletters, fliers, etc.) for students to analyze. Students use the sample texts to more fully develop a semantic web with their own understanding of characteristics of technical text. This activity could be repeated for narrative, expository, and persuasive texts.</p>	<p>SE: 513, 560-561, 562-563, R99-R108  <i>Literary Elements</i> 83, 163, 704  <i>Literature Groups</i> 622</p> <p>TWE: LE 139, 570  RM 737</p>
<p>2. ▲ understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p>	<p>2. asks students to look through a science text chapter, reading only the headlines, the first and last sentences of paragraphs, and graphic captions. In small groups students list and discuss what they think they will learn from reading the chapter. As a class, students discuss small group findings, compare results, and reinforce the importance of specific text organizers.</p>	<p>SE: 560-561, 733, R93, R94-R95  <i>Reading and Thinking</i> 575  <i>Viewing the Map</i> 277</p> <p>TWE: RM 329, 418  MIN 585  RWC 455</p>

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	<p>in social studies, has the students use data and a variety of symbols and colors to create thematic maps and graphs of various aspects of the student's local community, state, country, and the world. The teacher then has the students practice learning locations related to their area of study through games such as "baseball" or a "Location Bee" using a map with numbers in place of names for the assigned locations. The incentive of competition could be added by keeping track of team scores the last day of each week, reshuffling teams after several weeks and tracking scores again.</p> <p>models skimming and scanning of a text that contains a variety of text features and discusses their purposes. Students then skim and scan a different text containing similar text features and explain how each feature contributed to their understanding of the text.</p>	<p>Page references are noted on page 7.</p>
<p>3. uses prior knowledge, content, text type and text features to make, revise, and confirm predictions.</p>	<p>3. demonstrates the strategy of pause and reflect through daily read alouds and expects students to use the strategy in their own reading.</p> <p>in social studies, has the students apply prior knowledge of the role of government in the economy in responding to the following question: Your community needs a new fire station. Who will pay for this building and how will they get the money?</p>	<p>SE: 352, 444, R77  <i>Reading and Thinking</i> 51, 227  <i>Predict</i> 356, 362, 451, 672  TWE: CT 754</p>

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4. generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text.	4. uses the strategy of QAR or other questioning strategy to guide in their understanding of the text. The teacher also encourages students to generate their own critical thinking questions.	SE: 12, 62, 146, 178, 262, 352, 444, 536, 562, 664, 711 Question 66-71, 449-455
5. ▲ uses information from the text to make inferences and draw conclusions.	5. provides students with a two-column T-chart categorized with the words Questions (on the left side) and Inferences on the right side. Students use their prior knowledge to generate questions for the left-side column and write what they think the author meant on the right-side column to answer their questions.	SE: 322, R83 <i>Reading and Thinking</i> 367, 592 TWE: CT 6, 10, 42, 44, 90-91, 454

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<p>6. ▲ analyzes how text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>) helps support comprehension of text.</p>	<p>6. demonstrates the use of note taking skills and guides the students to highlight portions of the text that support various text structure.</p> <p>in social studies, has the students make a graphic organizer that shows the steps observed in obtaining citizenship.</p> <p>in social studies, has the students create a class timeline that identifies the significant events that led to the American Revolution.</p> <p>in social studies, has the students make a list of colonial grievances and British policies during this period. The teacher has the students create a timeline showing key events in the relationship between Great Britain and the American colonies. Students are then expected to identify as many cause and effect relationships as possible.</p>	<p>SE: 282, R78-R80, R86-R88  <i>Reading and Thinking</i> 102, 731  <i>Literature Groups</i> 705</p> <p>TWE: RM 8, 222, 385, 437  MIN 292</p>

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<p>7. ▲ compares and contrasts varying aspects (e.g., <i>characters'</i> traits and motives, <i>themes</i>, <i>problem-solution</i>, <i>cause-effect</i> relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.</p>	<p>7. uses graphic organizers in all subject areas to compare and contrast information.</p> <p>in social studies, assists the students to make a Venn Diagram to compare and contrast democracy and republic.</p> <p>in social studies, has the students compare and contrast features of life in the New England, Middle, and Southern colonies (e.g., economic, social, political, geographic).</p> <p>in social studies, has the students compare and contrast the impact of European settlement from an American Indian and European point of view.</p>	<p>SE: 84, 543, 660, R79, R91  <i>Reading and Thinking</i> 767  <i>Writing About Literature</i> 574, 705</p> <p>TWE: RM 420, 475, 716</p>
<p>8. ▲ explains cause-effect relationships in appropriate-level <i>narrative</i>, <i>expository</i>, <i>technical</i>, and <i>persuasive</i> texts.</p>	<p>8. guides the students to create a graphic organizer to identify cause-effect.</p>	<p>SE: 85  <i>Reading and Thinking</i> 29</p> <p>TWE: RM 14, 233, 258, 517, 626, 642, 722</p>
<p>9. ▲▲ uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (e.g., stated and main ideas, main events, important details) from appropriate-level <i>narrative</i>, <i>expository</i>, <i>persuasive</i>, and <i>technical</i> texts in logical order.</p>	<p>9. guides students to create a graphic organizer map that identifies key concepts that aids the student to give an oral summary of the text.</p>	<p>SE: 792 (2), R82-R83  <i>Reading and Thinking</i> 37, 512  <i>Writing About Literature</i> 202, 280, 469</p> <p>TWE: RM 89, 222, 548, 745</p>

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	<p>in social studies, posts copies of foundational documents in the classroom so students learn to identify the documents by sight. The teacher has the students summarize the purpose of each document. Using charades, the students act out some of the freedoms secured by the Bill of Rights. The teacher has the students discuss the Preamble and use the list of goals to describe the Constitution. The teacher uses the School House Rock video to familiarize the students with the Preamble.</p> <p>in social studies, has the students retell the stories of the explorers (e.g., Leif Erikson, Columbus, Ponce de Leon, Cortes, DeSoto, Hudson, Balboa, LaSalle, and Pizzaro).</p>	Page references are noted on page 11.
10. ▲ identifies the <i>topic, main idea(s)</i> , supporting details, and <i>theme(s)</i> in text across the content areas and from a variety of sources in appropriate-level text.	10. provides the students with a magazine article. Using a main idea organizer, the students, working in small groups, discuss and identify the main idea and supporting details.	SE: 576 <i>Reading and Thinking</i> 297 <i>Literary Elements</i> 27, 163, 236, 319, 792 TWE: RM 126, 411, 666, 756 LE 582
11. ▲▲ identifies and describes the <i>author's purpose</i> and basic techniques the author uses to achieve that purpose.	11. discusses with students possible answers to "What do you think is the author's purpose for this text?; and why?".	SE: 510 (9), 712, 765, 785, R89-R90 <i>Reading and Thinking</i> 75, 125 <i>Literature Groups</i> 511 <i>Literary Elements</i> 536 TWE: RM 34, 334 LE 550
12. establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).	12. uses the Think-Pare-Share strategy. The teacher guides students to compare their purpose for reading with the author's purpose.	SE: R71, R77 <i>Setting a Purpose</i> 198, 614, 639 TWE: RM 151, 275, 473 MIN 221 LSM 220

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13. follows directions explained in <i>technical</i> text.	13. divides the class into groups of four. Teacher provides students with one recipe, such as Rice Krispy treats, puppy chow, or popcorn balls. Students work in small groups, follow the directions, and evaluate the results. (Can be integrated with science and mathematics instruction.)	SE: 52-53, 190-191, 210-211, 252-253, 368-369, 460-461, 558-559, 686-687 <i>Reading and Thinking</i> 470 TWE: LSC 227 RM 616
14. ▲▲ identifies evidence that supports conclusions in <i>persuasive</i> text.	14. provides students with a persuasive text and asks students to discuss evidence from text that supports each point of view.	SE: 513 <i>Literature Groups</i> 622 TWE: LSM 709, 785 RM 264
15. ▲▲ distinguishes between fact and opinion, and recognizes <i>propaganda</i> (e.g., advertising, media), <i>bias</i> , and <i>stereotypes</i> in various types of appropriate-level texts.	15. has students work in pairs with a comparison chart to identify the facts vs. opinions within different pieces of advertisement.  provides students with various newspaper clippings and asks them to distinguish between the factual stories and the editorial opinions. Ask them to highlight any opinions that may be included in the factual stories.	SE: 785, R61-R62, R84 <i>Literature Groups</i> 59 <i>Reading and Thinking</i> 281, 635 <i>Critical Viewing</i> 493 TWE: T35 LSM 513 CT 260, 290, 584
<b>Standard 2: Literature</b>		
<b>Standard 2 – Literature: The student responds to a variety of text.</b>		
<b>Benchmark 1: The student uses literary concepts to interpret and respond to text.</b>		
The student... 1. ▲ describes different aspects of major and minor <i>characters</i> (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the <i>plot</i> , including resolution of the major conflict.	The teacher... 1. models how to complete a graphic organizer and discusses its benefits. The teacher then allows students to practice using the organizer in cooperative groups before individual work is done by the students.	SE: 440, 712 <i>Literary Elements</i> 73, 173, 262, 279, 729 TWE: LE 43, 68, 171 AC 95, 232

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2. ▲ identifies and describes the <i>setting</i> (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the <i>setting</i> to the story or literary text.	2. provides students with a Venn diagram.	SE: 442, 660 <i>Literary Elements</i> 100, 346, 781 TWE: LE 66, 334, 345, 389, 626 AC 344
3. ▲ identifies major and minor events related to the conflict in a story (e.g., crisis/turning moment, climax, resolution) and explains how one event gives rise to another.	3. provides students with a plot chart.	SE: 350-351 <i>Literary Elements</i> 146, 393, 439, 526 TWE: LE 44, 98, 224, 377, 384-392, 626-631 RM 385
4. identifies aspects of <i>theme</i> (e.g., moral, lesson, meaning, message, author's ideas about the subject) and supports with implied and/or explicit information from the text.	4. provides students with a theme diagram or Thinking Tree.	SE: 576, 768 <i>Literary Elements</i> 27, 163, 236, 319, 393, 792 <i>Reading and Thinking</i> 297 TWE: LE 314-318, 467, 656
5. identifies the use of literary devices (e.g., <i>foreshadowing</i> , <i>flashback</i> ).	5. uses excerpts from appropriate children's movies containing literary devices. Using a graphic organizer, students will identify the literary devices present within the movie. Teachers should discuss why the author chose to use those specific devices in the movie.	SE: 712 <i>Literary Elements</i> 327, 365, 468 TWE: LE 33, 343, 520, 550, 642, 788 AC 9
<b>Benchmark 2: The student understands the significance of literature and its contributions to various cultures.</b>		
The student... 1. understands the effects history and cultures may have on works of literature.	The teacher... 1. reads <i>The Night Star</i> orally to the students. After reading the story, the teacher has the students brainstorm their feelings about the story. Then the teacher models the completion of a cause and effect tree, showing how cultures affect individuals.	SE: <i>Literary Elements</i> 295 <i>Interdisciplinary Activity</i> 366 <i>Writing About Literature</i> 417 <i>Building Background</i> 370, 421 TWE: MIN 410 IDC 69, 362, 387 WM 93 RWC 71

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	<p>in social studies, has the students create a greeting card that reflects the beliefs and traditions of another culture's faith (e.g., Islamic), as it was taught in another country. Students may choose to create a birthday card or another greeting card for one of the cultures.</p>	<p>Page references are noted on page 14.</p>
<p>2. compares and contrasts various languages, traditions, and cultures found in literature.</p>	<p>2. provides fairy tales written from a variety of cultural views. The teacher has the students discuss the fairy tales as a whole group. In cooperative groups, the teacher has the students complete a comparison/contrast organizer.</p> <p>in social studies, has the students compare and contrast types of regions and explains how they are historically, economically, and culturally connected. This information is presented in the form of a "family tree", web, chart, or other graphic representation (hard copy or computer generated).</p> <p>In social studies, will prepare a five column matrix with four categories. Using the four characteristics of a civilization, students will compare Egypt, Sumeria, Babylonia, and Hebrew culture to determine how all four meet the criteria of civilization.</p>	<p>SE: 660, R91  <i>Literary Elements</i> 621  <i>Writing About Literature</i> 612  TWE: COS 40, 77, 149, 539  MIN 41  Tec 443</p>

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<p>3. makes connections between specific aspects of literature from a variety of cultures and personal experiences.</p>	<p>3. reads aloud <i>Christmas in the Big House</i> and <i>Christmas in the Quarters</i>, by Patricia and Frederick McKissack. After reading the two stories, the students complete a Venn diagram showing the similarities and differences between their preparation and celebration of Christmas from two cultural and historical perspectives.</p> <p>provides students with a KWL chart during social studies class before beginning a lesson on World War II. Before beginning to read the text, students complete what they know about World War II onto poster paper, butcher paper, or flip note. Then they complete the W-want to know column on different pieces of paper and post their results in the classroom. Teacher then has the students review each others' responses and allows time for classroom discussion. As they read the text, students take notes on information from the reading and modify concepts they thought they knew but were clarified through the text.</p>	<p>SE: 84, 155, 244, 440, 543  <i>Literature Groups</i> 574  TWE: MIN 194, 532, 547  RM 42, 199</p>

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<b>Standard 3: Writing</b>		
<b>Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.</b>		
<b>Benchmark 1: The students use writing as a tool for learning throughout the curriculum.</b>		
The student... 1. uses various formats such as notes, outlines, journal entries, research reports, lab reports, speeches, poems, advertisements and steps for various projects in the content areas.	The teacher... 1. note-taking outlining	SE: 594-597, R49, R53, R86-R88 <i>Performing</i> 511 <i>Creative Writing</i> 101, 251 <i>Personal Writing</i> 394, 499 <i>Learning for Life</i> 226
<b>Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.</b>		
The student... 1. generates ideas and selects one topic on which to write.	The teacher... 1. provides students with a prompt in the form of a question, such as what was the greatest invention known to mankind. The teacher then instructs students to brainstorm answers (i.e., ideas).	SE: 104-105, 204-205, 298-299, 396-397, 482-483, 594-595, 680-681, 796-797, R43, R48-R49
2. organizes their thoughts about the selected topic.	2. models a method of organization of a familiar story using a concept map, web, or graphic organizer.	SE: 105, 205, 298-299, 483, 595, 681, R49, R53, R96 TWE: MIN 105
3. writes a draft about the selected topic.	3. has the students read a rough draft copy of an example paper pointing out basic, beginning, middle, and end sections.	SE: 106, 206, 300, 398, 484, 596, 682, 798, R44, R53
4. generates a final copy.	4. establishes criteria for final copy that addresses specifically margins, title, heading, spelling, font size (when appropriate), length, and pagination.	SE: 107, 207, 301, 399, 485, 597, 683, 799, R45, R54 TWE: RWC 53
<b>Benchmark 3: The students use ideas that are well developed, clear, and interesting.</b>		
The student... 1. produces compositions that have one main idea with supporting details.	1. provides an example of an outline that contains the main topic and supporting details. The teacher then directs students to create their own map using their writing sample.	SE: 104-107, 204-207, 298-301, 396-399, 482-485, 594-597, 680-683, 796-799, R44-R45, R49-R50

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2. learns and begins to use strategies for generating ideas, which may include brainstorming, listing, webbing, working in pairs or cooperative groups and gleaning information from print sources for generating ideas.	2. provides a general topic such as school lunches, then asks students to generate their ideas which may include words or phrases while writing them on the board.	SE: 104-105, 204-205, 298-299, 396-397, 482-483, 594-595, 680-681, 796-797, R43, R48-R49
<b>Benchmark 4: The students will use organization that enhances the reader's understanding.</b>		
The student... 1. writes introductions that engage the reader.	The teacher... 1. provides students with an expository text that explains a simple process, such as how to build a birdhouse, and challenges students to write a lively introduction that piques the reader's interest.	SE: 103, 484, 596, 682, R46, R51-R52
2. presents main ideas and supporting details in logical order.	2. transfers events and details of a narrative text to cards then shuffles cards. Students are asked to match details to events and place events in sequential order.	SE: 104-107, 204-207, 298-301, 396-399, 482-485, 594-597, 680-683, 796-799, R44-R45, R49-R50
3. uses transitions to allow ideas to flow smoothly within paragraphs.	3. provides students with a list of 8-10 transitional words. Students then compose a story or brief episode using each of the transitional words.	SE: 484, 596, R47, R53 <i>Drafting Tip 682</i> TWE: WM 484, 596, R105
4. writes conclusions that provide a sense of resolution.	4. challenges students to answer each of the following questions •How does my story end? •What problems are solved? •What problems are not solved? •What questions did I still have?	SE: 596, 682, R46, R51-R52, R96-R98 <i>Rubric for Revising 398</i>
5. writes a cohesive piece with a clear introduction, body, and conclusion.	5. directs students to work individually or in groups to create a timeline or chronology of events as they occur in a narrative text. Students then rewrite or paraphrase the story paying specific attention to beginning, middle, and ending sections.	SE: 299-300, 398, 484, 596, 682, R46, R47, R51-R52, R96-R97 <i>Rubric for Revising 206</i>

Knowledge Base Indicators	Instructional Examples	Page References
<b>Benchmark 5: The students use appropriate voice.</b>		
<p>The student...</p> <p>1. writes to convey mood and personality.</p>	<p>The teacher...</p> <p>1. directs students to imagine themselves in a situation that makes them experience a powerful mood such as anger, jealousy, sadness, etc. Teacher then directs students to generate a list of 10 adjectives that the student could use that describes themselves in that mood.</p>	<p>TWE: WM 21, 70, 79, 798</p>
<p>2. uses a voice appropriate for purpose and audience.</p>	<p>2. encourages students to brainstorm a topic that is discussed often during lunch time or during free time. The students then select a topic and write a paragraph about that in such a way it can be read by an adult.</p>	<p>SE: 205-206, 245, 784 TWE: WM 93, 627, R101, R107</p>
<b>Benchmark 6: The students use effective word choice.</b>		
<p>The student...</p> <p>1. chooses words and phrases appropriate for purposes and various audiences (to inform, entertain, persuade).</p>	<p>The teacher...</p> <p>1. challenges students to create a list of adjectives that correspond to each of the primary colors. The students then select one of the primary colors and compose a 5-10 sentence informative paragraph about the color using their descriptive words.</p>	<p>SE: 105, 205, 245, 299, 397, 483, 595, 681, 797, R43</p>
<p>2. uses specific nouns, verbs, adjectives, adverbs, and descriptive phrases in writing.</p>	<p>2. asks students to imagine their favorite food (noun). The teacher then challenges students to describe in writing the way in which they eat those foods (adjectives and verbs). Teacher also directs students to describe how the food appeals to each of the five senses (adjectives).</p>	<p>SE: 206, 784 TWE: WM 106, 189, 682, 798, R100, R107</p>

Knowledge Base Indicators	Instructional Examples	Page References
<b>Benchmark 7: The students use clear and fluent sentences.</b>		
The student... 1. uses a variety of sentence structures (including simple and compound).	The teacher... 1. directs students to rewrite sentence fragments and run-on sentences using simple and compound sentence structures.	SE: R11 <i>Grammar and Language 557</i> TWE: WM 206, R99 GLM 364, 679
2. uses a variety of introductory phrases to vary the length of sentences for more effective writing.	2. directs students to introduce a simple sentence such as "Mary wept"; with introductory prepositional phrases such as "Before getting breakfast"; participle phrases such as "Sitting on the counter".	TWE: WM 206
3. writes with a natural flow.	3. assigns students to pairs. The students take turns reading each other's papers. Each student is instructed to pay attention to abrupt or awkward pauses that indicate a lack of fluency in the writing.	SE: 784 <i>Revising 206, 484, 596</i> TWE: WM 596, R105
4. writes simple dialogue.	4. x	SE: 660 <i>Creative Writing 164</i> <i>Revising Tip 682</i> TWE: WM 142, 261 PO 660
<b>Benchmark 8: The students use standard American English conventions.</b>		
The student... 1. uses complete and compound sentences.	The teacher... 1. prepares sentence strips containing subjects, verbs, direct objects, indirect objects, prepositional phrases, and articles. The teacher shuffles the strips and has the students select strips at random, then students organize the strips in front of the classroom.	SE: 30, 637, R10-R11 <i>Proofreading Checklist 107, 207, 301, 399, 485</i> TWE: GLM 242, 376, 540

Knowledge Base Indicators	Instructional Examples	Page References
2. uses appropriate paragraphing.	2. prepares a series of paragraphs (using a word processor) that do not make use of appropriate indentation. Then students are asked to mark the beginning and end of each paragraph. The students may also be asked to justify and explain their rationale.	SE: 299-300, 484, 596, R46-R47, R51 <i>Rubric for Revising</i> 206 TWE: WM 398, 484, R105
3. correctly uses a wide range of conventions, such as spelling, end marks, commas, quotation marks, semicolons, colons, subject and verb agreement, and pronoun agreement.	3. provides students with a series of sentences. Using cards marked with ending cards, the students are to select which ending mark card goes with the sentence read to them. This is a self-check lesson. The teacher, using his/her own marked cards, shows the correct response.	SE: 189, 323, 528, R12-R18, R30-R42 <i>Grammar and Language</i> 102, 281, 395, 557, 678 <i>Grammar Hint</i> 207
<b>Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.</b>		
The student... 1. writes descriptive pieces which may include writing about a time, place, occasion, and object.	The teacher... 1. timeline organizer	SE: 204-207, 784, 796-799, R47 <i>Writing About Literature</i> 28, 237, 243, 537 TWE: WM 93, 288
2. writes narrative pieces (e.g., personal narratives, autobiographies, and short stories).	2. self-questioning	SE: 103, 680-683, R47 <i>Writing About Literature</i> 124 <i>Creative Writing</i> 226, 320, 480 TWE: WM 47, 70, 617
3. writes expository pieces (e.g., lab reports, math projects, social studies reports, and summaries).	3. summarizing techniques	SE: 482-485, 594-597, R46, R48-R50, R96-R98 <i>Writing About Literature</i> 469, 677 <i>Learning for Life</i> 215 TWE: WM 477 RWC 53
4. writes persuasive pieces (e.g., letters to the editor and advertisements).	4. organization tree	SE: 298-301, 712, R47 <i>Multimedia Project</i> 309 <i>Learning for Life</i> 480, 527 TWE: WM 375, 627 MIN 15 RWC 744

Knowledge Base Indicators	Instructional Examples	Page References
<b>Standard 4: Research</b>		
<b>Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.</b>		
<b>Benchmark 1: The student uses effective research practices.</b>		
<p>The student...</p> <p>1. formulates questions in order to create a <i>thesis/hypothesis</i>. Uses knowledge, comprehension, application, analysis, and synthesis levels of questioning.</p>	<p>The teacher...</p> <p>1. SQ3R</p>	<p>SE: R43, R88, R93, R96-R98  <i>Multimedia Project</i> 407  <i>Learning for Life</i> 782  <i>Prewriting Tip</i> 594  <i>Reflecting</i> 597</p> <p>TWE: WM 507  RWC 145</p>
<p>2. locates and uses a variety of appropriate print and non-print resources to gather information.</p>	<p>2. glossaries, indexes, table of contents, CD-ROM, card catalogue, electronic mail, field trips, interviews</p> <p><i>in social studies, has students research a current or historical problem concerning a proposed action that would modify the environment (digging a canal, breaking new land for farming, building a dam, swampland for settlement, banning grazing on mountainsides, etc.). The students assume the role of a government official, environmentalist, merchant, developer, farmer, housewife, etc. After students research the issue and plan the strategies, they conduct a meeting (town, legislative, etc.) at which each student is given a chance to present his/her views from the position of his/her assigned role.</i></p>	<p>SE: 595, 796, R48, R93-R94  <i>Multimedia Project</i> 407, 493  <i>Learning for Life</i> 28, 115, 782  <i>Interdisciplinary Activity</i> 196, 556</p> <p>TWE: WM 507</p>
<p>3. distinguishes between accurate and inaccurate or misleading information.</p>	<p>3. formal note-taking  outlining  graphic organizers</p>	<p>SE: 785, R48  <i>Literary Elements</i> 295  <i>Critical Viewing</i> 493</p> <p>TWE: MIN 460</p>

Knowledge Base Indicators	Instructional Examples	Page References
4. selects an appropriate structure for organizing and recording information in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).	4. summarizing highlighting	SE: 595, R49-R50, R86-R88, R96 <i>Reading and Thinking</i> 512 <i>Interdisciplinary Activity</i> 556
5. presents findings and conclusions through a variety of media.	5. visualization presentation	SE: 597, 799, R96 <i>Multimedia Project</i> 407, 493 <i>Learning for Life</i> 28, 115, 782 TWE: IDC 171 RWC 145
6. categorizes relevant information from multiple sources into major components (e.g., topics, subtopics).	6. skimming and scanning	SE: 595, 797, R49, R86-R88 <i>Learning for Life</i> 115
<b>Benchmark 2: The student uses ethical research practices.</b>		
The student... 1. analyzes and understands implications of <i>plagiarism</i> (e.g., ethical, legal).	The teacher... 1. note-taking	SE: R50 TWE: WWM R106
2. expresses information in own words using evidence and examples.	2. encourages students to relate information in own words. Students practice presenting information with a partner.  <i>in social studies, divides the class into three groups to represent the local, Kansas, and federal government. The teacher has each group research and present information regarding their structure and function. Then has the groups present a topic, listen for and take notes about similarities and differences when compared to the level of government they represent.</i>	SE: 595, R49, R50
3. cites references for all information used or reproduced from any source.	3. models the process of citing all information used. Student creates a "Cites Used References" page.	SE: 595, R48-R50, R106

Knowledge Base Indicators	Instructional Examples	Page References
4. constructs a <i>bibliography</i> with author, title, publisher, year, website name and address, and copyright date.	4. allows students to select a famous person to write about. Students create a credit page.	SE: R50, R106 <i>Drafting Tip</i> 596 TWE: WM 507

### Codes Used for TWE Pages

AC	Author's Craft
COS	Connecting to Other Selections
CT	Critical Thinking
GLM	Grammar and Language Minilesson
IDC	Interdisciplinary Connection
LE	Literary Elements
LSC	Life Skills Connection
LSM	Listening and Speaking Minilesson
MIN	Meeting Individual Needs
PO	Portfolio Options
RM	Reading Minilesson
RWC	Real-World Connection
Tec	Technology
VS	Vocabulary Skills
WM	Writing Minilesson
WWM	Writing Workshop Models