



KANSAS
Communication Arts Grade 7
Literature: The Reader's Choice Course 2 © 2002

Knowledge Base Indicators	Instructional Examples	Page References
Standard 1: Reading		
Standard 1 – Reading: The student reads and comprehends text across the curriculum.		
Benchmark 1: The student uses skills in alphabetics to construct meaning from text.		
Benchmark 2: The student reads fluently.		
The student... 1. uses knowledge of conventions and text features to read fluently at <i>instructional or independent reading levels</i> .	The teacher... 1. <i>selects examples of various conventions from literature (e.g., the teacher selects a poem with a semicolon). After the students have read the poem, the teacher asks the students to identify the reason the author chose to use the semicolon and what purpose the semicolon plays within the poem. This same approach can be used with other conventions within literature.</i>	SE: R76-R78 <i>Grammar and Language</i> 173, 568, 837 <i>Literary Elements</i> 240, 330, 560 <i>Reading and Thinking</i> 408 TWE: LE 474 RM 557

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<p>2. reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech.</i></p>	<p>2. in drama class or art class, selects a play for the students to perform in the classroom. The teacher allows students several class periods to read the play in small groups. Then, the teacher has the groups decide which character or role each member of the group will portray. The students will have class time to practice their part in the play and make costumes using butcher paper. Then, the students will present their play to the classroom or younger students at a different school.</p> <p>may use approaches such as choral reading, Reader's Theatre, taped reading, or teacher modeled fluency in a read aloud.</p>	<p>SE: R78-R79 <i>Listening and Speaking</i> 22, 233, 407 <i>Performing</i> 561, 824 <i>Reading and Thinking</i> 527</p> <p>TWE: LSM 486, 611 MIN 350</p>
<p>3. uses knowledge of complex sentence structure to read fluently at <i>instructional or independent reading levels.</i></p>	<p>3. (see math examples) see Write Source on sentence structure</p>	<p>SE: R74, R77-R78 <i>Grammar and Language</i> 159, 615 <i>Writing About Literature</i> 497</p> <p>TWE: LE 377 MIN 19, 143, 790 V 152</p>
<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. will model using a think-aloud strategy. The teacher will demonstrate his/her thinking process, such as "I don't know what this word is"; "first I am going to try to decode with"; "I could look at the root word to check for the meaning because I know that the root word means..."; "I could look at the prefix or suffix"; "I could replace this word with another word that makes sense."</p>	<p>SE: 75, 394, 735, R82-R85 <i>Vocabulary</i> 103, 458, 589</p> <p>TWE: MIN 735 VS 97, 720</p>

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5. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive</i> texts.	5. (see math examples) ask Greg about science provides passages with the same topic but with the four different text types. Students work in groups and read the text aloud. The students take notes of their rate of speed reading the different text types with comprehension. The teacher leads the discussion with why narrative text can be read with more comprehension and why a good reader will adjust his/her reading rate depending on the text type.	SE: 64-65, 146-147, 292-293, 397, 502-503, R76-R80, R85-R87 <i>Learning for Life</i> 680 TWE: RM 297, 593
Benchmark 3: The student expands vocabulary.		
The student... 1. ▲ determines meaning of words or phrases using context clues (e.g., <i>definitions, restatements, examples, descriptions, comparison-contrast</i> , clue words) from sentences or paragraphs.	1. provides sample sentences that contain context clues using definitions, restatements, examples, descriptions, comparison-contrast, and clue words from the text or from sentences in stories. The students will circle the clue word that helps them to know what the word or phrase means.	SE: 143, 529, 633, R74 <i>Vocabulary</i> 81, 278, 615 TWE: VS 191, 377, 434
2. locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.	2. provides a list of questions or statements, such as "I am the tallest mountain in the United States"; "I am Justin Timberlake's birthday"; "I am a major interstate leading to Mount Rushmore"; "I am the number 1 tennis player in the world"; "I am a word which means the same as the word talk." The students are asked to record their findings and note from which resource it was found. Then students are asked to write a small description answering the question or defining the statement.	SE: 562-563, R55, R75-R76, R82-83 <i>Interdisciplinary Activity</i> 158 <i>InterNET Connection</i> 589 <i>Reading and Thinking</i> 734 TWE: IC 389 INC 9, 125

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<p>3. ▲ determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.</p>	<p>3. uses a graphic organizer to determine the meaning of new words using Greek and/or Latin roots (see graphic organizer to the left). The teacher will provide the students with a list of prefixes and suffixes. In the center circle of the graphic organizer, the teacher will write a Greek or Latin root. Then the teacher will have the students write a prefix and or a suffix in each box. Once the students have written the prefix or suffix the students will write the word on the line next to the box and look up the word in a dictionary to determine if their word is a "real" word.</p>	<p>SE: 394, R83-R84 <i>Vocabulary</i> 173, 289, 498, 589, 680 TWE: VS 27, 97, 253</p>

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<p>4. ▲ 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>4. provides a list of words in which some words are onomatopoeia and some are not (e.g., some onomatopoeia words may be squish, bang, smack, rattle, clank, plop). Students are instructed to pick out the onomatopoeia words from the list. As a whole group, the teacher and the students write a sample poem using onomatopoeia words. Once the poem is written, the teacher will go over the onomatopoeia words once again with the students. The teacher will then have the students write a small poem using the onomatopoeia words or other onomatopoeia words.</p> <p>provides the students with passages or familiar text being studied which contains personification. The teacher points out the way in which the author gives an animal or idea human qualities, such as the ability to feel, talk, hear, and make decisions. Then the teacher asks the students to write a description of weather that includes personification (e.g., the rain cried tears, the thunder shouted).</p>	<p>SE: 529, R81-R82 <i>Literary Elements</i> 343, 391, 617, 626, 820, 843 TWE: LE 662 T 617 VS 512</p>

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<p>5. identifies word <i>connotations</i> and word <i>denotations</i>.</p>	<p>5. wears a tie which is very decorative and perhaps very "showy". The teacher will ask for opinions about the tie. Then, the teacher will ask the students to use one word adjectives describing the tie and writes those words on the board. The teacher will ask the students to put their heads down on their desks and shut their eyes while he/she read the words from the board. The students are asked to think about the tie and what each word makes them feel about the tie as the teacher reads each word. The teacher explains this is the positive and negative connotation of the words described. Then, the students are asked to select words which he/she would use if he/she were a salesperson trying to sell the tie to a customer; and if he/she were trying to convince a friend not to wear the tie on a date with a famous movie star or actor.</p>	<p>SE: R85 TWE: GLM 79, 230 VS 284</p>

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Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).		
<p>The student...</p> <p>1. identifies characteristics of <i>narrative</i>, <i>expository</i>, technical, and <i>persuasive</i> texts.</p>	<p>The teacher...</p> <p>1. has prepared 3" x 5" cards which contain characteristics of the different text types. In teams, the students are asked to sort the cards by characteristics into the four text type categories. The teacher will partner two of the groups together and they take turns telling where they placed the cards and why they placed them with that specific text type. Then the students record the group's differences. Once the differences are determined, the teacher will have a whole group discussion about the characteristics of the different text types.</p>	<p>SE: 144-145, 290-291, 396 <i>Interdisciplinary Activity 54</i> <i>Literary Elements 157, 232, 302, 312</i></p> <p>TWE: CT 310</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. groups the students into pairs. The teacher assigns one of the text features to each pair of students. The students are to introduce themselves to their partner as the text features assigned. The students brainstorm how to make their presentation entertaining and informational. Once the students have had time to practice the introduction of the text feature, the students will introduce themselves as that text feature to the rest of the classroom. Then, the students are given tasks where they have to use different text features to find information (e.g., in the science classroom).</p>	<p>SE: 500-501, R100-R102 <i>Interdisciplinary Activity 54</i> <i>Reading and Thinking 734</i> <i>Use Graphics 847</i></p> <p>TWE: GLM 89, 501 LE 298 RM 63, 297</p>

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<p>3. uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.</p>	<p>3. has the students write a lengthy and descriptive story about an embarrassing moment containing a strong beginning, middle, and end. Once the students have finished with their story, the teacher will randomly distribute the stories to the other students. The teacher instructs the students to read a few sentences of the story and write down a few statements or phrases about what he/she predicts might happen next. Once the students are finished with the story, the teacher asks the students to go back and read their own written predictions and compare the predictions to the actual story.</p>	<p>SE: <i>Predict</i> 64, 146 <i>Reading and Thinking</i> 55, 173 TWE: ARS 659 CT 177, 721 RM 151, 370, 459</p>
<p>4. generates and responds logically to literal, inferential, evaluative, synthesizing, and <i>critical thinking</i> questions before, during, and after reading the text.</p>	<p>4. provides Higher Order Thinking (HOT) question stems on the overhead for students to use as cues to help them write evaluative, analysis, and synthesis questions about text. The teacher has the students write the questions in pairs or teams. The teacher gives the students feedback about the effectiveness of the produced questions by asking questions such as "What would make this question clearer?"; "What is the purpose of this question (i.e., to evaluate, to synthesize?). The teacher then gives the teams time to evaluate and/or change their questions. The students are instructed to exchange questions and to answer the questions from a different group.</p>	<p>SE: 778 <i>Evaluate and Connect</i> 613 <i>Reading and Thinking</i> 159, 203, 469 TWE: CT 6, 122, 124, 122, 353, 663</p>

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<p>5. ▲ uses information from the text to make inferences and draw conclusions.</p>	<p>5. provides sentences with statements that require inferences from the students, such as "She kept her balance as the room swayed gently back and forth." After reading the sentence, the teacher asks the students, "Where are you?" (on a train). The students support their guesses with evidence from the sentence read by the teacher.</p>	<p>SE: <i>Reading and Thinking</i> 159, 203, 469, 552 TWE: CT 15, 152, 362, 462, 583, 775</p>
<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. composes and reads a text titled "How to Make Spaghetti", using a description text structure rather than a sequence text structure. The teacher asks the students to rewrite the text to fit the title "How to Make Spaghetti". On the overhead, the teacher explains how the different text structures help to support comprehension.</p>	<p>SE: 291, R89-R90 <i>Literary Elements</i> 722 <i>Literature Groups</i> 337 <i>Reading and Thinking</i> 129, 815, 832 <i>Text Structure</i> 396 TWE: RM 24 T 291</p>
<p>7. ▲ compares and contrasts varying aspects (e.g., <i>characters' traits and motives, themes, problem-solution, cause-effect</i> relationships, ideas and concepts, procedures, viewpoints, <i>authors' purposes</i>) in one or more appropriate-level texts.</p>	<p>7. has the students practice the use of a T-Chart with two different familiar topics, such as the crusts from two different pizza parlors, or compare two different types of sodas. The teacher then encourages students to use a T-Chart to compare the traits or motives of two characters within a single text or across multiple texts. Students may also compare the themes between two texts or movies or may compare the author's purpose between two texts.</p>	<p>SE: 40, 207, 208-211, 249, 380, 447, 600, 747, 825 <i>Writing About Literature</i> 392</p>

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8. ▲ explains cause-effect relationships in appropriate-level <i>narrative, expository, technical, and persuasive</i> texts.	8. will have prewritten examples of cause-effect relationships from each of the different text types on the overhead. The students will identify and discuss the cause-effect relationships of the different text types. Then the students discuss cause-effect relationships in each of the text types.	SE: 643, R89 <i>Reading and Thinking</i> 103, 129, 832 TWE: MIN 643 RM 165, 237, 403, 709
9. ▲▲ uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (e.g., stated and implied ideas, main events, important details) from appropriate-level <i>narrative, expository, technical, and persuasive</i> texts in logical order.	9. cause-effect chart	SE: 302 #1, R91-R92 <i>Learning for Life</i> 814 <i>Reading and Thinking</i> 498, 759 <i>Writing About Literature</i> 313 TWE: RM 15, 59, 308, 335
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. main idea tree	SE: 142 <i>Compare Themes</i> 207 <i>Evaluate and Connect</i> 550 <i>Literary Elements</i> 10, 374, 496 TWE: LE 777 RM 283, 638
11. ▲▲ explains the relationship between elements of an author’s style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.	11. QAR	SE: 396, 631 <i>Analyzing Literature</i> 206 <i>Compare Tone</i> 249 <i>Literary Elements</i> 61, 830 <i>Writing About Literature</i> 128 TWE: AC 640 LE 300 RM 177
12. establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).	12. DRA	SE: 64-65, 146-147, 160-161, 292-293, 397 <i>Establishing and Adjusting Purposes for Reading</i> R86 <i>Learning for Life</i> 680 <i>Reading a Variety of Texts</i> R78-R80 <i>Setting a Purpose</i> 184, 364, 682

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13. follows directions explained in <i>technical</i> text.	13. graphic map	SE: 56-57, 160-161, 264-265, 338-339, 562-563, 681 <i>Learning for Life</i> 680 TWE: IC 265, 563 LSC 339
14. ▲ identifies the author's position in a <i>persuasive</i> text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).	14. pause and reflect	SE: 279, 480-481, 817, R71 <i>Literary Elements</i> 32, 302 <i>Reading and Thinking</i> 359 TWE: CT 299, 301 MIN 279, 480
15. ▲▲ distinguishes between fact and opinion, and recognizes <i>propaganda</i> (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.	15. graphic organizer flip chart	SE: 279, 338-339, 817 <i>Reading and Thinking</i> 314, 359 TWE: CT 222, 299, 795 MIN 338 RM 787
Standard 2: Literature		
Standard 2 – Literature: The student responds to a variety of text.		
Benchmark 1: The student uses literary concepts to interpret and respond to text.		
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. character map	SE: 480-481, 249, 600 <i>Characters</i> 144 <i>Literary Elements</i> 406 <i>Literature Groups</i> 224 <i>Writing About Literature</i> 172, 337 TWE: LE 51, 548 RM 453

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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 analyzes connections between the <i>setting</i> and other story elements (e.g., character, <i>plot</i>).	2. timeline	SE: 480-481, 613 #7 <i>Literary Elements</i> 201, 467 <i>Reading and Thinking</i> 469 <i>Setting</i> 144 <i>Writing About Literature</i> 642, 803 TWE: AC 89 LE 434
3. ▲ identifies major and minor elements of the <i>plot</i> (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.	3. plot map	SE: 144-145 <i>Literary Elements</i> 53, 171, 456, 550 <i>Writing About Literature</i> 526, 670 TWE: LE 7, 52 T 145
4. recognizes aspects of <i>theme</i> (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).	4. graphic organizer	SE: 63 <i>Compare Themes</i> 207, 447, 825 <i>Literary Elements</i> 10, 364, 496 <i>Writing About Literature</i> 256, 704 TWE: T 145, 617
5. identifies literary devices (e.g., <i>foreshadowing</i> , <i>flashback</i> , <i>figurative language</i> , <i>irony</i> , <i>metaphor</i> , <i>tone/mood</i> , <i>symbolism</i>).	5. mapping	SE: <i>Compare Tone</i> 249 <i>Literary Elements</i> 127, 134, 248, 336, 343, 391, 613, 679, 843
Benchmark 2: The student understands the significance of literature and its contributions to various cultures.		
The student... 1. identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.		SE: 249, 600, 698, 710 #10 <i>Evaluate and Connect</i> 843 <i>Literary Elements</i> 703 <i>Writing About Literature</i> 392 TWE: MIN 708 RM 842 T 698

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2. compares and contrasts customs and ideas within literature representing a variety of cultures.	2. comparison and contrasting chart	SE: 183, 366 <i>Evaluate and Connect</i> 80, 374 <i>Interdisciplinary Activity</i> 733 <i>Literary Elements</i> 276 <i>Literature Groups</i> 11 <i>Writing About Literature</i> 392 TWE: T 145, 698
3. recognizes connections between cultures and experiences through a variety of texts.	3. summarizing	SE: 180 #10, 232 #10 <i>Evaluate and Connect</i> 10, 374, 379, 391, 757, 778 <i>Writing About Literature</i> 711 TWE: TF 495
Standard 3: Writing		
Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.		
Benchmark 1: The students use writing as a tool for learning throughout the curriculum.		
The student... 1. uses various formats such as notes, outlines, lab reports, journal entries, speeches, and poems for various projects in the content areas.	The teacher... 1. encourages students to bring in notes from an outside class such as biology or mathematics. encourages a cross-curricular approach to a poetry unit. Teacher directs students to bring in notes from other classes such as science or mathematics. Students are asked to translate their notes into a particular poetry form such as blank verse, haiku, or lyric.	SE: R88-R89, R94-R97 <i>Activity</i> 82, 805 <i>Learning for Life</i> 115, 771 <i>Performing</i> 779 TWE: FCA 3, 219 MIN 257
Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.		
The student... 1. uses prewriting strategies to gather ideas on a topic or a prompt.	The teacher... 1. directs students to engage in stream-of-consciousness writing in response to objects brought into class (e.g., house cleaning products, fishing gear, etc.).	SE: 104, 208, 316, 420, 644, 760, 846, R48-R49 <i>Brainstorming</i> R62 <i>Select a Topic</i> R55

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2. narrows the topic and organize the information about the selected topic.	2. directs students to translate a stream-of-consciousness reflection into a cluster or word map from which they will then select a single topic.	SE: 105, 209, 317, 421, 531, 645, 761, 847, R49 TWE: WM R105
3. writes a draft about the selected topic.	3. directs students to begin writing a draft by first challenging them to compose a thesis statement and at least topic sentences for paragraphs that will support their thesis.	SE: 106, 210, 318, 422, 532, 646, 762, 848 TWE: WM 210, 318
4. revises the draft to clarify, organize and add relevant ideas.	4. places students in peer-revising groups. After reading a peer paper, students provide a written response to the question, "Why is this relevant?". The student then selects two or three sentences and suggests alternative ways to write (clarify) the sentence.	SE: 106, 210, 318, 422, 532, 646, 762, 848 TWE: WM 106, R110
5. proofreads and edits for conventions and format.	5. reciprocal teaching	SE: 107, 211, 319, 423, 533, 647, 762, 849, R63 TWE: WM R115
6. publishes a legible copy.	6. develops "edit sheets" in which students are to list the signatures of 3 - 5 persons who have edited the copy for conventions.	SE: 107, 211, 319, 423, 533, 647, 762, 849, R63 TWE: MIN 762
Benchmark 3: The students use ideas that are well developed, clear, and interesting.		
The student... 1. produces multi-paragraph compositions that develop one theme.	The teacher... 1. directs students to use a completed cluster or word map to generate a thesis sentence and potential topic sentences for body paragraphing.	SE: 104-107, 208-211, 316-319, 420-423, 530-533, 644-647, 760-763, 846-849 <i>Learning for Life</i> 241 TWE: IC 167
2. understands and uses strategies for generating ideas, which may include brainstorming, listing, webbing, cooperative groups and gleaning information from print sources for generating ideas.	2. summarizing questioning	SE: R48, R55, R62 <i>InterNET Connection</i> 241 <i>Literature Groups</i> 303 TWE: IC 98 LSC 351, 492 RC 71 T 145

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Benchmark 4: The students will use organization that enhances the reader's understanding.		
<p>The student...</p> <p>1 writes introductions that engage the reader.</p>	<p>The teacher:</p> <p>1. requires students to keep an "Introduction" journal in which they record specific examples from their own reading of engaging introductions.</p>	<p>SE: <i>Critical Viewing</i> 771 <i>Drafting</i> 106, 210, 318, 422, 532, 646, 762, 848 TWE: I R106</p>
<p>2. writes a cohesive piece with an introduction appropriate to specific type of writing.</p>	<p>2. introduces as a topic a simple everyday object such as a hairdryer or telephone. Teacher directs students to compose a descriptive piece, in which they describe an object to someone who has never encountered it. Special emphasis could be given to using descriptive language that applies to each of the five senses.</p>	<p>SE: 104-107, 208-211, 316-319, 420-423, 530-533, 644-647, 760-763, 846-849, R55-R59 <i>Learning for Life</i> 115</p>
<p>3. writes main ideas and supporting details presented in a logical order.</p>	<p>3. directs students to select an everyday task that involves a process such as stretching before track practice, loading a stapler, or warming up for singing. Teacher directs student to break the task up into specific steps and then generate 5 specific descriptive words that correspond to the task.</p>	<p>SE: 142 <i>Drafting</i> 210, 318, 762 <i>Rubric for Revising</i> 210, 422 <i>Use Chronological Order</i> 106 TWE: MIN 142 WM 210, 532, 848</p>
<p>4. uses transitions to allow ideas to flow smoothly within and between paragraphs.</p>	<p>4. asks students to keep an inventory of transition words. This inventory is used as a checklist. Each time a student writes, he/she refers to the list and places a check next to the transition word when it is used.</p>	<p>SE: <i>Descriptive Writing</i> R54 <i>Drafting Tip</i> 106, 210 <i>Draft Your Story</i> 646 <i>Follow Through</i> 532 <i>Revising</i> R49 <i>Revising Tip</i> 848 TWE: O R106, R114 WM 210</p>

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5. explores various methods of concluding a written work.	5. directs students to compose alternative conclusions to a previously read work-alternative conclusions can be written to create a particular emotion such as sadness, wonder, fear, or anger.	SE: <i>Drafting</i> 210, 422, 532 <i>Editing for Style</i> R50 <i>Expository Writing</i> R53 <i>Narrative Writing</i> R54 <i>Persuasive Writing</i> R54 <i>Revising Tip</i> 106 TWE: C R105, R115
Benchmark 5: The students use authentic <i>and</i> appropriate voice.		
The student... 1. uses <i>vocabulary</i> and language forms to convey mood and personality.	The teacher... 1. requires that students keep a personality journal in which they list specific words that correspond to mood swings and changes in attitude.	SE: 134 #10 <i>Creative Writing</i> 135, 224, 457 <i>Literary Elements</i> 134 <i>Personal Writing</i> 11, 551, 670 <i>Writing About Literature</i> 821 TWE: LE 100
2. uses a voice appropriate for purpose and audience.	2. directs a discussion and official class recording of current slang and idiomatic language. Discussion should lead students to think about what slang is appropriate for formal language and what isn't. Students might also consider the meaning of idioms as they exist in particular groups in school.	SE: <i>Audience and Purpose</i> 317, 421 <i>Creative Writing</i> 102, 711 <i>Literary Elements</i> 206, 240, 710 TWE: AC 415 LE 415 WM 318
3. conveys individual personality to the reader.	3. provides individual students with note cards on which they make a list of 10 separate descriptive words describing their personality. These cards are jumbled and then read by the teacher. Students guess which student the teacher is describing.	SE: <i>Audience and Purpose</i> 421, 531, 645, 761 <i>Creative Writing</i> 22, 141, 289, 344, 814 <i>Personal Writing</i> 551
Benchmark 6: The students use effective word choice.		
The student... 1. chooses words and phrases appropriate for specific purposes and various audiences.	The teacher... 1. has students engage in a headline-writing activity with a list of bland headlines in which they rewrite bland sentences such as "High School Team Wins" or "City has Snowstorm".	SE: <i>Audience and Purpose</i> 317, 421, 531, 645, 761 <i>Creative Writing</i> 102, 711 TWE: AC 415 LE 415 WM 318

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2. chooses precise words such as verbs, specific nouns, vivid adjectives and adverbs specific to context.	2. directs the students in a "pair completing" activity. Teacher creates individual word pairs. Each pair consists of a weak word and a blank. Students are directed to fill in the blank with a strong word that corresponds to or is synonymous with the weak word (e.g., walk = stroll or nice = charming).	SE: 395 <i>Drafting</i> 106, 422, 646 <i>Grammar and Language</i> 141, 627, 786 <i>Vocabulary</i> 365 TWE: WM 318, 422
Benchmark 7: The students use clear and fluent sentences.		
The student... 1. varies sentence structure (e.g., simple, compound, and complex) and length of sentences for more effective writing.	The teacher... 1. provides a list of simple conjunctions, conjunctive adverbs, and subordinating conjunctions that the student uses when writing sentences.	SE: 673, R32 <i>Drafting</i> 646 <i>Grammar and Language</i> 359, 615, 832 <i>Personal Writing</i> 33 <i>Revising Tip</i> 848 TWE: GLM 673 I R106 SSV R113 WM R112
2. writes dialogue.	2. has the students list three of the most dominant personalities in their life. Then compose a brief three to five sentence narrative explaining why the persons they chose are dominant. Students then practice writing dialogue that mimics the language or spoken idioms of the chosen persons.	SE: 23 <i>Creative Writing</i> 758 <i>Grammar and Language</i> 759 <i>Rubric for Revising</i> 106 TWE: GLM 23, 89, 238, 300, 553 WM 646
Benchmark 8: The students use standard American English conventions.		
The student... 1. uses complete sentences.	The teacher... 1. prepares a close activity in which the students complete sentences by inserting verbs, adjectives, adverbs, etc.	SE: 12, R12, R13 <i>Editing and Proofreading</i> 107, 211, 319, 423, 647 <i>Grammar and Language</i> 832 TWE: MIN 205

Knowledge Base Indicators	Instructional Examples	Page References
2. uses appropriate paragraphing.	2. provides students with cartoon strips which have all dialogue deleted. Students are directed to compose narrative paragraphs that correspond to each panel.	SE: 23, 83 <i>Drafting and Revising</i> 106, 210, 318, 532 <i>Revising</i> 422 TWE: P R111 WM 210, 532
3. correctly uses a wide range of conventions such as spelling, end marks, commas, quotation marks, semicolons, colons, subject-verb agreement, and noun-pronoun agreement.	3. x	SE: 315, 499, R22-R26 <i>Grammar and Language</i> 314, 359, 527, 671, 705, 734, 837 <i>Proofreading Checklist</i> 107
Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.		
The student... 1. writes descriptive pieces which may include writing about a time, place, occasion, and object.	The teacher... 1. directs students to consider the specific elements of narrative and descriptive writing. These two modes have been dealt with previously. Special emphasis should be given to introducing the elements of exposition or expository writing.	SE: 395, 420-423, R108 <i>Grammar and Language</i> 141, 627, 786 TWE: O R108 WM 187, 422, R108
2. writes narrative pieces (e.g., personal narratives, autobiographies, and short stories).	2. (see #1)	SE: 23, 644-647, R103-R104, R111-R112 <i>Writing Workshop</i> 104-107 <i>Creative Writing</i> 468, 814 <i>Personal Writing</i> 551 TWE: WM 579, 751
3. writes expository pieces (e.g., lab reports, math projects, social studies reports, and summaries).	3. (see #1)	SE: 183, 208-211, 530-533, 760-763, R53, R55-R59 <i>Activity</i> 82 <i>Learning for Life</i> 241 <i>Writing About Literature</i> 33 TWE: IC 491

Knowledge Base Indicators	Instructional Examples	Page References
4. writes persuasive pieces (e.g., business letters, memos, charts, graphs, posters, and other visual aids).	4. (see #1)	SE: 279, 316-319, R54, R106-R107 <i>Creative Writing</i> 303 <i>Learning for Life</i> 365 <i>Persuasive Writing</i> 33 TWE: MIN 279 WM 318, R107
5. writes technical pieces (e.g., business letters, memos, charts, graphs, posters, and other visual aids).	5. (see #1)	SE: R60-R61 <i>Art Activity</i> 224 <i>Critical Listening</i> 3 <i>Critical Viewing</i> 327 <i>Interdisciplinary Activity</i> 102, 614, 755 <i>Multimedia Project</i> 3, 327 TWE: IC 122
Standard 4: Research		
Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.		
Benchmark 1: The student uses effective research practices.		
The student... 1. forms and revises questions for investigations, including questions arising from readings, assignments, and units of study in order to create a thesis/hypothesis. Uses knowledge, comprehension, application, analysis, synthesis, and evaluation levels of questioning.	The teacher... 1. glossaries, indexes, tables of content, CD-ROM, card catalogue, electronic mail, field trips interviews.	SE: R88-R89, R100 <i>Activity</i> 481, 805 <i>Interdisciplinary Activity</i> 248 <i>Learning for Life</i> 327, 431 <i>Prewriting</i> 846-847 <i>Select a Topic</i> R55 TWE: IC 199 TS 130, 846-847
2. locates appropriate print and non-print information using text and technical resources, including databases.	2. formal note-taking outlining graphic organizers	SE: 338-339, 562-563, 817, 847, R55 <i>InterNET Connection</i> 81 TWE: IA 779 IC 389 LSM 198 TS 847
3. distinguishes between accurate and inaccurate or misleading information.	3. x	SE: 279, 338-339, 817, R70-R71, R93-R94 <i>Literary Elements</i> 302 <i>Reading and Thinking</i> 314, 359 TWE: CT 30, 88

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. x	SE: 847, R49, R56-R57, R62 <i>Literature Groups</i> 407 <i>Put Events in Order</i> 645 TWE: MIN 299, 531 RC 754 RM 297
5. presents findings and conclusions through a variety of media.	5. x	SE: <i>Critical Listening</i> 3 <i>Interdisciplinary Activity</i> 614 <i>Learning for Life</i> 3, 241 <i>Multimedia Project</i> 115, 327 <i>Presenting</i> R63 <i>Publishing/Presenting</i> 211 TWE: IC 98, 491
6. categorizes relevant information from multiple sources into major components (e.g., topics, subtopics).	6. x	SE: 2, 18, 183, 674, 847, R88, R101-R102 <i>Prewriting</i> 208-209, 846-847 <i>Reading and Thinking</i> 697 TWE: WM R105
Benchmark 2: The student uses ethical research practices.		
The student... 1. analyzes and understands implications of <i>plagiarism</i> (e.g., ethical, legal).	The teacher... 1. explains the importance to know what constitutes plagiarism.	SE: 847, R58-R59 <i>Make Source Cards</i> R55-R56 TWE: R 848 WC R115 WM R115
2. expresses information in own words using explicit techniques to appeal to the background and interests of the audience.	2. note-taking	SE: <i>Applying the Strategies</i> 65, 147, 293 <i>Consider Your Audience and Purpose</i> 209 <i>Creative Writing</i> 102 <i>Critical Viewing</i> 327 <i>Learning for Life</i> 541 <i>Writing About Literature</i> 102 TWE: AA R109 O R113

Knowledge Base Indicators	Instructional Examples	Page References
3. cites references for all information used or reproduced from any source.	3. outlining	SE: 847, R58, R59 <i>Make Source Cards</i> R55-R56 TWE: IC 199, 389, 491 R 848 WC R115 WM R115
4. constructs a <i>bibliography</i> with author, title, publisher, year, website name and address, and copyright date.	4. encourages students to cite all information used. Provides students with a model to follow.	SE: R59 <i>Interdisciplinary Activity</i> 733, 803 <i>Learning for Life</i> 241 <i>Make Source Cards</i> R55-R56 <i>Multimedia Project</i> 771 TWE: IC 199, 389, 491 RC 731

Codes Used for TWE Pages

AA Awareness of Audience and Purpose
AC Author's Craft
ARS Active Reading Strategies
C Conclusion
CT Critical Thinking
FCA Family and Community Activity
GLM Grammar and Language Minilesson
I Introduction
IA Interdisciplinary Activity
IC Interdisciplinary Connection
INC InterNET Connection
LE Literary Elements
LSC Life Skills Connection
LSM Listening and Speaking Minilesson

MIN Meeting Individual Needs
O Organization
P Paragraphing
R Revising
RC Real-World Connection
RM Reading Minilesson
SSV Sentence Style and Variety
T Technology
TF Theme Focus
TS Teaching Strategies
V Visualize
VS Vocabulary Skills
WC Works Cited
WM Writing Minilesson