



**KANSAS**  
**Communication Arts Grade 8**  
***Literature: The Reader's Choice Course 3* © 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. provides students with a model text that uses a variety of conventions and text features. Teacher guides students to identify significant conventions and text features and discuss how they might interpret a fluent oral reading of the text. Then, class participates in a choral reading of the text. Next, the teacher presents students ( <a href="#">working independently or in pairs</a> ) a similar text to interpret and read aloud fluently.	SE: 25, 46-47, 196, 294-295, 358, 508, 565, 618-619, 692-693, 832

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<p>2. reads expressively with appropriate <i>pace, phrasing</i>, intonation, and <i>rhythm</i> of speech.</p>	<p>2. allows student to work with a partner. With a partner, students read a poem aloud such as <i>Joyful Noise</i>. Students use expression to convey the melodic flow of the poem.</p> <p>gives the student samples of nonsense sentences to read aloud with punctuation to show pauses and end marks. Because they do not understand the meaning of the sentences organized in this manner, their rates slow and emphasis is placed on punctuation. Next, students are given samples of meaningful text with punctuation placed haphazardly. Again, to get the meaning, students must slow their rates and really read the content of each sentence. Finally, poems are used to help students pay attention to the "road signs" of punctuation in order to read expressively so listeners get meaning too.</p>	<p>SE: <i>Creative Writing</i> 248  <i>Listening and Speaking</i> 381  <i>Literature Groups</i> 255, 348  <i>Performing</i> 208, 278, 292, 301</p> <p>TWE: LS 131  RM 254</p>
<p>3. uses knowledge of complex sentence structure to read fluently at <i>instructional or independent reading levels</i>.</p>	<p>3. asks students to compare sample passages that differ with regard to complexity of sentence structure. Class participates in a 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: 95, 231, 329, 395, R84-R89, R93-R95  <i>Reading Further</i> 176, 477</p> <p>TWE: MIN 8, 52</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. reviews strategies such as chunking and word families, and then uses stock phrases (for example: "What does it look like?") to cue students when they do not recognize a word.</p>	<p>SE: 225, 387, 777, R81-R83  <i>Vocabulary</i> 177, 209, 223, 406, 424, 446</p>
<p>5. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive</i> texts.</p>	<p>5. uses Directed Reading/Thinking Activity (DRTA) with student breaking a passage into smaller parts to slow reading rate in order to comprehend a longer passage. The teacher records what the students know, what they think they know, and what they think they'll learn. Finally, students write what they've learned, refining their predictions into statements as they gather further information.</p> <p>has students practice summarizing different text types. Teacher asks students to measure reading rate as they are reading text prior to providing a summary and then chart rates across types.</p>	<p>SE: 525, 565, R85-R86, R88  TWE: AR 835, 839  RM 705</p>

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<b>Benchmark 3: The student expands vocabulary.</b>		
<p>The student...</p> <p>1. ▲ determines meaning of words or phrases using context clues (e.g., <i>definitions, restatements, examples, descriptions, comparison-contrast</i>, clue words, <i>cause-effect</i>) from sentences or paragraphs.</p>	<p>The teacher...</p> <p>1. provides student with a paragraph containing a nonsense word. Students state what they think the nonsense word means and what context clues they used to figure out the meaning.</p> <p>reads or has the students read <u>Flowers of Algernon</u>, by Daniel Keyes and provides the student with a self-inventory selection sheet with vocabulary words from the text. The student uses symbols to mark words as: I know this word; I am vaguely familiar with the word; and I don't have a clue. These words are then emphasized within the reading and the student uses context clues, examples, or the dictionary to record definitions on a sheet. The inventory sheet is used to develop questions for vocabulary tests.</p> <p>finds a text in which unfamiliar vocabulary words are involved. Teacher says each word correctly aloud and students repeat the word. Teacher 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. Teacher also provides students opportunities to practice using vocabulary words orally during ongoing activities.</p>	<p>SE: 75, 777, R82-R83, R88-R90  <i>Vocabulary</i> 349  TWE: VS 276, 676, 715</p>

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<p>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.</p>	<p>2. assigns students a task that requires them to locate and use reference materials in the classroom, school, and/or public library (for example: crossword puzzle or scavenger hunt).</p>	<p>SE: 464, 648-649, 779, R56-R57  <i>Interdisciplinary Activity</i> 417  <i>Internet Connection</i> 24, 222, 278  TWE: RW 219, 497</p>
<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. has students investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language.</p> <p>has students work in groups. Students use a list of root words and various prefixes and suffixes with their meanings. Students form words and then use the dictionary to determine the correctness of their words.</p> <p>models creation of a semantic web that illustrates how Greek and Latin roots form the basis of English words. Students create their own semantic webs using Greek and Latin roots.</p> <p>has the student work with a partner tracing the etymology of everyday words in order to complete a crossword developed from their meaning.</p>	<p>SE: 387, 777  <i>Vocabulary</i> 16, 57, 177, 209, 279, 477, 627  TWE: MIN 495</p>
<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>, ▲<i>idioms</i>, ▲<i>imagery</i>, and <i>symbolism</i>.</p>	<p>4. has the student examine the work of American poets such as Edgar Allen Poe, Robert Frost, and Carl Sandburg for word relationships such as analogies, similes, and metaphors. Students then create their own word relationships modeled after the poets.</p>	<p>SE: 294-295  <i>Evaluate and Connect</i> 14, 320, 561  <i>Literary Elements</i> 109, 393, 602  <i>Writing About Literature</i> 36, 248  TWE: LE 6</p>

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<p>5. distinguishes between <i>connotative</i> and <i>denotative</i> meanings.</p>	<p>5. provides students with a weekly log, in which students list three words which are new to them each week. They record the page, the sentence or context in which the word was used, the title of the text, and the date found. Next, the reader records a definition in his/her own words and a sentence using the correct meaning of the new word, thus creating his/her individual vocabulary list.</p> <p>uses vocabulary self-correction strategy, where class selects words they would like to study from a selected text. Students discuss and record both denotative and connotative meanings of selected words in relation to the text.</p>	<p>SE: R92 <i>Vocabulary</i> 249, 588</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</i>, <i>expository</i>, technical, and <i>persuasive</i> texts.</p>	<p>The teacher...</p> <p>1. guides students through the creation of a semantic web listing students' prior knowledge of characteristics of technical text (e.g., concise text, steps to follow, directions, procedures, illustrations, diagrams, etc.). Next, 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 the semantic web and their understanding of characteristics of technical text. This activity could be repeated for narrative, expository, and persuasive texts.</p>	<p>SE: 46-49, 196-197, 358-359, 525, 618-621, 832-833, R120-127  <i>Literary Elements</i> 499  <i>Reading and Thinking</i> 501  TWE: RM 496</p>

Knowledge Base Indicators	Instructional Examples	Page References
<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. provides students with packets containing directions for various household appliances, pamphlets from local extension offices on how to do various activities (e.g., cooking, pruning fruit trees, flower gardening, and etc.), and directions from several video games. After choosing a pamphlet, the student uses text, heading, and graphics from the pamphlet to summarize and rewrite in a user friendly format.</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>in social studies, has students locate graphs, tables, and charts which illustrate the national budget.</p>	<p>SE: 25, 395, 565, R97-R99, R109-R111, R113-R114</p>
<p>3. uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.</p>	<p>3. discusses prior knowledge using prediction maps (conceptual flow chart).</p>	<p>SE: 49, 673, 867 <i>Reading and Thinking</i> 349, 524 TWE: AR 299, 363 RM 128, 217, 457</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. models self-directed questioning/ discusses question types, then asks each small group to generate a different type of question based on the text just read.</p>	<p>SE: 48, 74, 197, 386, 489 <i>Analyzing Literature</i> 73, 124, 312 <i>Writing About Literature</i> 222, 278</p>

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<p>5. ▲ uses information from the text to make inferences and draw conclusions.</p>	<p>5. has the students make inferences or predictions about what could happen in the text after reading a chapter of <u>The Red Badge of Courage</u> by Stephen Crane.</p> <p>has the students use a preview/anticipatory guide to predict what will happen next in a reading section. Students then read the story and draw conclusions.</p> <p>models use of discussion web or opinion chart.</p>	<p>SE: 144 TWE: CT 81, 132, 205, 271, 400, 505, 557, 644, 720</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. models to the student that summarizing is restating or translating information into your own words. Then, after reading a "how to" article, the student summarizes and lists the steps in proper sequence.</p> <p>provides student with a story organizer. As the students reads a story, novel, play, or folktale, the student takes notes on the graphic organizer containing beginning, middle, and ending information.</p> <p>in social studies, has students work together to create a timeline that describes national events surrounding Kansas' becoming a state.</p> <p>provides students with a Venn diagram to compare and contrast characters in a text. Students discuss how this structure helps them to understand the story.</p>	<p>SE: R97-R99 <i>Reading and Thinking</i> 16, 368, 588, 617, 811, 831 TWE: RM 54, 76, 469</p>

Knowledge Base Indicators	Instructional Examples	Page References
<p>7. ▲ compares and contrasts varying aspects (e.g., <i>characters' traits</i> and motives, <i>themes, problem-solution, cause-effect</i> relationships, ideas and concepts, procedures, viewpoints, <i>authors' purposes</i>, persuasive techniques) in one or more appropriate-level texts.</p>	<p>7. reads <u>Lon Po Po</u> by Ed Young aloud to students. Teacher has students compare and contrast this Chinese folklore to the well-known story of <u>Little Red Riding Hood</u>. This activity can be used with any novel or short story.</p> <p><i>in social studies, shows students an example of a civil lawsuit such as a product safety issue, public health issue, or a local issue and discusses with them the point of view of both sides.</i></p> <p><i>uses say anything strategy</i>  <i>uses informational text outline</i>  <i>provides students with post-it- notes or flags to mark places in the text related to characters' traits and motives.</i>  <i>Students then develop a T-Chart comparing the characters using the marked information.</i>  <i>details organizer</i></p> <p>provides the student with a technical piece about assembling a skateboard, bicycle, airplane, and etc. The student creates a concept map to identify the concept of physics presented in the technical passage.</p>	<p>SE: 74, 166, 256, 386, 463, 597, 689, 854  <i>Reading and Thinking</i> 321  TWE: RM 76</p>

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<p>8. ▲ explains <i>cause-effect</i> relationships in appropriate-level <i>narrative, expository, technical, and persuasive</i> texts.</p>	<p>8. models the use of <i>cause-effect</i> organizers. Students complete the organizer based on passages from multiple text types.</p> <p>has the students use a yellow highlighter to mark the cause and a green highlighter to mark the effects on a copy of a passage. Students discuss how one cause can have multiple effects.</p>	<p>SE: 691, R97  <i>Reading and Thinking</i> 143, 617, 831  TWE: RM 54, 163, 595</p>
<p>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.</p>	<p>9. has the students complete a main idea wheel after reading a nonfiction essay or newspaper article. The students will place the topic and main idea in the center circle and will place details that will tell more about the main idea on spokes going out from the center.</p> <p>has the students choose a paragraph from chapter 3 of <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor (once they are finished reading) and has them state the main idea of the paragraph and give three supporting details.</p> <p>models how to use and gives the student a "fish bone" graphic organizer on which to record main idea and supporting details after reading a short story in class.</p>	<p>SE: R99-R100  <i>Reading and Thinking</i> 279, 406, 538  <i>Writing About Literature</i> 500  TWE: RM 21, 134, 631, 703  WM 533</p>

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	<p>provides an article (e.g., gravity on the moon) for student to read with a partner. While reading the article, one student summarizes the first two paragraphs and the other restates what the first student thought he/she read before continuing to the next section. Students, then, reverse roles.</p> <p>In social studies, provides primary and secondary information to students to learn about New Deal programs in Kansas. The teacher groups students into small groups. Students share their findings with the class. As a whole group discussion, the students summarize benefits or disadvantages to these initiatives.</p> <p>details organizer post-it notes</p>	<p>Page references are noted on page 11.</p>

Knowledge Base Indicators	Instructional Examples	Page References
<p>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.</p>	<p>10. <b>models the use of a QAR organizer and models the use of details organizer.</b></p> <p>provides the student with a unit on volcanoes, <u>The Dog of Pompeii</u>. The student also reads an expository piece from a science text or encyclopedia on the same subject. Based on what he/she read from the expository text, the student determines which events in the story could have actually happened.</p> <p>has the students read information about a particular project (e.g., Kansas History, sea slugs, hermit crabs, fads, or other topics). The student shares an oral presentation with the class.</p> <p>has student keep a daily reading log in the reading workshop with a special section set aside for recording examples of literary devices located in the text read for that week. One literary device is introduced each week through mini-lessons, and student looks for examples in what he/she read inside and outside of class. At the end of the nine weeks, each student selects the best examples of the devices in the log. These are placed on poster board for the other classes to read. This generates interest in books and a little friendly competition among classes.</p>	<p>SE: 47, 358, 541, R98-R99  <i>Evaluate and Connect</i> 23  <i>Literary Elements</i> 14, 320  <i>Reading and Thinking</i> 195</p> <p>TWE: CT 637  RM 284</p>

Knowledge Base Indicators	Instructional Examples	Page References
<p>11. ▲▲ explains the relationship between an author's use of literary devices in a text (e.g., <i>foreshadowing, flashback, irony, symbolism, tone, mood</i>) and his or her purpose for writing the text.</p>	<p>11. encourages student to skim and scan challenging information while looking for general information after reading the text. The student will write specific key information on sticky notes. After the general information is noted, the student reads the section more in depth for comprehension. <i>Class discusses differences in purpose for reading, comparing, scanning to reading in depth.</i></p> <p><i>selects a text that has been adapted to a movie. Excerpts from the movie are used to illustrate literary devices in the text (for example, mood or use of a flashback). Students discuss how the use of the device helps to develop the story.</i></p> <p>has the student read editorials written by other students regarding school uniforms to determine which point of view each editorial supports. <i>Class discusses purpose for reading multiple editorials.</i></p>	<p>SE: 295  <i>Evaluate and Connect</i> 320, 561, 646  <i>Literary Elements</i> 109, 385, 393, 499, 602  <i>Writing About Literature</i> 43</p>
<p>12. establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).</p>	<p>12. encourages the students to write directions for a "how to" paper (e.g., tie your shoes, make a peanut butter and jelly sandwich, blow up a balloon, and etc.). Students trade papers and follow only the directions written to determine the paper's accuracy.</p>	<p>SE: 95, 231, 545, 783  <i>Reading Focus</i> 4, 38, 112, 479  <i>Reading Further</i> 176, 477</p>
<p>13. follows directions explained in <i>technical text</i>.</p>	<p>13. encourages students to negotiate, clarify, and defend positions in large and small group discussions.</p>	<p>SE: 58-59, 178-179, 266-267, 464-465  TWE: RW 465</p>

Knowledge Base Indicators	Instructional Examples	Page References
<p>14. ▲ identifies the author's position in a persuasive 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).</p>	<p>14. has the student read editorials written by other students regarding school uniforms to determine which point of view each editorial supports.</p> <p>has the students make a list of the persuasive reasons to support their stance on an issue after reading an editorial about school uniforms.</p>	<p>SE: 525, 648-649, R115  <i>Evaluate and Connect</i> 42  <i>Literary Elements</i> 42, 499  <i>Reading and Thinking</i> 501  <i>Writing About Literature</i> 490</p>
<p>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.</p>	<p>15. fact and opinion chart</p> <p>introduces a mini-lesson modeling sample of statements from a series of advertisements demonstrating fact and opinion. Working in groups, students review enlarged copies of advertisements to determine which statements are facts and which are opinions. Then, students develop their own ads for their favorite brand of tennis shoes utilizing both facts and opinions about the shoes. These are enlarged on poster board for the whole class to analyze and to determine the effectiveness of the use of fact and opinion.</p> <p>models: challenging the text, fact and opinion chart, and debate</p>	<p>SE: 648-649, R80, R101-R102  <i>Literary Elements</i> 42</p> <p>TWE: LE 40  RM 322, 749</p>

Knowledge Base Indicators	Instructional Examples	Page References
<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>		
<p>The student...</p> <p>1. ▲ describes different aspects of <i>characters</i> (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major <i>characters</i> are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time.</p>	<p>The teacher...</p> <p>1. models character mapping and provides maps to help students prepare a book report.</p>	<p>SE: 693  <i>Evaluate and Connect</i> 536  <i>Literary Elements</i> 165, 291  <i>Writing About Literature</i> 208  TWE: AC 262  LE 8, 10, 162, 730</p>
<p>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, plot).</p>	<p>2. models the use of a timeline chart and provides chart to help students prepare a book report.</p>	<p>SE: 47, 358, 692, 832  <i>Compare Settings</i> 597  <i>Literary Elements</i> 56, 586  TWE: AC 631  LE 53, 792</p>
<p>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.</p>	<p>3. models the use of a plot map and provides a map to assist students in preparing a book report.</p>	<p>SE: 46-47  <i>Literary Elements</i> 277, 375, 872  <i>Writing About Literature</i> 357  TWE: LE 220, 274, 374, 595, 760</p>

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<p>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).</p>	<p>4. assigns the student to read the <i>Bridge to Terabithia</i> by Katherine Patterson. They discuss in cooperative groups the theme of the story and share their perceptions with the entire class.</p> <p>uses say anything strategy to have students share their perception of the story's theme with a partner.</p> <p>models the use of a story map.</p> <p>models the use of Post-it Notes to make notes and mark passages related to the theme.</p>	<p>SE: 47, 358  <i>Analyzing Literature</i> 94, 328, 544  <i>Compare Themes</i> 386  <i>Literary Elements</i> 14, 320  <i>Writing About Literature</i> 375</p> <p>TWE: LE 86</p>
<p>5. ▲▲ identifies the use of literary devices (e.g., ▲ <i>foreshadowing</i>, ▲ <i>flashback</i>, ▲ <i>figurative language</i>, ▲ <i>imagery</i>, <i>symbolism</i>) in a text and how the author uses such devices to help establish <i>tone</i> and <i>mood</i>.</p>	<p>5. has the students keep a Double-Entry Reading Log while the teacher reads <i>The Diary of Anne Frank</i>. Students divide their pages into two parts by drawing a line down the center of the page. On the left-side, students record quotes and/or stage directions that they find especially memorable or signify one of the literary devices. On the right-side, students list the devices such as flashback or figurative language and their responses.</p> <p>using a timeline graphic organizer, encourages a classroom discussion on how the story might have been different if the author wouldn't have interrupted the plot and gone backward or forward in time during the story.</p>	<p>SE: 618-619  <i>Literary Elements</i> 68, 183, 842  <i>Literature Groups</i> 456</p> <p>TWE: AC 442, 677, 861  LE 64, 181</p>

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<b>Benchmark 2: The student understands the significance of literature and its contributions to various cultures.</b>		
<p>The student...</p> <p>1. identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.</p>	<p>The teacher...</p> <p>1. has the students read about famous Kansans. Students describe the effect Kansas culture had on that well-known person (e.g., Barry Sanders, Emmett Kelly, Kristie Alley, Bob Dole, George Washington Carver, Amelia Earhart, Gordon Parks).</p>	<p>SE: 74  <i>Evaluate and Connect</i> 23, 35, 56, 68, 87, 416, 422, 444  <i>Writing About Literature</i> 423</p>
<p>2. compares and contrasts customs and ideas within literature representing a variety of cultures.</p>	<p>2. has students select from a book list examples of writings about the Holocaust. Everyone must read the <i>Diary of Anne Frank</i> and at least one of the following books about this time period: <u>Night</u>, Wiesel; <u>The Hiding Place</u>, Ten Boom; <u>We Remember the Holocaust</u>, Adler; <u>I Am Fifteen and I Don't Want to Die</u>, Arnothy; <u>Don't Say a Word</u>, Hehrts; <u>The Summer of My German Soldier</u>, Greene; or <u>The Night Journey</u>, Lasky. Students present book reviews orally in class with statements about whether the second text could confirm Anne Frank's descriptions about her experiences. This activity culminates with a field trip to see the play promotion of <i>The Diary of Anne Frank</i>.</p>	<p>SE: 74, 166, 256, 386, 597, 689  <i>Evaluate and Connect</i> 23, 35, 87, 416</p>

Knowledge Base Indicators	Instructional Examples	Page References
	<p>in social studies, uses maps graphs, and databases to help answer questions concerning migration and diffusion during a particular time period. The students decide which types of maps, graphs, and databases would be most helpful in answering the question and presenting findings.</p>	<p>Page references are noted on page 18.</p>
<p>3. analyzes distinctive and shared characteristics of cultures through a variety of texts.</p>	<p>3. uses a Venn diagram to compare and contrast characteristics.</p> <p>models ways to recognize strategies used by media to inform, to entertain, and to transmit culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.</p>	<p>SE: 74 <i>Evaluate and Connect</i> 23, 35, 56, 68, 87, 416, 422, 444, 536</p>

Knowledge Base Indicators	Instructional Examples	Page References
<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>		
<p>The student...</p> <ol style="list-style-type: none"> <li>uses the writing process in various formats such as notes, outlines, lab reports, journal entries, research reports, speeches, business letters, poems, advertisements, procedures and steps to various projects in the content areas.</li> </ol>	<p>The teacher...</p> <ol style="list-style-type: none"> <li>has the students (before a field trip) write letters to representatives, senators, of the governor requesting a meeting time while the legislature is in session. Details about the trip, time schedules, and specific information students hope to gain that date to be included. Rough drafts are shared and students select the best letter to revise and send. When the trip actually takes place, students know they will be writing thank you letters to those persons whom they met, so they take special notes of at least five things they learned or were impressed by on the trip. After revising drafts and making final copies, thank you letters are sent to Topeka.</li> </ol> <p>has the students write reactions and reflections in journals during units of study in a selected content area.</p>	<p>SE: 90-93, 226-229, 324-327, 426-429, 540-543, 650-653, 778-781, 874-877  <i>Learning for Life</i> 176  <i>Personal Writing</i> 36</p>

Knowledge Base Indicators	Instructional Examples	Page References
<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 and organizes the information about a selected topic.	The teacher... 1. has students use a graphic organizer webbing idea for video games, TV shows, inventions to make life easier, new kinds of bubble gum or places to visit to be used for future drafts.	SE: 90-91, 226-227, 324-325, 426-427, 540-541, 650-651, 778-779, 874-875, R50-R51, R68
2. writes a draft about the selected topic.	2. encourages students to write a draft from a prewriting activity about the "worst" (e.g., holiday, babysitter, costume, roller coaster, grounding) experience.	SE: 92, 228, 326, 428, 542, 780, 876, R52, R68
3. revises the draft to clarify and add ideas to reorganize and eliminate extraneous information to produce an improved product.	3. assists students in printing their draft on the computer and allows class time for them to share the draft with a partner to explain and reorganize an improved version.	SE: 92, 228, 326, 428, 542, 780, 876, R52-R53, R68
4. proofreads and edits for conventions and format.	4. has students work with peers or students from lower grades on their early writing projects. Editors develop a specific scoring guide for evaluating the writing process utilized by the sixth graders. Individual conferences and whole group conferences are held on how to generate ideas for writing, how to keep the topic from being too big, how important it is to revise, and how to proofread. The eighth graders are difficult task masters and in turn make themselves more accountable for their own work.	SE: 93, 229, 327, 429, 543, 781, 877, R53, R69 TWE: WM 314

Knowledge Base Indicators	Instructional Examples	Page References
5. publishes a legible final copy.	5. has the students type their final copy, using proper margins, title, heading, spelling, etc. Students may want to include a title page and illustrations. A class-developed scoring guide may be used to show students the elements to be included.	SE: 93, 229, 327, 429, 543, 781, 877, R53, R69
<b>Benchmark 3: The students use <u>ideas</u> that are well developed, clear, and interesting.</b>		
The student... 1. produces multi-paragraph compositions that develop one theme.	The teacher... 1. paragraph scaffolding	SE: 90-93, 226-229, 324-327, 540-543, 641, 691, 778-781 <i>Personal Writing</i> 313 TWE: WM 722, 770
2. understands and uses 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. webbing/mapping	SE: 90, 226-227, 324, 426, 540, 778 <i>Interdisciplinary Activity</i> 367 TWE: LS 541 MIN 204 RW 155
<b>Benchmark 4: The students will use <u>organization</u> that enhances the reader's understanding.</b>		
The student... 1. writes introductions that engage the reader.	The teacher... 1. has the students randomly select topics by picking them out of a hat and writing introductions about topics without saying exactly which topic they have chosen. The introduction must be interesting and tell as much about that subject as possible without giving the topic away.	SE: 92, 227-228, 326, 641, 780 TWE: WM 770
2. writes a cohesive piece with an introduction appropriate to a specific type of writing.	2. has the students work in class on a "round robin" theme where students have the opportunity to write an introduction, supporting paragraphs, and a conclusion using someone else's theme. Students must complete all three parts of a writing project which is then shared with the class.	SE: 90-93, 226-229, 324-327, 540-543, 641, 691, 778-781 <i>Personal Writing</i> 587 TWE: WM 722, 770

Knowledge Base Indicators	Instructional Examples	Page References
3. writes supporting details presented in a logical order.	3. has students write a narrative letter to the teacher justifying the grades they feel they have earned in the classroom. The students must explain their position and use supporting details.	SE: 90-92, 226-228, 324-326, 540-542, 780, 875-876 TWE: WM 92, 572, 709, 780
4. uses transitions to allow ideas to flow smoothly within and between paragraphs.	4. asks students, after they have created make believe, labor saving devices to share the paragraphs written about the devices. Together, partners create a pamphlet guide detailing how to build the device or direction for how to operate it. Students must determine headings to bold within the pamphlet and include the sequential steps using effective transition words to describe the operation. Graphic illustrations are also encouraged and, when possible, models are built. Instructions must capture the audience, and conciseness of the information should be stressed as well.	SE: 92, 228, 326, 542, 691, 780 TWE: WM 542
5. writes conclusions that are appropriate for a specific type of writing.	5. provides students with story starters which they must resolve with believable conclusions that bring resolution to each starter.	SE: 92, 227, 326, 542, 780, 876, R54-R55 <i>Learning for Life</i> 313 TWE: WM 770
<b>Benchmark 5: The students use authentic <i>and</i> appropriate voice.</b>		
The student... 1. uses vocabulary and language forms to convey mood and personality (might include humor, suspense, sarcasm, cynicism, originality, and liveliness).	The teacher... 1. selects several excerpts from various writings to read aloud to the class. Students brainstorm and chart several words in different texts to make them interesting. Together the class categorizes the words on chart paper. Students select a category and write a story utilizing words from one of the categories or a category of their choice.	SE: 92-93 <i>Creative Writing</i> 278, 348, 367, 456, 490, 627 TWE: WM 92

Knowledge Base Indicators	Instructional Examples	Page References
2. conveys individual personality to the reader.	2. provides examples of several different genres exhibiting voice to student(s) using daily mini-lessons. Students are asked to describe the author or his emotions based on the samples shared in class. Examples of technical and expository writings are analyzed to determine appropriate voice for audience and purpose.	SE: 92-93, 540-541 <i>Personal Writing</i> 15, 36, 158, 194, 292, 445, 500 TWE: LE 636
3. uses a voice appropriate to the purpose.	3. models to the students which voice is appropriate to various audiences.	SE: 91, 227, 325, 540, 651, 778, 875 <i>Interdisciplinary Activity</i> 43 <i>Learning for Life</i> 176, 222
<b>Benchmark 6: The students use effective word choice.</b>		
The student... 1. chooses words and phrases appropriate for specific purposes and various audiences.	The teacher... 1. asks students to write (as part of the community involvement) for the local newspaper. Articles should be about school news, upcoming events, student achievements, new staff, or other information to be shared with the community.	SE: <i>Creative Writing</i> 88, 142, 265, 417 <i>Learning for Life</i> 158, 222 <i>Personal Writing</i> 15, 36, 647 <i>Writing About Literature</i> 73
2. chooses precise words such as powerful verbs, specific nouns, and vivid adjectives and adverbs that create images in the reader's mind.	2. has the students listen to <i>Out of the Dust</i> by Karen Hesse. Students write a reflection on their response journal using imagery so the readers can visualize their writing. A different color can be used to highlight precise words (e.g., blue=powerful verbs, yellow=specific nouns, red=vivid adjectives).	SE: <i>Grammar and Language</i> 111, 349 TWE: AC 6 WM 167, 369, 428, 611, 652, 709, 747

Knowledge Base Indicators	Instructional Examples	Page References
<b>Benchmark 7: The students use clear and <i>fluent</i> sentences.</b>		
<p>The student...</p> <p>1. varies sentence structure (e.g., simple, compound, and complex) and length of sentences for more effective writing.</p>	<p>The teacher...</p> <p>1. has the students listen to <u><i>My Great-Aunt Arizona</i></u> by Gloria Houston. Students brainstorm topics for writing. Following a small group discussion, students choose their topics and write pieces effectively using a variety of sentence structures and sentence lengths.</p>	<p>SE: <i>Grammar and Language</i> 279, 588, 603, 831 TWE: WM 45, 215, 652, 709</p>
<p>2. writes with a natural flow.</p>	<p>2. has students work with children's books with simple story lines to provide practice combining sentences. Dialogue is added wherever possible. Working with a partner, students create Big Books for lower elementary students. In the rough drafts students underline compound and complex sentences as well as literary devices to add variety to the story. Students practice aloud to get the flow desired for their work. The books are presented aloud with students expressively reading their books. Later, the books are given to an elementary class.</p>	<p>SE: 428 <i>Creative Writing</i> 490 <i>Grammar and Language</i> 603, 831 <i>Personal Writing</i> 292 TWE: GL 864 WM 45, 215, 652, 709</p>
<p>3. uses dialogue that is natural.</p>	<p>3. has students write believable dialogue between a brother and a sister arguing over who gets to use the phone. Students must demonstrate proper capitalization, punctuation, and paragraphing.</p>	<p>SE: 428 <i>Creative Writing</i> 176, 490, 562 <i>Personal Writing</i> 292, 537 TWE: GL 276, 864 WM 148, 735</p>

Knowledge Base Indicators	Instructional Examples	Page References
<b>Benchmark 8: The students use standard American English <u>conventions</u>.</b>		
The student... 1. uses complete sentences, including compound and complex.	The teacher... 1. encourages students when answering discussion questions after reading a selection, students write responses in complete sentences.	SE: 45, 167 <i>Editing/Proofreading</i> 653 <i>Grammar and Language</i> 279, 588, 811 TWE: GL 174, 392, 840
2. uses appropriate paragraphing.	2. has the students brainstorm a topic and write a five paragraph narrative, persuasive, or expository theme.	SE: 92, 227, 325-326, 540-542, 641, 778-780, R54-R55 <i>Writing About Literature</i> 158 TWE: WM 542, 770
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 the students with Daily Oral Language lessons to practice a wide range of conventions.	SE: 314, 539, 690, R46-R49 <i>Grammar and Language</i> 16, 209, 279 TWE: GL 182, 276, 454
4. writes so that only light editing is needed to polish the text for publication.	4. assists the students in developing a Science Fair project which requires a detailed explanation of the project using the scientific method. As a joint venture, the students develop the project in science class, but must write about the project in writing class. Peer editors are used to check for the technical format required as well as the proper use of grammar, capitalization, punctuation, usage, and paragraphing. The scoring guide developed by students for evaluating the written part of the project focuses not only on the scientific method but on the writing elements as well.	SE: 93, 229, 327, 429, 543, 781, 877, R53, R69 TWE: WM 314

Knowledge Base Indicators	Instructional Examples	Page References
<b>Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.</b>		
<p>The student...</p> <p>1. writes descriptive pieces which may include writing about a time, place, occasion, and object.</p>	<p>The teacher...</p> <p>1. encourages the use of a graphic organizer to organize thoughts.</p>	<p>SE: 60, 90-93, 211, 426, R55  <i>Creative Writing</i> 477  <i>Personal Writing</i> 381  <i>Writing About Literature</i> 167, 603  TWE: WM 92</p>
<p>2. writes narrative pieces (e.g., personal narratives, <i>autobiographies</i>, and short stories).</p>	<p>2. has the students choose a sock from the teacher's sock collection. Students make the sock come to life and tell its adventures.</p>	<p>SE: 90-93, 211, 226-229, 426-429, 874-877  <i>Creative Writing</i> 394, 423  TWE: MIN 427, 874  WM 92</p>
<p>3. writes expository pieces (e.g., lab reports, math projects, social studies reports, and summaries).</p>	<p>3. has the students write a process theme (e.g., caring for a pet, building a model airplane, preparing their favorite food, loading a camera, applying make-up, kicking a field goal, or shooting a free throw).</p>	<p>SE: 324-327, 691, 778-781, 874-877, R56-R60  <i>Interdisciplinary Activity</i> 88, 110, 265, 381  TWE: MIN 204  RW 155  WM 780</p>
<p>4. writes persuasive pieces (e.g., letters to the editor, advertisements, and essays).</p>	<p>4. has the students write a letter to parents justifying the use of a cell phone, paper, second phone line for them, a raise in allowance, or their own bedroom.</p>	<p>SE: 525, 540-543  <i>Learning for Life</i> 43, 176, 222, 313  <i>Personal Writing</i> 647  <i>Reading and Thinking</i> 501  TWE: RM 322</p>

Knowledge Base Indicators	Instructional Examples	Page References
5. writes technical pieces (e.g., business letters, memos, charts, graphs, posters, and other visual aids).	5. has the students write a letter describing the plans for an outdoor classroom day to the local reservoir. In order to accomplish this activity, students write a letter to the student council, building leadership team, site council, and the superintendent of schools. They must persuade all of the above to agree to the day. A cost sheet will be prepared including meals, transportation, and any fees necessary to provide activities. Sponsors and teachers will be recruited as well as requesting services of the park rangers. Letter, memos, graphic designs for t-shirts, explanations, and request forms for students must be developed also. Although teachers help with the details, students will make their project and will be responsible for all of the developing, planning, and persuasive writing involved for the outdoor classroom activity.	SE: 650-653, R61-R67, R116-117, R125-127 <i>Learning for Life</i> 3, 101, 437 <i>Multimedia Project</i> 335 <i>Performing</i> 490 TWE: WM 126
6. writes for the purpose of explaining.	6. has the students write a paragraph explaining why they are late coming home, didn't pick up a sibling, clean their room, finish their homework, practice piano, or feed a pet.	SE: 324-327, 691, 778-781, 874-877, R56-R60 <i>Interdisciplinary Activity</i> 88, 110, 278, 405 <i>Learning for Life</i> 423

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. 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.</p>	<p>The teacher...</p> <p>1. reciprocal teaching</p>	<p>SE: 324-326, 540-542, 778-780, R56-R60 TWE: IC 83, 115, 286 RW 133, 155 WM 542</p>
<p>2. locates appropriate print and non-print information using text and technical resources, including databases.</p>	<p>2. assigns topics for a panel discussion on South America to groups of students. Students utilize the library and various information texts to identify sources from which they could find information about their topic.</p> <p>allows students to use text organizers such as overviews, headings, and graphic features to locate and categorize information.</p> <p>in social studies, has the students research how Kansas generates revenue for state and local programs. Students also determine the following question: How effective are they and what concerns do citizens have about how the state collects revenue?</p>	<p>SE: 464-465, 565, R56-R57, R110-R111 <i>Interdisciplinary Activity</i> 417 <i>Internet Connection</i> 24, 222, 278 TWE: RW 219, 497</p>

Knowledge Base Indicators	Instructional Examples	Page References
3. distinguishes between accurate and inaccurate or misleading information.	3. formal note-taking outlining graphic organizers has students organize and record new information in systemic ways such as notes, charts, and graphic organizers.	SE: 525, 648-649, R80, R101-R102, R114-R116 <i>Critical Viewing</i> 437, 551 <i>Reading and Thinking</i> 501 TWE: RM 322, 749
4. compiles and organizes information and selects appropriate sources to support central ideas, concepts, and themes.	4. summarizes and organizes information.  in social studies, has the students research and write a story about one person's contribution in the Civil War. Once the stories are finished, the students present their findings to the class.	SE: 324-326, 778-780, R56-R60 <i>Internet Connection</i> 456, 500, 670 TWE: IC 286 MIN 150 RW 155, 289
5. presents and defends findings and conclusions through a variety of media.	5. has students distinguish the purposes of various media forms such as information, entertainment, and persuasion.	SE: 266-267, 327, 781, 877 <i>Interdisciplinary Activity</i> 500 <i>Multimedia Project</i> 3, 237, 335, 437, 789
6. categorizes relevant information from multiple sources into major information using standard format.	6. graphic organizer	SE: 227, 324, 541, 779, R51, R58 TWE: MIN 150 WM 722, 758
7. documents sources of information using standard format.	7. graphic organizer	SE: 779-780, R59-R60
<b>Benchmark 2: The student uses ethical research practices.</b>		
The student...	The teacher...	SE: 779-780, R59-R60
1. analyzes and understands implications of <i>plagiarism</i> (e.g., ethical, legal).	1. explains the importance of citing the author and displays poster in room about importance of referencing the writers' works.	
2. expresses information in own words using explicit techniques to appeal to the background and interests of the audience.	2. models how to transform information in own words.	SE: 540, 779-780, R99-R100 <i>Publishing/Presenting</i> 93 <i>Reading and Thinking</i> 279, 406, 538 TWE: RM 21, 210, 737

Knowledge Base Indicators	Instructional Examples	Page References
3. cites references for all information used or reproduced from any source.	3. <i>models appropriate</i> note-taking strategies which include reference citations.	SE: 779-780, R57-R60, R99-R100 <i>Reading and Thinking</i> 538
4. constructs a <i>bibliography</i> with author, title, publisher, year, website name and address, and copyright date.	4. <i>asks</i> students to write <i>about</i> a famous individual using correct references, labels, and citations.	SE: 779-780, R57-R60

### Codes Used for TWE Pages

AC	Author's Craft
AR	Active Reading Strategies
CT	Critical Thinking
GL	Grammar and Language
IC	Interdisciplinary Connection
LE	Literary Elements
LS	Listening and Speaking Minilesson
MIN	Meeting Individual Needs
RM	Reading Minilesson
RW	Real-World Connection
VS	Vocabulary Skills
WM	Writing Minilesson