



KANSAS
Communication Arts Grades 9-12
Literature: The Reader's Choice British Literature © 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 alphabets to construct meaning from text.		
Benchmark 2: The student reads fluently.		
The student... 1. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive</i> texts.	The teacher... 1. read or retell a piece from their portfolios concentrating on natural speech rhythm.	SE: R87, R91 TWE: ELL 350 RM 8
Benchmark 3: The student expands vocabulary.		
The student... 1. ▲ determines meaning of words or phrases using context clues (e.g., definitions, <i>restatements, examples, descriptions, comparison-contrast</i> , clue words, <i>cause-effect</i>) from sentences or paragraphs.	The teacher... 1. the teacher gives students a list of words to look for as they read (or has students generate their own lists by searching for words with which they are unfamiliar). Students record the predicted meaning. As a class, students discuss and compare the possible interpretations based on the clues. Discussion should lead students toward determining the real meaning and which context clue method is utilized.	SE: 203, R86 TWE: ELL 203 VS 1045

Knowledge Base Indicators	Instructional Examples	Page References
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. reviews reference materials with students.	SE: 669, 1095 TWE: ELL 11, 196, 1128
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.	3. has students investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language. organizers vocabulary graph	SE: 856, R86 <i>Vocabulary</i> 225, 483, 595, 640, 856
4. ▲ identifies, interprets, and analyzes the use of <i>figurative language</i> including <i>similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.</i>	4. students construct posters to illustrate the most common types of relationships expressed in analogies, similes, and metaphors. These posters could include student-generated examples and artwork/illustrations and can be displayed in the classroom as instructional tools. in World History, has the students write analogies to describe the Byzantine Empire, for example: "If the Byzantine Empire was an animal, it would be a(n)..."	SE: 436 <i>Vocabulary</i> 17, 189 TWE: ELL 1181 WM 1181

Knowledge Base Indicators	Instructional Examples	Page References
<p>5. discriminates between <i>connotative</i> and <i>denotative</i> meanings and interprets the connotative power of words.</p>	<p>5. after reviewing denotations and connotations and reading political/historical persuasive speeches or documents, students select words they find difficult or that need a clear definition to understand the full meaning of the selection, discover and record the denotation of the word, and generate and record possible connotations for those words that could be emotionally charged. The students compare and discuss.</p> <p style="color: red;">in social studies, have the students compile a list of places, buildings, songs, poetry, prose, etc. that serve as symbols which identify, unify, or divide a group of people. Students make a T-chart with the emotions encountered when dealing with the different symbols. Students explain their choices and discuss the T-chart with the class.</p> <p>questioning vocabulary graphics organizers</p>	<p>SE: 475, 557 <i>Vocabulary</i> 627 TWE: VS 129, 1120</p>
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. encourages students to respond to informational reading through varied and appropriate modes such as writings, performances, projects, graphic displays, and available technology</p>	<p>SE: 4-5, 18-19, 24-25, R92-R93</p>

Knowledge Base Indicators	Instructional Examples	Page References
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, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts.	2. note-taking <i>in social studies, has the students develop a series of maps and/or charts to explain the occurrences and distribution of one distinctive part of a major physical component of Earth's environment (e.g., climate, landforms, erosion, or natural disasters).</i>	SE: R90, R92-R93 TWE: RJ 4, 18, 24 RM 251
3. uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.	3. highlighting	SE: R87 TWE: CT 956 RM 88, 195, 438, 747
4. generates and responds logically to literal, inferential, evaluative, synthesizing, and <i>critical thinking</i> questions before, during, and after reading the text.	4. pause and reflect	SE: 4-5, 18-19, 24-25, R87

Knowledge Base Indicators	Instructional Examples	Page References
<p>5. ▲ uses information from the text to make inferences and draw conclusions.</p>	<p>5. informational text outline post-it notes details organizer interpretations chart</p> <p>in World History, has the students develop a five-column matrix with the four characteristics of a civilization and add religion. Then down the side, give a row in the matrix to each Middle Eastern ancient civilization: Sumerians, Babylonians, Phoenicians, Assyrians, and Hebrews. The students complete the matrix as a chart of information to show how each group fulfilled the requirements of being deemed a civilization. Students should then draw conclusions about each civilization and the Middle Eastern civilization as a region.</p>	<p>TWE: CT 14, 52, 99, 309, 345</p>

Knowledge Base Indicators	Instructional Examples	Page References
<p>6. ▲ analyzes and evaluates how authors use text structures (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>) to help achieve their purposes.</p>	<p>6. cause and effect activities cause and effect game story map semantic features analysis venn diagram</p> <p><i>in United States History, has the students construct a timeline showing treaties, mutual defense pacts, and other events that led to a rapid escalation of the conflicts that resulted in World War I.</i></p> <p><i>in social studies, has students research a current law to establish its purpose and effect or create a law that will solve a problem.</i></p> <p>the teacher provides students with models or students create their own graphic organizers to identify and analyze the structures of the texts</p> <ul style="list-style-type: none"> • comparison/contrast - venn diagram • sequence/narration - story map – causal chain • cause effect – fish bone <p>description (categorize details – tree diagram)</p>	<p>SE: R89 TWE: RM 251, 347, 405, 715</p>

Knowledge Base Indicators	Instructional Examples	Page References
<p>7. ▲ compares and contrasts varying aspects (e.g., <i>characters' traits</i> and motives, ideas, <i>themes, problem-solution, cause-effect</i> relationships, ideas and concepts, procedures, viewpoints, <i>authors' purposes</i>, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.</p>	<p>7. comparison and contrast chart</p> <p><i>in World History, has the students read excerpts from Plato's Republic, and compare Plato's ideas to those practiced in the workings of the federal government. Students will complete a 10-minute writing about Plato's contributions to the United States ideal of the democratic republic.</i></p> <p><i>in World History, has the students create a jigsaw structure in the classroom to study the world religions of Christianity, Hinduism, Buddhism, Confucianism, Taoism, or Legalism. First, the teacher will assign students to same-subject groups that teaches the religion they choose. The students complete a saturation study of that religion and present the information to the class as a group. Then the students will jigsaw the groups by moving group members to include all 6 religions. The new groups then decide how to present a comparison and contrast of the religions to the class.</i></p>	<p>SE: 395, 742, R88 TWE: CT 784 ELL 577 RM 711, 860</p>
<p>8. ▲ explains and analyzes <i>cause-effect</i> relationships in appropriate-level <i>narrative, expository, technical, and persuasive</i> texts.</p>	<p>8. graphic organizer</p> <p><i>in social studies, has the students create a Venn Diagram comparing and contrasting the rights of a citizen vs. a non-citizen. Students will list and explain the ways people have United States citizenship.</i></p>	<p>SE: 169, 676, R89 TWE: CT 897, 1037</p>

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<p>9. ▲▲ uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate-level <i>narrative, expository, technical,</i> and <i>persuasive</i> texts in logical or sequential order, clearly preserving the author's intent.</p>	<p>9. the teacher divides the class into two groups and has each group read a different story or novel. Prior to reading, students focus on a few issues that could be compared/contrasted between the two novels or stories. As they read, students keep response logs of their reactions and supporting evidence. After both groups finish, the teacher leads and structures a discussion of the key issues.</p> <p>in <i>World History</i>, has students create a "World at War Scrapbook" which asks students to select 15 events from World War I and World War II for a total of 30 events. A timeline for each World War must be included. For each event selected, students must write a brief paragraph summary of the event. In the first paragraph, the information should include who, what, when, where, why, and how. The second paragraph should include the historical significance of the event and why the student chose that particular event.</p>	<p>SE: R90 TWE: ELL 9 RM 82, 541</p>

Knowledge Base Indicators	Instructional Examples	Page References
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. QAR in World History, has the students write one sentence summaries for each main idea from the Magna Carta and place them in the left-hand column of a two-column chart. In the right-hand column, students write the related idea from the United States Constitution or the United States Bill of Rights. Students use this information to analyze the Magna Carta as a foundational document of the Constitutional Monarchy in England and to analyze how this changed the course of the history of England.	SE: 264 TWE: CT 91, 367 RM 519
11. ▲▲ analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g., <i>foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery</i> , point of view, <i>allusion, overstatement, paradox</i>) work together to achieve his or her purpose for writing text.	11. pause and reflect	SE: 701, 742, 795 TWE: CT 1116
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. encourages students to evaluate his/her own responses to reading for evidence of growth in insight, clarity, and support.	SE: 6, 20, 26, R87
13. follows directions presented in <i>technical text</i> .	13. has the students negotiate, clarify, and defend opinions in large and small discussion groups.	SE: 474, R90 TWE: IC 520 MME 372

Knowledge Base Indicators	Instructional Examples	Page References
14. ▲ identifies the author's position in a <i>persuasive</i> text, describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), and evaluates the effectiveness of these techniques and the credibility of the information provided.	14. challenging the text	SE: R93 TWE: CT 521, 681 LSM R93
15. ▲▲ distinguishes between fact and opinion, and recognizes <i>propaganda</i> (e.g., advertising, media, politics, warfare), <i>bias</i> , and <i>stereotypes</i> in various types of appropriate-level texts.	15. Fact and Opinion Chart	SE: 685, 707 <i>Literary Elements</i> 525 TWE: LE 520
Standard 2: Literature		
Standard 2 – Literature: The student responds to a variety of texts.		
Benchmark 1: The student uses literary concepts to interpret and respond to text.		
The student... 1. ▲ identifies and describes different types of <i>characters</i> (e.g., <i>protagonist</i> , <i>antagonist</i> , round, flat, static, dynamic) and analyzes the development of <i>characters</i> .	The teacher... 1. creates and adds to a list of characteristics for each of the different genres. This information is placed in graphic organizer form by students to use a ready reference.	SE: <i>Literary Elements</i> 975, 1222 TWE: LE 344, 930, 940, 1183

Knowledge Base Indicators	Instructional Examples	Page References
	<p>just prior to reading a novel, students receive a format for a critical review that will be completed at the end of the unit. While reading the novel, the class discusses the major components of the review as they appear:</p> <ul style="list-style-type: none"> • plot-synopsis in present tense focusing on the main events and identifying the climatic scene • characterization-protagonist/antagonist • static vs. dynamic character • flat vs. round character • reasons for classifications • how characters are revealed • setting-description and analysis of it adds to the meaning • structure-identify and explain the narrative pattern(s) and conflict(s) • literary considerations-identification and explanation with examples of symbolism, foreshadowing, etc. as they apply to the novel • theme-primary and secondary, explicit and implicit, and • evaluation-reactions and opinions concerning the novel with justifications/explanations 	<p>Page references are noted on page 10.</p>

Knowledge Base Indicators	Instructional Examples	Page References
	students also complete journal entries and other activities relating to the components. After completing the novel, students conduct research concerning the critical review and write the response in the sections according to each of the major components listed and described above.	Page references are noted on page 10.
2. ▲ analyzes the historical, social, and cultural contextual aspects of the <i>setting</i> and their influence on characters and events in the story or literary text.	2. uses a chart graph to show the elements of style, theme, plot, setting, and characters. Then students discuss inferences and draw conclusions about the story.	SE: 1178 <i>Literary Elements</i> 1194 TWE: LE 101, 1190
3. ▲ analyzes and evaluates how the author uses various <i>plot</i> elements (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the <i>plot</i> and make connections between events.	3. QAR	TWE: LE 359, 635, 750, 897
4. analyzes <i>themes</i> , tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.	4. graphic organizer	SE: <i>Literary Elements</i> 741 TWE: LE 257, 293, 1182

Knowledge Base Indicators	Instructional Examples	Page References
<p>5. ▲▲ identifies, analyzes, and evaluates the use of literary devices (e.g., <i>foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement</i>) in a text.</p>	<p>5. discusses the complex literary devices and creates a classroom definition for each. Students choose a piece of literature to use as an example for each literary device to then analyze and study in-depth.</p> <p>after identifying facts and opinions in a persuasive piece, students infer, explain, and record the author's bias and provide evidence of this bias.</p> <p>during a peer editing activity, students identify, discuss and explain each other's points of view and biases in their writing.</p>	<p>SE: 891-892 <i>Literary Elements</i> 78 TWE: LE 59, 320, 353</p>
Benchmark 2: The student understands the significance of literature and its contributions to various cultures.		
<p>The student...</p> <p>1. recognizes ways that literature from different cultures presents similar themes differently across genres.</p>	<p>The teacher...</p> <p>1. note-taking highlighting</p>	<p>SE: 264, 394, 837, 884</p>

Knowledge Base Indicators	Instructional Examples	Page References
<p>2. compares and contrasts works of literature that deal with similar topics and problems.</p>	<p>2. reads and follows written instructions and directions.</p> <p><i>in social studies, has students compare and contrast ways in which Europeans and American Indians developed economic interdependence. Students will research each group's economic interdependence development.</i></p> <p><i>in United States History, has the students analyze the Declaration of Independence and the Bill of Rights and show how the application of concepts from these documents have changed over the last 200 years.</i></p> <p>encourages students to compare and contrast media using art forms.</p> <p>interpretation chart questioning theme synthesis</p>	<p>SE: 84, 394, 742, 1176</p>

Knowledge Base Indicators	Instructional Examples	Page References
3. evaluates distinctive and shared characteristics of cultures through a variety of texts.	3. sticky notes <i>in World History, has students work in cooperative structures to develop the game, "Who Am I?" by researching and writing descriptions (focusing on contributions) on 3" x 5" index cards for each of the great philosophers, and other important individuals from Greek civilizations. Each group will have 10 people to describe. Then groups will exchange decks of cards and play the game. One point is awarded for each correct response to the writing on the card. Once all the groups have practiced with all the conducted cards, conduct a whole class discussion of what information was chosen for the cards and the significance of the individual's contributions.</i>	SE: 435, 548, 795, 1110
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 the writing process in various formats such as lab reports, journal entries, research reports, speeches, business letters, scripts, essays, critical analysis of current events and reaction papers in all content areas.	The teacher... 1. sticky notes	SE: 79, 445, 752-756, 1254-1257 TWE: RJ 4

Knowledge Base Indicators	Instructional Examples	Page References
Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.		
The student... 1. generates ideas by using strategies, which may include recalling, brainstorming, free writing, outlining, and clustering.	The teacher... 1. allows time for brainstorming ideas and topics.	SE: 226, 396, 484, 796, 1128, R62
2. writes successive versions after rereading, adding new information and reorganizing for sequence.	2. encourages the generating of new information through reading various materials.	SE: 299, 569, 644, 865, 1256, R63-R64
3. proofreads and edits (self and peers) revisions for grammar, spelling, usage and format.	3. allows time for peer review of works.	SE: 570, 756, 903, R65
4. uses a style manual such as <i>Modern Language Association (MLA)</i> , <i>American Psychological Association (APA)</i> , or other acceptable style manuals.	4. models the completion of task using a style manual approach.	SE: 1254-1257, R68-R75, R107-R108 TWE: C R107 InC 1256 WM R107
5. publishes a legible final copy.	5. assures that students complete a final draft on the computer.	SE: 229, 400, R65 TWE: WM R98
Benchmark 3: The students use ideas that are well developed, clear, and interesting.		
The student... 1. selects topics that are original and appropriate for the task.	The teacher... 1. allows students to select their own topic for the task.	SE: 17, 31, 146, 226
2. uses strategies for generating ideas such as brainstorming, listing, webbing, working in pairs or cooperative groups and gleaning information from print sources.	2. encourages the use of graphic maps to organize thoughts.	SE: 226, 296-297, R62-R63 TWE: SN 485
3. writes using knowledge or experience.	3. encourages students to draw from personal experience to enhance the writing task.	SE: 168, 208, 355, 434 TWE: MME 397

Knowledge Base Indicators	Instructional Examples	Page References
4. provides details that focus the reader's attention on important information.	4. models how the use of details draws the audience's attention. The teacher models this by reading excerpts from various literature.	SE: 566-568, 1000 TWE: WM 352, 798, R100
5. develops the topic in an enlightening and purposeful way that makes a point or tells a story.	5. demonstrates how to creatively construct an opening paragraph to catch the audience's attention at the beginning of the writing.	SE: 676, 1000, 1256, R63 TWE: WM 865, R96
Benchmark 4: The students will use organization that enhances the reader's understanding.		
The student... 1. writes a cohesive piece that is appropriate for a specific type of writing with a clear introduction that draws in the reader, supports main ideas and details and contains a conclusion.	The teacher... 1. 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: 297, 568, 754, 864, 901
2. uses transitions to connect ideas within and between paragraphs.	2. has the students brainstorm a list of transition words which will work well in the writing and makes sure the student uses these words in the task.	SE: 797, 798 TWE: MME 797
3. uses sequence that is logical and effective within each paragraph as well as within the entire written piece.	3. encourages students to read and reread their draft to assure a logical flow of information has been created. Students then peer read and critique.	SE: 676, 1000, 1256, R63 TWE: WM 865, R96

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Benchmark 5: The students use <i>authentic</i> and <i>appropriate</i> voice.		
<p>The student...</p> <p>1. uses <i>vocabulary</i> and language forms to convey mood and personality (might include humor, suspense, sarcasm, cynicism, originality and liveliness).</p>	<p>The teacher...</p> <p>1. selects several excerpts from various writings to read aloud to the class. Students brainstorm and chart several words used 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.</p>	<p>SE: 86, 475 TWE: WM 313, 380, 798</p>
<p>2. conveys individual personality to the reader.</p>	<p>2. presents 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. Finally, examples of students' work saved over the years are evaluated for appeal to the senses, liveliness, originality and authenticity. Students then work to revise class examples which are voiceless or overdone to demonstrate effective use of voice.</p>	<p>SE: 117, 208, 355, 449, 474</p>
<p>3. uses a voice appropriate to the audience, occasion and purpose.</p>	<p>3. presents this as a class project. Students write a proposal to lengthen the time of the eighth grade party at the end of the year. The class will write a petition to student council, a letter to parents, and a letter to the editor to demonstrate their knowledge of appropriate types of writing for different audiences.</p>	<p>SE: 93, 259, 282, 412, 425</p>

Knowledge Base Indicators	Instructional Examples	Page References
Benchmark 6: The students use effective word choice.		
The student... 1. chooses words that are specific, accurate, and easy to understand.	The teacher... 1. has the students make a cluster of words to be used in the writing.	SE: 86, 475 TWE: WM 175, 298, 313, R102
2. uses language that is appropriate for the type of writing and for the audience.	2. has the students brainstorm which words will be appropriate for the targeted audience.	SE: 79, 389, 475 TWE: ELL 91 WM 198, 298
3. uses action verbs that energize the writing and precise nouns and modifiers that create images in the reader's mind.	3. encourages the students to use proper wording for the task and to change wording using suggestions from a thesaurus.	SE: 475, 1007 TWE: ELL 484 WM 486, 533, 902, R105
4. uses clichés and jargon sparingly, only for effect.	4. makes sure students use appropriate words for the writing task which target the desired audience.	SE: 475, 1217 TWE: WM 380, 1129
Benchmark 7: The students use clear and <i>fluent</i> sentences.		
The student... 1. constructs sentences for clarity and meaning.	The teacher... 1. encourages students to construct clear and understandable sentences. Insists students use dictionaries when needed.	SE: R48 <i>Literary Elements</i> 276 TWE: ELL 309 GLM 478, 592, 682
2. uses rhythm to emphasize meaning.	2. note-taking	SE: 778, 791 <i>Literary Elements</i> 252 TWE: WM 336
3. writes sentences that vary in length and in structure.	3. models the use of correct sentence structure. Allows for peer editing to ensure proper flow of sentences.	SE: 851, R18 TWE: GLM 478, 682, 1056
4. uses fragments only for style.	4. checks the draft with the students to assure fragments have been used appropriately.	SE: 851, R18 TWE: GLM 478, 682, 1056
5. uses dialogue that is natural.	5. has the students read into a recording device and listen to his/her own work to check for dialogue errors.	SE: 252, 641, 967, 1253 TWE: WM 977

Knowledge Base Indicators	Instructional Examples	Page References
Benchmark 8: The students use standard American English <u>conventions</u>.		
The student... 1. writes paragraphs to reinforce the organizational structure of the text.	The teacher... 1. graphic organizers	SE: 23, 103, 510, 684, 836
2. uses grammar and usage that contribute to clarity and style.	2. allows for peer editing to check for misuse of grammar, clarity, and style. The teacher prepares a rubric for the editing.	SE: <i>Grammar Hint</i> 229, 570, 756, 798, 866, 1257
3. uses accurate punctuation to guide the reader through the text.	3. provides an opportunity for peer editing to check for punctuation errors.	SE: R51-R57 <i>Grammar Hint</i> 300, 400, 645, 903
4. uses correct spelling.	4. allows time for self-checking and peer editing to check for spelling errors. Student will have a final spelling edit when a final draft is completed on the computer.	SE: 252, R59-R61
5. edits to polish for publication.	5. encourages students to edit a final draft before publishing.	SE: 400, 487, R65, R75 <i>Grammar Hint</i> 1132
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 character sketches and descriptions of time, place, occasion, and object.	The teacher... 1. provides sample drafts for students which show a variety of ways in which to write about character, descriptions of time, place, occasion, and objects.	SE: 86, 260, 671, 710, 848, 1128-1132, R67, R106
2. writes narrative pieces (e.g., personal narratives, <i>autobiographies</i> , and short stories).	2. provides student with story map charts to organize ideas.	SE: 226-229, 566-570, 641-645, R67, R74-R75, R99
3. writes expository pieces (e.g., research and informational writing).	3. encourages summarizing of ideas for informational writing.	SE: 296-300, 862-866, 900-903, 1000, 1254-1257, R66, R96, R104, R105, R107, R108

Knowledge Base Indicators	Instructional Examples	Page References
4. writes persuasive pieces (e.g., speeches, critical evaluations, editorials, letters of application, resumes, position papers, letters to the editor, and essays).	4. begins the class with a debate regarding a controversial topic. Once students have formed an opinion, the teacher provides the student with an opportunity to write a persuasive paper with support to their decision.	SE: 396-400, 596-597, 702-703, 1208-1209, R67, R97, R102
5. writes technical pieces (e.g., business letters, charts, graphs, technical reports, manuals, and technical descriptions).	5. provides students with sample resume letters. Students use their information from their personal school experiences (e.g., G.P.A., courses taken, and extracurricular activities) to compose a resume letter on their own.	SE: 118-119, 266-267, 1208-1209, R102
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. generates relevant, investigating, and researchable questions in order to create a <i>thesis/hypothesis</i> . Uses knowledge, comprehension, application, analysis, synthesis, and evaluation levels of questioning.	The teacher... 1. allows students to work in pairs to revise questions for a thesis.	SE: 548, 701, 795, 815, 1176
2. locates appropriate print and non-print information using text and technical resources, periodicals, and book indices, including databases and internet.	2. glossaries, indexes, tables of content, CD ROM, card catalogue, electronic mail, field trips, interviews.	SE: 1254-1257, R68-R75 TWE: ELL 752
3. verifies the accuracy, relevance, and completeness of information.	3. inquiry chart research report allows students to use text organizers such as overviews, headings, and graphic features to locate and categorize information.	SE: 548, 701, 837, 1180, R69, R79

Knowledge Base Indicators	Instructional Examples	Page References
4. analyzes the complexities and discrepancies in information and systematically organizes relevant information to support central ideas, concepts, and <i>themes</i> .	4. formal note-taking outlining graphic organizers	SE: 548, 701, 837, 1180, R69, R79
5. presents organized statements, reports, and speeches using visuals or media to support meaning, as appropriate.	5. has students organize and record new information in systemic ways such as notes, charts, and graphic organizers. In World History, has the students prepare a report about the Columbian Exchange as the "big idea". The teacher will divide the students into cooperative groups and assign each group a topic about which to prepare a saturation report. Topics may include but should not be limited to: colonialism, growth of slavery, advances in navigation and other technologies, influence of Christianity, rise of mercantilism, and the advent of capitalism. Each group will present the topic about which they saturated their knowledge and will include handouts and assignments to support their information.	SE: 84, 264, 394, R80, R90 TWE: InC 1256
6. analyzes, organizes, and converts information into different forms (e.g., charts, graphs, drawings).	6. graphic organizers	SE: 84, 264, 354, R80, R90
7. documents sources of information using standard format.	7. provides students with a model of documents with source of information.	SE: 156, R68-R75 TWE: InC 156
8. uses a manual or form such as <i>Modern Language Association (MLA)</i> or <i>American Psychological Association (APA)</i> .	8. provides models using the MLA or the APA style.	SE: 156, R68-R75 TWE: InC 156

Knowledge Base Indicators	Instructional Examples	Page References
Benchmark 2: The student uses ethical research practices.		
The student... 1. analyzes and understands implications and consequences of <i>plagiarism</i> (e.g., ethical, legal, professional).	The teacher... 1. assigns students a task to write about penalties for plagiarism.	SE: 156, R68-R75 TWE: Inc 156 WM R107
2. expresses information in own words using appropriate organization and grammar, word choice, and <i>tone</i> sufficient to the audience.	2. promotes the use of role-play to express information in own words to peers. <i>in social studies, has students divide into groups. Students do research on the important court cases (e.g., eminent domain). Each group must present their findings in a predefined manner (teacher decision). Examples: project boards, oral presentations, etc.</i>	SE: 548, 701, 837, 1180, R69, R79
3. cites references for all sources of information including summarized and paraphrased ideas from other authors.	3. provides students with models for summarizing and paraphrasing references cited.	SE: 156, R68-R75 TWE: InC 156
4. constructs a <i>bibliography</i> with author, title, publisher, year, website name and address, and copyright date using standard style format (e.g., <i>MLA</i> , <i>APA</i>).	4. provides a model of a finished bibliography for students to follow. Encourages students to complete a task using his/her own ideas, thoughts, and design.	SE: 156, R68-R75 TWE: InC 156

Codes Used for TWE Pages

C	Conventions
CT	Critical Thinking
ELL	English Language Learners
GLM	Grammar and Language Minilesson
IC	Interdisciplinary Connection
InC	Internet Connections
LE	Literary Elements
LSM	Listening and Speaking Minilesson
MME	Multiple Modes of Expression
RJ	Reading Journal
RM	Reading Minilesson
SN	Special Needs
VS	Vocabulary Skills
WM	Writing Minilesson