

Kansas Guide to Learning: Literacy **Grades 6-12**

The *Kansas Guide to Learning: Literacy (KGLL)* was constructed to be an easy-to-read document that administrators, teachers, parents, child-care providers, and others could use to find information and guidance regarding the literacy development and learning for children aged birth through high school. The *KGLL* for grades kindergarten - 12 is presented in a table format and includes the columns titled, Effective Instruction and Elements of Curricula Across All Content Areas, Critical Questions and Considerations for Teaching and Learning, and Standards Connections.

Effective Instruction and Elements of Curricula Across All Content Areas: The scope and sequence of content that students are expected to learn to be successful in meeting Kansas Common Core Standards (KCCS), for future learning in school, and for performing in non-school settings is critical to their success.

To better understand how the curricula are defined, imagine the scope and sequence of an United States history class discussing the 1960s. Students in this class might be expected to learn curriculum about the following: (1) George Wallace made his “stand in the schoolhouse door” at the University of Alabama, (2) President Kennedy was assassinated, (3) Martin Luther King Jr. made his *I Have a Dream* speech, (4) Civil Rights Act passed the U. S. Congress, (5) riots in many cities/campuses, (5) Martin Luther King Jr. assassinated.

In the case of reading, a scope and sequence of content that students would be expected to learn to meet the Common Core State Standards would be: (1) identify central ideas/themes of a text, (2) summarize key supporting details and ideas, (3) analyze the structure of texts related to each other and the whole, (4) integrate and evaluate content presented in diverse formats, (5) analyze how two or more texts address similar themes or topics in order to build knowledge, and (6) infer what can be deduced from various pieces of evidence.

The methods that teachers use to ensure that students learn a specific element or body of curriculum content (e.g., United States history during the 1960s) is critical to student success. Instructional methods generally fall on a continuum. At one end of the continuum is *teacher-mediated instruction* (i.e., instruction is largely teacher-directed with considerable scaffolding) at the other end is to *student-mediated instruction* (i.e., learning is largely student-directed with limited teacher scaffolding).

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In the case of U.S. history, teacher-mediated instruction would provide multiple texts on the assassination of President John F. Kennedy and ask students to read the text closely to determine the validity and reliability of the resource, explain how an author used reasons and evidence to support particular points in the text, and communicate their understanding of the text through written or oral means. Student-mediated instruction would ask students to write a summary encapsulating key themes from the 1960s unit, engage in role-playing in which they assume the role of key historical figures, and interpret how the author depicted this information regarding a former president.

In the case of reading, teacher-mediated instruction would include such elements as: (1) clearly communicating expectations to learners, (2) describing the desired behavior, (3) providing models that are clear, consistent, and concise, (4) providing guided practice with sufficient prompts (physical, verbal, visual), (5) providing unprompted practice opportunities after students have acquired some level of fluency with a skill or strategy, (6) teaching how to generalize the newly learned strategy to other problems/setting/circumstances, and (7) checking for maintenance of behavior over time. Note: as students gradually gain fluency in using the targeted skill/strategy, teachers remove some supports and scaffolding and expect students to assume more responsibility in mediating their learning.

Critical Questions and Considerations for Teaching and Learning: Education is a dynamic, fluid process. Instruction should not be thought of something that takes place in isolation from other events in a student's life. On an ongoing basis, a host of factors should be considered including: (1) how are the various standards related to one another (i.e., the reciprocal nature of reading, writing, speaking, listening, and language), (2) how does a student's disability, primary-language status or at-risk of educational failure influence learning, (3) what research evidence should be considered in determining curriculum and instructional methodology, (4) what are the foundational skills, strategies, and knowledge necessary for some students to acquire in order to benefit from the higher-order thinking skills identified in the Kansas Common Core Standards, and (5) how does the MTSS framework support instruction in the KCCS?

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Standards Connections: The Kansas Common Core Standards (KCCS) provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers. The key outcome of the KCCS is that students will be college and career ready upon completion of the K-12 curriculum. With American students fully prepared for the future, our communities will be best positioned to succeed in the global economy.

The committee has created documents or tables for each of the strands set forth by the KCCS (e.g., Writing, Language, Reading). However, we know that all the literacy domains are interconnected and have reciprocity with one another. As a result, the committee assumes that educators naturally will make those connections between reading, writing and language when thinking about instruction. We know that “the answer is not in the perfect method; it is in the teacher. It has been repeatedly established that the best instruction results when combinations of methods are orchestrated by a teacher who decided what to do in light of children’s needs” (Duffy & Hoffman, 1999, p. 11).

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READING: LITERATURE			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<p>ENVIRONMENT Establish an environment that includes:</p> <ul style="list-style-type: none"> • Authentic reading and writing, as opposed to drill and practice • Extended periods of time for students to read • Extended periods of time for students to write about and to discuss what they read • Differentiated instruction based on assessment data, varied in <ul style="list-style-type: none"> ○ content/topic ○ process/activities ○ products ○ environment/learning styles • Consideration of brain-based learning principles and multiple intelligences theory (Gardner, 1983)) • Scaffolded learning experiences with a gradual release of responsibility from teacher-led to student-initiated practice 	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Are students engaged in authentic reading and writing related to literature during the class period and throughout the school day?</p> <p>How does the reciprocal nature of reading and writing enhance students' comprehension of literature?</p> <p>When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize groups to provide for multiple perspectives and language abilities.</p> <p>Students should have opportunities to read both individually and collaboratively.</p>	<p>KCCS: Language Anchor Standard 1, 3, 6</p> <p>Speaking and Listening Anchor Standard 1, 2, 3, 6</p> <p>KS 15% Anchor Standard 1</p>
MOTIVATION & ENGAGEMENT	<p>MOTIVATION and ENGAGEMENT</p> <p>Motivate students by:</p> <ul style="list-style-type: none"> • Establishing meaningful and engaging content goals • Providing a positive learning environment • Making instructional methods and strategies interactive • Making literacy experiences relevant to students' interests, lives, and current events • Building effective instructional conditions (e.g., goal setting, collaborative learning) • Giving students reading choices in: <ul style="list-style-type: none"> ○ Texts ○ Collaborative groupings ○ Reading methods • Moving from extrinsic to intrinsic motivation to read <p>Engage students by:</p> <ul style="list-style-type: none"> • Discussion and discussion protocols • Student-led discussions • Building background knowledge • Pre-reading, during-reading, and after-reading activities • Inquiry • Metacognition and reflection 	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do we help students become intrinsically motivation to read?</p> <p>How do students see themselves as readers?</p> <p>How do we help students' take ownership of their own reading and progress?</p>	

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LEARNING OBJECTIVES	<p>LEARNING OBJECTIVES Establish content objectives (what students will learn) based on content standards.</p> <p>Establish reading objectives based on assessment data.</p> <p>Establish language objectives (how students will demonstrate understanding and knowledge) based on English language-proficiency assessment data.</p> <p>Post and share objectives with students before and after each lesson to help them connect to previous learning and to monitor their own learning (metacognition).</p> <p>Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</p> <p>Incorporate literature into lessons that promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity, and intellectual curiosity).</p> <p>Utilize whole-group and differentiated small-group instruction, based on student needs.</p> <p>Utilize information and communication skills: media literacy, information literacy, and information and communications technology (ICT) literacy.</p> <p>Determine the language and language structures that ELs need to access the content standard. Determine the appropriate language support:</p> <ul style="list-style-type: none"> • Vocabulary • Sentence frame • Grammar • Strategic use of native language support and cognates • Graphic organizers • Explicit and interactive modeling of language 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do teachers use formative data to select learning objectives and to guide instruction?</p> <p>For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition which should guide language objectives.</p>	<p>KCCS: Language Anchor Standard 1, 3, 6</p>

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TEXT SELECTION	<p>TEXT SELECTION FOR WHOLE-GROUP INSTRUCTION</p> <p>Use high-quality, appropriately challenging literature that supports the development of deep comprehension and appreciation.</p> <p>Carefully select and analyze text for:</p> <ul style="list-style-type: none"> • Text complexity, based on: <ul style="list-style-type: none"> ○ Quantitative measures (e.g., lexile, ATOS book level) ○ Qualitative measures (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands) ○ Reader and task considerations (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks) • Cohesive, content-based units of study <p>Scaffold to help all students read complex text successfully. (See text complexity rubrics, qualitative measures.)</p>	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Are students exposed to multiple sources and types of text, including print and electronic?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Who are the stakeholders involved in selecting age- and ability-level texts?</p> <p>Do reading tasks reflect of range of levels on Bloom's taxonomy?</p> <p>Consider Vygotsky's Zone of Proximal Development when selecting texts.</p> <p>Close reading and re-reading develop stamina and fluency.</p> <p>How do we help students access increasingly complex text via productive struggle?</p>	<p>KCCS: Reading: Literature Anchor Standard 10</p> <p>Appendix B</p> <p>KS 15% Anchor Standard 11, 12</p>

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TEXT SELECTION (CONT.)	<p>TEXT SELECTION FOR SMALL- GROUP OR INDIVIDUALIZED INSTRUCTION</p> <p>Use instructional-level or “stretch” text, which students can read with:</p> <ul style="list-style-type: none"> • Explicit instruction that matches the needs of the reader determined by a diagnostic assessment • 95% word-recognition • 75% or higher comprehension rate <p>Carefully select and analyze text for its:</p> <ul style="list-style-type: none"> • Instructional level (quantitative, qualitative, and reader/task considerations) • Opportunities to practice reading components (word recognition, fluency, and comprehension) • Opportunities to practice strategy use <p>TEXT SELECTION FOR INDEPENDENT READING</p> <ul style="list-style-type: none"> • Students need opportunities to read literature of their own choosing. • Independent reading is appropriate for at-home and pleasure reading. • Provide coaching on appropriate text selection for independent reading, which could help motivate students to read. • Provide opportunities for students to read independently, with attention to increasing the challenge of the text. 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Wide and extensive independent reading develops background knowledge and vocabulary.</p> <p>How can we help students make connections between their independent reading choices and whole-group, small-group, and individual curricular choices?</p>	<p>KCCS: Reading: Literature Anchor Standard 10</p> <p>Appendix B</p> <p>KS 15% Anchor Standard 11, 12</p>

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ELEMENTS AND STRUCTURES OF LITERARY TEXT	<p>ELEMENTS AND STRUCTURES OF LITERARY TEXT</p> <p>Explicit instruction and scaffolding in understanding elements and structures of story and drama and how those elements interact with one another to form patterns and create meaning. For example:</p> <ul style="list-style-type: none"> • Setting and its relationship to other story elements • Character types (protagonist, antagonist, flat, round, static, dynamic) and their relationship to plot and theme • Character development and its relationship to theme, plot, setting • Plots, subplots, and parallel plots and their inter-relationships <ul style="list-style-type: none"> ○ Character goals ○ Conflict(s) (e.g., man vs. nature, man vs. society, man vs. man) ○ Rising action ○ Climax ○ Resolution ○ Pacing • Theme: its development and its reflection in other story elements • Foreshadowing and its effect on mood • Irony and its connection to point of view • Tone/Mood • Point of view • Flashback and its effects on pacing and mood • Symbolism and its reflection on theme • Connections to and transformation of source materials 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Formative Assessment: Summarization as demonstrated through:</p> <ul style="list-style-type: none"> • Oral presentation • Visual representation • Rubrics <p>Are literary elements and text structures taught in an integrated manner that contributes to understanding of the text as a whole, as opposed to isolated skills instruction?</p> <p>Link sentence-level structure analysis in reading to sentence variety and structure in writing and grammar.</p> <p>Sentence combining helps students understand how sentence structure affects mood and tone.</p> <p>Creative writing builds student understanding of literary elements and text structures.</p> <p>Strategy instruction should move from teacher-modeling to group guided practice to individual practice to student-initiated use.</p>	<p>CCSS: Reading: Literature Anchor Standard 5</p> <p>KS 15% Anchor Standard 3</p>

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ELEMENTS AND STRUCTURES OF LITERARY TEXT (CONT.)	<p>ELEMENTS AND STRUCTURES OF LITERARY TEXT Explicit instruction and scaffolding in understanding elements of poetry and how those elements form patterns and create meanings, such as:</p> <ul style="list-style-type: none"> • Rhythm and meter • Stanza • Rhyme and rhyme scheme • Sound elements (e.g., alliteration, assonance, onomatopoeia) • Simile • Metaphor • Theme • Symbolism • Imagery <p>Explicit instruction and scaffolding in analyzing how a particular text structure fits into the overall structure of a text and contributes to the development of ideas at the:</p> <ul style="list-style-type: none"> • sentence level • paragraph level • chapter level • section level 	<p>Do students strategically and independently use comprehension strategies to understand complex text?</p> <p>Comprehension strategies:</p> <ul style="list-style-type: none"> • Summarization • Integration and generalization of text • Analysis • Inference • Pre-reading • Activating prior knowledge • Vocabulary needed to comprehend and discuss <ul style="list-style-type: none"> ○ Tier 1 words: basic, everyday words ○ Tier 2 words: high-frequency academic words ○ Tier 3 words: low-frequency, context-specific content words (Beck, McKeown, and Kucan, 2008) • Questioning • Predicting • Visualization <p>Discussion protocols that enhance comprehension and higher-level thinking</p> <ul style="list-style-type: none"> • Concept-Oriented Reading Instruction CORI (Guthrie) • Reciprocal Teaching • Transactional Strategy Instruction • Informed Strategies for Learning <p>Metacognitive reading:</p> <ul style="list-style-type: none"> • Monitoring understanding during and after reading • Re-reading to clarify understanding • Utilizing fix-up strategies (e.g., reread, read on, etc.) when needed <p>How can technology be effectively used to facilitate access to and understanding of text?</p> <p>What is the difference between making reading assignments and teaching students how to read literature?</p> <p>Strategy instruction should move from teacher-modeling to group guided practice to individual practice to student-initiated use.</p>	<p>KCCS: Reading: Literature Anchor Standard 5</p> <p>KS 15% Anchor Standard 3</p>

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CRITICAL ANALYSIS OF LITERATURE	<p>CRITICAL ANALYSIS OF LITERATURE</p> <p>Explicit instruction and scaffolding in critical analysis of literature:</p> <ul style="list-style-type: none"> • Analyze a piece of literature by breaking it into parts • Offer possible meanings for particular elements of literature to help explain meanings, compare/contrast, or apply a literary theory or other point of view • Quote and paraphrase the literary work to support thinking • Reference additional sources that support thinking • Utilize style, tone, and voice to communicate thinking • Organize an analysis and present it in a concise manner • Trace influences from other literary works • Identify personal, interpersonal, social, cultural, and political issues <p>Explicit instruction and scaffolding in practices that enhance students' reading:</p> <ul style="list-style-type: none"> • Responding to a text • Summarizing a text • Asking and answering questions about a text • Analyzing story structure through use of an organizer (Hattie, 2009) • Appreciating artistic expression <p>Explicit instruction and scaffolding in discussion protocols that enhance analysis and interpretation of literature</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Do teachers use formative data to guide lesson planning?</p> <p>Do students use their formative data to set goals for themselves?</p> <p>Are rubrics used to evaluate the critical analysis used in summative end-of-unit/course assessments?</p> <p>Are discourse and writing being used to evaluate critical analysis of literature?</p> <p>How can analysis of text differ according to point of view?</p> <p>How does the historical context for the text impact the way that it was written?</p> <p>What role does culture play in how readers understand the text?</p> <p>How do teachers utilize higher-order thinking objectives, such as Bloom's Taxonomy analyzing, evaluating, and creating, during lessons?</p>	<p>KCCS: Reading: Literature Anchor Standard 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Appendix B: Exemplar Texts</p> <p>Writing Anchor Standard 1, 2, 4, 7, 8, 9,10</p> <p>Speaking and Listening Anchor Standard 1, 2, 3, 4, 5, 6</p> <p>Language Anchor Standard 1, 2, 3, 4, 5, 6</p> <p>KS 15% Anchor Standard 1, 4, 5</p>

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VOCABULARY	<p>VOCABULARY</p> <p>Explicit instruction and scaffolding in how an author uses figurative language to convey meaning and tone:</p> <ul style="list-style-type: none"> • Metaphors • Similes • Personification • Idioms • Alliteration • Onomatopoeia • Hyperbole <p>Explicit instruction and scaffolding in how an author's word choice or patterns of word choice affect style, tone, and meaning:</p> <ul style="list-style-type: none"> • Denotation • Connotation • Word play • Multiple meanings of words • Cumulative impact of specific word choices 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Do teachers use formative assessment data to guide instruction?</p> <p>Does the instruction of word and language choices occur in an integrated manner that contributes to students' understanding of the literary text, as opposed to isolated skills instruction?</p>	<p>KCCS: Reading Informational Text Anchor Standard 4</p> <p>Appendix A</p> <p>Language Anchor Standard 3, 4, 5, 6</p> <p>Speaking and Listening Anchor Standard 6</p> <p>KS 15% Anchor Standard 3</p>