

Literacy

Instruction

NOW

Knowledge for teachers implementing

State Standards

KANSAS
Curricular Standards
for
Reading and Writing

Kansas State Board of Education

January 2000

Introduction

Purpose

The intent of the Kansas Curricular Standards for Reading and Writing is to provide Kansas Teachers assistance in planning local curriculum and assessments for reading, writing, and literature, as well as to serve as the basis for the development of the state assessments in reading and writing. The document is meant to provide a curricular focus for all students. However, the document is not intended to be a state-mandated curriculum. Local curricula further refine and shape the way that students demonstrate their development in the communication arts. The Literacy Instruction NOW Knowledge for Teachers Implementing State Standards (Links) document provides further clarity and specificity to the standards, benchmarks, and indicators, which are prioritized for the Kansas Reading Assessment and the Kansas Writing Assessment. Attempts were also made by the writers of the LINKS document to include examples for the indicators assessed locally.

The intent of the LINKS document is to include instructional examples for each indicator prioritized for the state assessment program. The indicators aligned with the Kansas Reading Assessment include instructional examples for each type of text (narrative, expository, persuasive, and technical). Many indicators for reading do not apply to all types of text; therefore, in individual cases, instructional examples include only the types of texts used with the indicator on the Kansas Reading Assessment. In Standard 2, Writing, the instructional examples may be developed for one type of writing (narrative, expository, and persuasive); however, many of the instructional examples may be applied to all of the types of writing. Teachers are encouraged to use all types of writing in their classrooms.

The LINKS document assists teachers in making the connections between state standards, state assessments, and instruction.

Uses of LINKS:

The uses of the LINKS document are as varied as the instructors who use them. The instructional examples include classroom activities that are aligned with the Kansas Curricular Standards for Reading and Writing and the Kansas Reading Assessment and the Kansas Writing Assessment. They provide instructors with clarification as well as a link to the state assessments. Teachers may find this document useful in the following areas:

- to provide potential instructional examples,
- to clarify the state standards,
- to assist the transition from the reading and writing standards to classroom practice,
- to link classroom instruction to the state assessment,
- to assist teachers in discovering alternative resources, and
- to assist new teachers in developing their instructional strategies

The Reading CD-ROM is an additional resource for teachers. Strategies, programs, assessments, and resources are listed in the CD-ROM. The strategies on the CD-ROM provide additional explanation for the instructional examples in the LINKS document.

This document is meant to provide guidance for teachers who may need assistance in developing instructional practice or locating materials that align with the state standards. **It is the intent of the writers to provide assistance, not to mandate instructional practice.** Teachers should use these examples as a springboard to effective classroom practice.

Kansas Reading Assessment

Grade level ranges have been established for reading. There are four levels, K-2, 3-5, 6-8, and 9-11. The indicators and assessment recommendations are based on the grade level within each range that best represents students exiting that range. All indicators for reading and literature are meant to define characteristics of students at the end of each grade range. The Kansas Reading Assessment is given at grades 5, 8, and 11, and an individual diagnostic reading assessment is given at the beginning of grade 2. The Kansas Reading Assessments are given every school year in the spring. Eleventh grade was selected for assessment rather than 12th grade to allow teachers to design interventions for those students not performing satisfactorily on the benchmarks and indicators. Grades 5, 8, and 11 were selected as the assessment levels, because of the committees' request for communication assessment scores at the same grade levels. The diagnostic test is an individual assessment designed to diagnose a child's strengths and weaknesses in reading. The test assists the teacher who will develop appropriate interventions for students performing below established acceptable levels.

Kansas Writing Assessment

Grade level ranges have been established for writing. There are four levels, K-2, 3-5, 6-8, and 9-11. The indicators and assessment recommendations are based on the grade level within each range that best represents students exiting that range. All indicators for writing and literature are meant to define characteristics of students at the end of each grade range. The Kansas Writing Assessment is given at grades 5, 8, and 11. The Kansas Writing Assessment is given in 5th grade every school year. The assessment is given in 8th and 11th grades every other year. Eleventh grade was selected for assessment rather than 12th grade to allow teachers to design interventions for those students not performing satisfactorily on the benchmarks and indicators.

Note: The writing committee made no recommendation to assess K-3 in writing.

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The writing committee would like to thank the more than 300 persons or groups who submitted written responses to the first and second working drafts of this document as well as the more than 100 persons who provided input at the public meetings held throughout the state. The committee thoughtfully read and considered each of the responses which were received and felt this input was invaluable to the development of this document.

In addition, the committee would like to thank the teachers, school administrators, parents, and community members who have and will continue their work toward improving reading and writing instruction in Kansas.

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Contributions were made by teachers in USD #210, USD #259, USD #385, USD #437, and USD #501. The committee would like to thank each of the teachers from the cooperating districts for their commitment to teaching and their students.

Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes.

Benchmark 1: The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.

Indicators:

The students:

⌘ 1. Understand basic message of text.

Instructional Examples:

1. Students retell the basic message of the text in their own words.
2. Students fold a piece of paper into four frames and use each frame to highlight a main event in a story. Students create a detailed illustration and write a sentence in each frame to complete a story board.
3. Students illustrate a selected passage from a text to demonstrate their understanding of the main idea of the passage.
4. Using the QAR framework, the teacher poses questions to assist students in their understanding of the text. This questioning framework can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text.
5. After reading a text on firefighters, the teacher guides students in completing a fishbone graphic organizer depicting main idea and supporting details.

⌘ 2. Retell reading material with accurate sequence.

Instructional Examples:

1. Students use graphic organizers (story maps, flipboards, sequence chains, and/or causal chains) to retell the main events of a story in the correct order.
2. After listening to or reading a narrative text, students organize sentence strips or pictures depicting main events in the correct order.
3. Students retell text through dramatization.

⌘ recommendation for 2nd grade individual diagnostic test
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: The proficient reader decodes accurately and understands new words in reading materials.

Indicators:

The students:

⌘ 1. Relate sounds to symbols.

Instructional Examples:

1. Students sort objects or pictures by the initial sound and match them to the corresponding letter.
2. The teacher tosses an alphabet ball in the air (an alphabet ball is a blown-up beach ball with alphabet letters on it). Whatever letter the teacher's right thumb is on, students identify the letter-sound and generate a word(s) with that sound.
3. Students make sentences using words with the same beginning sound. Example: Betty Brown bounced big balls behind Bobby's back.

⌘ 2. Use phonetics including rimes (phonograms) and structural analysis to help determine unfamiliar words.

Instructional Examples:

1. In a shared book context the teacher leads students through the process of decoding unknown word(s) using context clues plus initial sound or familiar pattern.
2. Students build a word using letter manipulatives, replacing initial letter to make a new word, and saying the word.
3. Students create pocket chart sentences with a word hidden by using sticky notes or correction tape. Students remove sticky notes from part of the word, predict the word, and check letter by sound matching.
4. Students conduct word sorts using 20-25 known word cards and search for common patterns.

⌘ recommendation for 2nd grade individual diagnostic test
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: The proficient reader decodes accurately and understands new words in reading materials.

Indicators:

The students:

⌘ 3. Use context clues to help determine unfamiliar words.

Instructional Examples:

1. The teacher covers one word in a sentence with colored tape. Students use the rest of the sentence, picture, or paragraph to determine what the word could be and/or mean. The teacher asks students to explain how they know, what clues did the author give in the text, and what did students already know.
2. The teacher selects a passage from a story and covers or deletes selected words utilizing the CLOZE method. Students provide the missing word.
3. The teacher reads aloud and pauses periodically to allow students to predict the missing word.

⌘ 4. Recognize frequently used (sight or common) words.

Instructional Examples:

1. Students engage in word wall activities and word sorts. Word walls should be added to continually and made a living part of the classroom.
2. Students use “rainbow writing” in which they trace over words using a variety of color markers or crayons.
3. Students use high frequency word games and activities which could include bingo, tic-tac-toe, go fish, and teacher-made board games.
4. Students read high frequency word readers included with many new basal series.

⌘ recommendation for 2nd grade individual diagnostic test

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: The proficient reader decodes accurately and understands new words in reading materials.

Indicators:

The students:

⌘ 5. Use self-correction strategies.

Instructional Examples:

1. The teacher encourages students to utilize effective self-correction strategies by prompting students to use visual, structural, or meaning clues. Teacher prompts may include:
 - does it make sense?
 - does that look right?
 - look at the picture.
 - how does the word start?
 - can you find a familiar pattern?
 - reread the sentence.
2. Students read into the tape recorder and listen to themselves read orally.

Benchmark 3: The proficient reader reads fluently.

Indicators:

The students:

⌘ 1. Demonstrate fluency in oral reading.

Instructional Examples:

1. Each student puts his/her name, book title, and eight signature lines on a 4x6 notecard. Students collect signatures for each time they read the story to anyone who would listen.
2. Students are timed for one minute of oral reading at their instructional level. The students record the words read and their level of accuracy. Students reread this passage several times recording results to monitor their progress.

- **2. Demonstrate fluency in silent reading to focus on the meaning of the text.**

Instructional Example:

1. In a guided reading session, fluent and almost fluent readers read a text or parts of text silently. The teacher guides students' comprehension of text with questions before reading. After reading, students respond orally or in writing.

⌘ recommendation for 2nd grade individual diagnostic test
• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 3: The proficient reader reads fluently.

Indicators:

The students:

- **3. Understand how print is organized and read such as front to back, left to right.**

Instructional Examples:

1. The teacher uses Big Books to model concepts of print and how the books are organized.
2. Students organize and assemble thematic teacher-made books.

- **4. Recognize the title page.**

Instructional Examples:

1. The teacher uses a guided reading strategy to introduce parts of a book. Students use the title page to locate the author, illustrator, and title.
2. Books made with students' writing need to include title page and other relevant book parts.

- **5. Understand that print conveys meaning.**

Instructional Examples:

1. Students participate in a variety of writing activities including letters, lists, captions, stories, and news reports. Students then share their writing with each other.
2. Students read and follow written directions.

☞ recommendation for 2nd grade individual diagnostic test
• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 4: *The proficient reader uses what he/she already knows about the topic and the type of text to understand what is read.*

Indicators:

The students:

- ⌘ 1. **Relate past experiences that connect to the text. (What do I know? What do I want to learn? What have I learned?)**

Instructional Examples:

1. Students use a variety of graphic organizers:
 - a. KWL: Prior to reading, students brainstorm all the information they know about a particular topic. The teacher records students questions. After reading, students record what they learned.
 - b. Semantic Maps/Idea Maps: As a group, students brainstorm facts known about a topic (ex: insects). The teacher webs information given by students. This information is written in red. After reading the selections, the teacher adds the new information in another color.
2. Students use reader response journals to write quickly about the topic prior to reading and again after reading. Students share their responses in pairs or groups.
3. After reading a story, students discuss places, events, or characters from the story that remind them of a person, place, or event from their personal experience.

- **2. Apply predictable patterns to understand text. (Examples of predictable patterns are rhyme, problem and solution, sequence of events, beginning, middle, and end of story, topic and details.)**

Instructional Example:

1. Before the teacher begins oral reading, students study the book's cover for clues about the story and are encouraged to use what they know about the cover's subject to predict the story plot and what problems the character(s) could have. During the reading, students identify the character's problem and predict how the character will resolve it. Teacher records students' predictions on chart paper, asking students to justify their predictions. Teacher continues reading, stopping periodically to check initial predictions and allow students to change their predictions based on the new information. After reading is finished, students complete a story map identifying the problem, main events, and resolution.

⌘ recommendation for 2nd grade individual diagnostic test
 • recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 5: The proficient reader draws conclusions supported by the text.

Indicators:

The students:

- 1. Retell the basic plot.

Instructional Example:

1. After reading *Harry and the Terrible Whatzit* by Dick Gackenbach, the students complete a SWBS plot chart then chart their responses:
Somebody _____
Wanted _____
But _____
So _____

Literature: Gackenbach, Dick (1984). *Harry and the Terrible Whatzit*. Houghton Mifflin.

⌘ recommendation for 2nd grade individual diagnostic test
• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 2: **Learners write effectively for a variety of audiences, purposes, and contexts.**

Benchmark 1: *A proficient writer uses ideas that are well developed, clear, and interesting.*

Indicators:

The students:

- **1. Choose an idea about which to write.**

Instructional Example:

1. Periodically during the school year, students brainstorm (in groups or individually) topics about which to write. Students keep their list in their writing folder or binder so that it is accessible. Topics may be organized under categories nominated by the teacher or defined by students. Possible categories could include: family, friends, sports, hobbies, holidays, special places, favorite activities, pets, learning topics, and books read.

- **2. Organize a writing piece around one idea.**

Instructional Example:

1. Students read *Fossils Tell of Long Ago* by Aliko, individually or in a group. The teacher selects one main idea explored in the text. Supporting ideas and facts are listed on chart paper. Once the list is completed, teacher cuts ideas into parts and selects the statements that best support the main idea. Students sequence the idea strips and write a paragraph.

Literature: Aliko (1990). *Fossils Tell of Long Ago*. Harper Trophy.

Benchmark 2: *The proficient writer uses authentic and appropriate voice.*

Indicators:

The students:

- **1. Incorporate their own personalities into writing pieces.**

Instructional Example:

1. Student's personality is more likely to emerge when writing on personal and emotional topics, like "my most embarrassing moment or my funniest moment".

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 3: *The proficient writer uses organization that enhances the reader's understanding.*

Indicators:

The students:

- **1. Write a cohesive paragraph with at least three sentences.**
- **2. Organize a written piece with a beginning, middle, and end.**

Instructional Examples:

1. Before writing, students brainstorm ideas related to a topic. Students plan their drafts using a graphic organizer. Using ideas from their self-generated list, students identify ideas to communicate in the beginning, middle, and end of their written pieces.
2. Before writing the first draft of a story, students plan their stories using a story map stating characters, setting, problem, sequence of events, and possible ending to story.

Benchmark 4: *The proficient writer uses effective word choice.*

Indicators:

The students:

- **1. Use a variety of nouns, verbs, and adjectives in writing.**

Instructional Examples:

1. Students brainstorm words that relate to a topic. These words are recorded on paper and sorted according to the parts of speech to which each word belongs. These words are used as a reference for writing.
2. Students write various types of poetry frameworks to practice using descriptive words, phrases, and figurative language.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 5: *The proficient writer uses clear and fluent sentences.*

Indicators:

The students:

- **1. Write complete, related sentences.**

Instructional Examples:

1. Students write “super sentences.” Super sentences state who, what, where, when, how, and why. Sentences may be composed orally and in groups.
2. Students are given a paper with a topic sentence. Students add another sentence with a related idea and then pass this paper to the next student. That student reads the sentences and adds another sentence. After each student has completed all the sentences, the sentences are read orally.

Benchmark 6: *The proficient writer uses standard American English conventions.*

Indicators:

The students:

- **1. Write complete sentences.**
- **2. Capitalize proper nouns and the beginning of sentences.**
- **3. Use correct ending punctuation.**
- **4. Use commas in a series.**
- **5. Use correct spelling of commonly used words chosen by the local district.**

Instructional Example:

1. After completing a rough draft, students circle with green crayon words they think are spelled incorrectly. Using the peer editing strategy, students work together to correct spelling. Students refer to word walls, charts, word lists, and dictionaries to locate conventional spelling.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 7: *The proficient writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.*

Students are taught and given practice using a writing process at each grade level with content and expectations that are progressively more challenging and appropriate for that grade level.

Indicators:

The students:

- 1. Select an idea on which to write.
- 2. Organize a writing piece around one idea.
- 3. Organize a draft with beginning, middle, and end.
- 4. Revise their writing with assistance focusing on the content.

Instructional Example:

1. After completing a rough draft, students first work independently then with a peer to revise their writing. Students use a teacher-made revision checklist to assist them in this process. One example is the RAD checklist:

Replace
Add
Delete

- 5. Edit for conventions such as capitalization, punctuation, and spelling.
- 6. Write a final copy that is neat and on the lines.*

Benchmark 8: *The proficient writer uses writing as a tool for learning throughout the curriculum.*

Indicators:

The students:

- 1. Write notes and journals to record information.

Instructional Example:

1. The teacher invites a guest speaker to talk to students about a topic which relates to the current unit of study. After the presentation, students use the journal to record information learned from the speaker.

• recommendation for local assessment * Handwriting curricula vary and are best determined by the local district.
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 9: The proficient writer uses a variety of modes of writing for different purposes and audiences.

Indicators:

The students:

- 1. Write descriptive pieces, which may include poetry, journal entry, and learning log.
- 2. Write narrative pieces, which may include creative story, personal narrative, and a letter.
- 3. Write expository pieces, which may include list, math problem, and direction.

Instructional Example:

1. Teacher and students discuss and practice the classroom fire drill procedures. As a group or independently, students write clear directions for the procedures to follow in case of fire.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 3: Learners demonstrate knowledge of literature from a variety of cultures, genres, and time periods.

Benchmark 1: The proficient reader demonstrates knowledge of the effects of cultures on literature.

Indicators:

The students:

- 1. Recognize customs as expressed in literature from a variety of cultures.

Instructional Example:

1. After reading *Molly's Pilgrim* by Barbara Cohen, students identify traditional customs from Molly's Russian background. Students complete a Venn diagram comparing Molly's Russian customs with their own.

Literature: Cohen, Barbara (1998). *Molly's Pilgrim*. Lathrop, Lee & Shepard.

- 2. Relate literature from a variety of cultures to personal experiences.

Benchmark 2: The proficient reader identifies characteristics of a wide variety of literary genres in various formats.

Indicators:

The students:

- 1. Identify fiction and nonfiction and a variety of genres, such as folklore (fairy tale, folk tale, and tall tale), poetry, animal fantasy, and informational text.

Instructional Examples:

1. After reading two or more stories of a literary genre, i.e. fairy tales, students brainstorm common characteristics of the stories. The teacher displays the student compiled list in the classroom and adds to it throughout the year as other characteristics are discovered. Students compile similar lists of characteristics as they study each new genre during the year. Student refer to the list when deciding to what genre new books belong.
2. Students keep a class reading log documenting teacher read alouds by genre.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 3: *The proficient reader demonstrates knowledge of the effects of time periods on literature.*

Indicators:

The students:

- 1. Distinguish between past and present settings.

Instructional Example:

1. Students select literature from different time periods related to the theme of Thanksgiving, i.e., *The First Thanksgiving Feast* by Joan Anderson, *How Many Days to America? A Thanksgiving Story* by Eve Bunting. After reading one story, students discuss what the author and illustrator reveal about the setting. Students focus the discussion on the time period by looking for clues in clothing, foods, environment, buildings, and furniture. Students discuss how these items can give clues to when the story took place, in the past, present, or future. The students read another Thanksgiving story. Then look for evidence of the time period. They compare this time period to that of the first book.

Literature: Anderson, Joan (1989). *The First Thanksgiving Feast*. Clarion Books.
Bunting, Eve (1988). *How Many Days to America? A Thanksgiving Story*. Clarion Books.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 4: Learners demonstrate skills needed to read and respond to literature.

Benchmark 1: The proficient reader uses literary concepts to interpret literature.

Indicators:**The students:**

- **1. Identify and describe the main characters in narrative literature.**

Instructional Example:

1. Teacher reads aloud *Miss Nelson is Missing*. Students and teacher complete a character web together for Viola Swamp and Miss Nelson. Students describe characters' actions, feeling and physical characteristics. Students use the web to compare and contrast the characters and then write a paragraph describing one character.

Literature: Allard, Harry & Marshall, James. *Miss Nelson is Missing*. Houghton Mifflin.

- **2. Restate the main idea in narrative literature.**

Instructional Example:

1. After reading *Freckle Juice*, students work together in book circles to complete a story map outlining the main idea of the story and providing supporting details.

Literature: Blume, Judy. (1971). *Freckle Juice*. Four Winds.

- **3. Describe the setting in narrative literature.**

Instructional Examples:

1. After reading *Owl Moon*, students create a diorama of the setting.
2. After reading *When I Was Young in the Mountains*, students discuss and identify physical and cultural attributes of the setting. Students compare this setting to students' local setting. Students divide a paper in half and draw an illustration of the story setting on one side and an illustration of their own locality on the other side.

Literature: Rylant, Cynthia. *When I was Young in the Mountains*. Dutton Publ.
Yolen, Jane (1987). *Owl Moon*. Putnam Pub.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 1: *The proficient reader uses literary concepts to interpret literature.*

Indicators:

The students:

- **4. Identify the problem and solution in narrative literature.**

Instructional Example:

1. After reading *Bringing the Rain to Kapiti Plain*, students make a collage of the setting. Students describe the problem on the rain cloud and the solutions in a puddle. Students add characters and five raindrops detailing events toward solution.

Literature: Aardema, Verna. *Bringing the Rain to Kapiti Plain*. Dial Books.

- **5. Identify the concept and supporting details in expository literature.**

Instructional Example:

1. Teacher provides students with the main idea of an expository text. Students read the text and find supporting details to go with the main idea. This task can also be reversed by giving students the details and instructing students to create the main idea statement.

Benchmark 2: *The proficient reader evaluates literature with criteria based on purposes for reading and derived from time periods and cultures.*

Indicators:

The students:

- **1. Recognize connections between characters and events and people and events in their lives.**

Instructional Example:

1. After reading *Helen Keller* by Lois Markham, students complete a character map depicting how Helen Keller's behavior changed over the course of the story. Students identify significant characters and events that facilitated this change. After sharing ideas students create a flip book using the information. Students write the name and illustrate a character on each outside flap. Under each flap, students write how the character contributed to the change in Helen's behavior.

Literature: Markham, Lois. (1993). *Helen Keller*. Scholastic.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: *The proficient reader evaluates literature with criteria based on purposes for reading and derived from time periods and cultures.*

Indicators:

The students:

- **2. Share responses with peers.**

Instructional Example:

1. Students read *Molly's Pilgrim* by Barbara Cohen and respond to the literature in a response journal. The students write from Molly's perspective and describe her feelings toward her classmates' reaction to her Russian heritage. Students share responses with a partner.

Literature: Cohen, Barbara (1983). *Molly's Pilgrim*. Lothrop, Lee & Shepard.

- **3. Select literature based on purposes for reading.**

Instructional Examples:

1. Before beginning research project, students discuss as a class what resources could be useful for locating required information. They discuss strategies for locating information in the text. Students select appropriate resources to complete a research study of an animal. The report includes:
 - description of an animal (camouflage, species)
 - where it lives (regions/continents)
 - habitat (shelter and surroundings)
 - food (food chain)
 - changes in environment (climate)
 - interesting facts (size, speed)
 - people's uses (food, clothing).
2. Students generate a list of criteria for selecting pleasure reading material. After reading their selection, students indicate which criteria were fulfilled.

- recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes.*

Benchmark 1: The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.

Indicators:

The students:

▲ 1. Identify a correct restatement of the main idea.

Instructional Examples:

1. After discussing the main idea of a passage from *Children of the Dustbowl* by Jerry Stanley, students choose a restatement of the main idea from a teacher-generated list of main ideas and details.
2. After reading various selections from a student magazine such as *Time* or *Weekly Reader*, students restate the main idea from selected passages.

Literature: Stanley, Jerry (1992). *Children of the Dustbowl*. Random.

Resources: *Time for Kids* - www.pathfinder.com/TFK/
Weekly Reader - www.weeklyreader.com/features/wreone.html

▲ 2. Identify details to support their understanding.

Instructional Example:

1. After reading *Sharks* by Seymour Simon, students construct a shark mobile with the pieces representing true facts about sharks.

Literature: Simon, Seymour. (1995). *Sharks*. Harper-Collins.

▲ recommendation for state assessment
 • recommendation for local assessment
 Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 1: *The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.*

Indicators:

The students:

- **3. Identify author's purpose.**

Instructional Example:

1. After reading the book, *Butter in the Well* by Linda Hubalek, students discuss the author's purpose for using the diary format. Students compare the strengths of the diary format to regular narrative text.

Other books that relate to this lesson are *The Jolly Postman* by Jan Ahlberg and Allan Ahlberg, and *Dear Mr. Henshaw* by Beverly Cleary.

Literature: Hubalek, Linda. (1992). *Butter In The Well: A Scandinavian woman's life on the prairie.* Butterfield Books.
Ahlberg, Janet and Ahlberg, Allen. (1986). *The Jolly Postman - or Other People's Letters.* Little Brown & Co.
Cleary, Beverly. (1983). *Dear Mr. Henshaw.* Dell Publ.

Other quality examples of diaries include:

Murphy, Jim. (1998). *West to a land of plenty: The diary of Teresa Angelina Viscardi.* Scholastic. See other titles in the Dear America series.

Myers, Walter Dean. (1999). *The Journal of Joshua Loper: A black cowboy.* Scholastic. See other titles in the My Name is America series.

^ 4. Connect predictions with information read.

Instructional Examples:

1. Students read the book *My Side of the Mountain.* by Jean Craighead George. After reading the first chapter, students respond to the following questions: What do you think is going to happen in this story? What makes you think that your prediction will come true? Students then read the rest of the book and answer the following questions. Did your prediction come true? If there was a sequel to this story, what would it be about?
2. While reading *Earthquake Terror* by Peg Kehret, groups of students make daily predictions in their literature response journals about what they think will happen next in the story. Before beginning the daily reading assignment, students share their predictions with their group.

Literature: George, Jean Craighead. (1998). *My Side of the Mountain.* Dutton.
Kehret, Peg. (1996). *Earthquake Terror.* Puffin Books.

^ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 1: *The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.*

Indicators:

The students:

- ▲ 5. **Identify characteristics of narrative text and expository text.**

Instructional Examples:

1. Students read *The Ballad of Lucy Whipple* by Karen Cushman. In small groups, students generate a list of the embedded historical facts from the narrative story.
2. The teacher shows the students two writing samples - one of narrative writing (story) and one of expository writing (report). Students identify the characteristics of each and record on a piece of butcher paper. Students discuss the differences between the two types of writing.

Literature: Cushman, Karen (1996). *The Ballad of Lucy Whipple*. Clarion.

- 6. **Reread as necessary for understanding.**

Instructional Example:

1. When reading a selection, students do a “quick read” of the material using a highlighter or sticky notes to mark confusing/unknown information. After completing the “quick read,” students reread the marked passages to determine meaning and to gain understanding.

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 1: *The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.*

Indicators:

The students:

▲ 7. Compare and contrast information in texts.

Instructional Examples:

1. After reading two different versions of *Cinderella*, students develop a Venn diagram comparing and contrasting the two stories.
2. After listening to a read aloud of *Christmas in the Big House*, and *Christmas in the Quarters* by Patricia and Fredrick McKissack, students complete a Venn diagram showing the similarities and differences between the preparation and celebration of Christmas from two cultural and historical perspectives.
3.
 - Compare Civil War books - historical fiction vs. non-fiction
 - Compare Cinderella stories - contrast/compare.
 - Compare folktales - *Anansi* or *The Five Chinese Brothers*.
4.
 - Compare the fairy tale *The Three Little Pigs* with *The True Story of the Three Little Pigs* by A. Wolf. Discuss differences in point of view, storyline, etc.
 - Compare traditional *Cinderella* tale to *Soot Face* and/or *Smoky Mountain Rose*. Compare storyline, characters, and cultural differences reflected in stories.
 - Compare Laura Ingalls Wilder's "Laura" in *Little House in the Big Woods* to *Caddie Woodlawn*. How are characters similar/different?

Literature: Galdone, Paul. (1973). *The Three Little Pigs*. Clarion.
 Scieszka, Jon. (1989). *The True Story of the Three Little Pigs*. Viking.
 Perrault, Charles (1954). *Cinderella*. Scribner's.
 San Souci, Robert D. (1994). *Sootface: An Ojibwa Cinderella*. Doubleday.
 Wilder, Laura Ingalls. (1953). *Little House in the Big Woods*. Harper & Row.
 Brink, Carol Ryrie. (1936). *Caddie Woodlawn*. Macmillan.
 Bishop, Claire Huchet. (1938). *The Five Chinese Brothers*. Coward-McCann.
 Schroeder, Alan. (1997). *Smoky Mountain Rose*. Dial Books.
 McDermott, Gerald. (1988). *Anansi the Spider*. Henry Holt & Co, Inc.

▲ recommendation for state assessment
 Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 1: *The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.*

Indicators:

The students:

▲ **8. Link causes to effects.**

Instructional Examples:

1. After reading aloud *Pink and Say* by Patricia Polacco, students work in cooperative groups to create posters showing examples of cause/effect portrayed in the story.
2. After reading *Tuck Everlasting* students list three causes that occurred in the text, link those causes to specific characters, and explain the effects of those causes on their chosen character.
3. Use Lobel's *Fables*. Ask students to react to the question, "Why is this moral an appropriate ending for this fable?"
4. In science, students explain the relationship between animal adaptations and their environment (biome). Students use encyclopedias to gather such information and report on research projects.

Literature: Polacco, Patricia (1994). *Pink and Say*. Philomel/Putnam.
Babbit, Natalie (1988). *Tuck Everlasting*. Farrar Straus & Giroux.
Lobel, Arnold (1980). *Fables*. Harper & Row.

- **9. Use the skills of skimming to get an overview of the text and scanning to find specific information in the text.**

Instructional Examples:

1. Using a city telephone directory (or photocopy of a specific page), teacher engages students in races to locate the phone number of given persons. As students become more proficient, he/she makes the game more difficult by asking for the phone number of a person at a particular address (ex., John Smith on Tenth Street). Once students are proficient with this game, the teacher has them apply the strategies of skimming and scanning to a science or social studies lesson.
2. Using the table of contents for an expository text, students skim the page as an overview of the contents. Next, teacher asks students to locate page numbers for chapters related to specific topics.

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 1: *The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.*

Indicators:

The students:

- **10. Recognize problem and solution.**

Instructional Example:

1. Teacher reads aloud the picture book *The Bracelet* by Yoshiko Uchida. In small groups students determine the problem and solution. Students construct a graphic organizer showing their interpretation of the problem and solution. Groups share and compare their graphic organizers with the rest of the class. This strategy is appropriate to any reading selections that have a concrete problem and solution.

Literature: Uchida, Yoshiko (1993). *The Bracelet*. Philomel Books.

- ▲ **11. Use various parts of a book such as table of contents, appendix, and glossary to locate information.**

Instructional Examples:

1. Students use several books on hurricanes (i.e., *Hurricanes* by Patricia Lauber) to research hurricanes' formation. Students draw a diagram and label it to demonstrate the formation of hurricanes. Students compare information listed in various tables of contents to ascertain which book(s) would best suit their need.
2. Students participate in a "scavenger hunt" through their books to locate information specified by the teacher. After becoming familiar with the different book parts, students write a scavenger hunt to be followed by other classmates.

Literature: Lauber, Patricia (1996). *Hurricanes*. Scholastic Press.

▲ recommendation for state assessment

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 1: The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.

Indicators:

The students:

- ▲ **12. Identify text organizers such as headings, topic and summary sentences, and graphic features.**

Instructional Examples:

1. Students search through the daily newspaper to determine the purposes of headlines, picture captions, and graphic aids (such as graphs and/or charts) and discover examples of how these organizers aid in making the news more understandable.
2. Using a science text, students look through the chapter, reading only the headings, the first and last sentences of paragraphs, and graphic captions. In small groups students list and discuss what they think they will learn from reading the chapter. As a class, students discuss small group findings, compare results, and reinforce the importance of specific text organizers.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: *The proficient reader decodes accurately and understands new words in reading materials.*

Indicators:

The students:

- ▲ **1. Use context clues such as definition, restatement, and example to determine meaning of unfamiliar vocabulary.**

Instructional Example:

- | | | |
|----|---------|---|
| 1. | Step 1: | Using a photocopy of a teacher-selected article, each student uses a highlighter to mark unknown words or phrases. |
| | Step 2: | Using the context, students determine the meaning of unknown vocabulary. |
| | Step 3: | Using a highlighter, students mark the context clue (definition, restatement, or example) that helped determine the meaning of the unknown word(s). |
| | Step 4: | After determining the correct meaning of the word as used in the passage, students restate the definition in their own words. |

Note: If students have difficulty with this activity, the teacher should model the process using a selected set of paragraphs that illustrates clearly the three types of context clues.

- ▲ **2. Use synonyms, antonyms, homographs, and homophones.**

Instructional Examples:

1. After listening to a read aloud of *A Little Pigeon Toad* by Fred Gwynne, students brainstorm a list of words from the story, then break into small discussion groups to generate a corresponding list of appropriate synonyms, antonyms, homophones, and/or homographs.
2. Students listen to a reading of *Owl Moon* by Jane Yolen. They then write descriptions of the woods on a winter's night using synonyms and antonyms.

Literature: Gwynne, Fred (1997). *A Little Pigeon Toad*. Simon & Schuster, Inc.
Yolen, Jane (1987). *Owl Moon*. Philomel.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: *The proficient reader decodes accurately and understands new words in reading materials.*

Indicators:

The students:

- ▲ 3. Use a dictionary or a glossary to determine the meaning of vocabulary.

Instructional Examples:

1. While listening to a reading of *Hatchet* by Gary Paulson, students write down three to five unknown words. After the reading, they locate those words within the chapter, look them up in the dictionary, and write definitions for their words utilizing the story content.
2. Students preview vocabulary words in context of the reading selection. After students write the vocabulary list on the board, the teacher recites definitions and students match each definition to the correct word. Using a dictionary, students then check their work.

Literature: Paulson, Gary. (1997). *Hatchet*. Macmillan Books for Young Readers.

- 4. Use phonetics including rimes (phonograms) and structural analysis to determine meaning of unfamiliar words.

Instructional Example:

1. Following initial instruction about prefixes, suffixes and roots, students locate and highlight or list words in text containing a given affix or root. Students then write a brief definition of each word as it is used in the passage.

- ▲ 5. Identify figurative language (similes, metaphors, and idioms).

Instructional Example:

1. After identifying similes in the book *Wringer* by Jerry Spinelli, students create their own simile to illustrate and share with the class.

Literature: Spinelli, Jerry (1997). *Wringer*. Harper-Collins.

Additional

Resource: Terban, Margin (1996). *Dictionary of Idioms*. Scholastic.

▲ recommendation for state assessment
 • recommendation for local assessment
 Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 3: *The proficient reader reads fluently.*

Indicators:

The students:

- **1. Demonstrate rhythms of natural speech in oral reading.**

Instructional Example:

1. Students select a picture book to read to younger students. Students practice their selection before reading aloud fluently to the younger students.

- **2. Recognize the need to adjust silent reading rate to focus on the meaning of the text.**

Instructional Example:

1. Using an overhead, students read a simple comic strip. Next, students read a paragraph from their science or social studies text (also on a transparency). The students discuss how they adjust their reading rate. Note: Be sure to enlarge the copy so all students can read the transparency.

- **3. Use vocabulary, punctuation, and sentence structure to assist in reading fluency.**

Instructional Example:

1. Students utilize teacher models for fluency using such books as *Two Bad Ants* or *Hanna's Hog*. First, students read the text ignoring punctuation. The teacher solicits and records student responses on the board. After discussing these responses, students reread the book attending to the punctuation and sentence structure.

Literature: Van Allsburg, Chris. (1988). *Two Bad Ants*. Houghton Mifflin.
Aylesworth, Jim (1988). *Hannah's Hog*. Macmillan Publ. Co.

^ recommendation for state assessment
• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 4: *The proficient reader uses what he/she already knows about the topic and the type of text to understand what is read.*

Indicators:

The students:

- **1. Use patterns such as cause and effect and comparison and contrast to understand expository text.**

Instructional Examples:

1. Prior to reading an expository selection, students read headings, subheadings, and bold printed words to get a sense of the structure. Students predict the structure(s) of the selection.
2. After dividing the class into two teams, the teacher directs Team A members to each write a cause statement and Team B members to each write an effect statement. The teams pair their statements randomly and read them aloud to the whole group. The results will be silly. Students can then get together to “fix” their statements so a true cause and effect is shown. These new statements can also be shared with the group.

- **2. Use elements of story, such as setting, character and plot, to understand narrative text.**

Instructional Example:

1. Prior to reading *War With Grandpa* by Robert Kimmel Smith, groups of three or four students discuss the elements of a story. Students assign an organizer for the elements. Then while students are reading the story, they will write the elements into the organizer.

Literature: Smith, Robert Kimmel. (1984). *War With Grandpa*. Delacorte.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 4: *The proficient reader uses what he/she already knows about the topic and the type of text to understand what is read.*

Indicators:

The students:

- **3. Adapt how they read depending upon whether the material is a narrative (story) or expository (informational) text.**

Instructional Example:

1. After an introduction to reading strategies, students read two selections, one narrative and one expository, on a specific topic/concept. Students independently list strategies they find helpful as they read each selection. Next, students share their ideas in cooperative learning groups and create a chart of strategies to be shared with the entire class. Note: To assist students during the modeling stage, the teacher may list strategies, ask students to practice with selected passages, and simply check the strategies they used.

- **4. Draw on past experiences to make connections to the text.**

Instructional Example:

1. Students create their own KWL chart prior to reading narrative text about World War II (ex: *Number the Stars* by Lois Lowry). Before beginning to read the text, students combine their KWL charts into a large wall chart listing what they know and what they want to know. As they read the text, students list information gleaned from their reading and modify concepts they thought they knew but were clarified through the text.

Literature: Lowry, Lois. (1989). *Number the Stars*. Houghton Mifflin.

- **5. Apply reading skills and strategies to a variety of expository texts, such as textbooks, directions, procedures, and magazines.**

Instructional Examples:

1. Students apply the skills and strategies necessary for following directions to construct a cube made of paper. Students orally describe their procedures in small cooperative groups.
2. Students complete a business reply form (photocopied from a magazine). The form should ask for more than name and address and should request information the student can answer.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 5: *The proficient reader draws conclusions supported by the text.*

Indicators:

The students:

▲ **1. Identify common topics in different texts.**

Instructional Examples:

1. After the class reads aloud *A Secret Garden* and *Diary of Anne Frank*, students brainstorm and compare the commonalities the characters faced in both texts and create a chart, either as small groups or a whole class, comparing the characters, conflicts, and text similarities.
2. Students read *Daily Life in a Covered Wagon* by Paul Erickson and ... *If You Traveled West in a Covered Wagon* by Ellen Levin. They complete a Venn diagram comparing/contrasting these two books.

Literature: Burnett, Francis Hodgson (1987). *A Secret Garden*. Holt.
 Mooyaart, B.M. (1967). *Diary of a Young Girl* and *Diary of Anne Frank*. Bantam Books.
 Erickson, Paul (1994). *Daily Life in a Covered Wagon*. Puffin Books.
 Levin, Ellen (1986). *...If You Traveled West in a Covered Wagon*. Scholastic.

▲ **2. Draw conclusions from the text.**

Instructional Examples:

1. After reading the first chapter of *Maniac McGee* by Jerry Spinelli, students make predictions, and then draw conclusions to determine if their predictions were correct.
2. Students read *Reflections of a Childhood Friend: Memories of Anne Frank*. Students draw conclusions concerning Frank's life.

Literature: Spinelli, Jerry (1990). *Maniac McGee*. Little Brown and Co.
 Gold, Alison Leslie (1997). *Reflections of a Childhood Friend: Memories of Anne Frank*. Scholastic.

▲ recommendation for state assessment
 Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 2: Learners write effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: A proficient writer uses ideas that are well developed, clear, and interesting.

Indicators:

The students:

- ▲ 1. Select a topic from a generated list of ideas.

Instructional Example:

- 1. In small groups, students brainstorm and list a few topics that interest them. Students openly discuss with other peers why they picked a particular topic, allowing time for feedback.

- ▲ 2. Maintain focused writing throughout the text.

Instructional Example:

- 1. Students create a pre-writing outline or graphic organizer containing the main topic and supporting details before writing a report. Students then link ideas back to the graphic organizer when proofreading final writing to reinforce focus.

Benchmark 2: The proficient writer uses authentic and appropriate voice.

Indicators:

The students:

- ▲ 1. Show personal expression in their writing.

Instructional Example:

- 1. As practice for identifying voice, students write a response in their journals about their favorite activity. The teacher types their entries exactly as they were written and displays the response on an overhead. The teacher reads them aloud to the class. Students guess which student wrote each entry.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 3: *The proficient writer uses organization that enhances the reader’s understanding.*

Indicators:

The students:

- ▲ 1. **Write a cohesive piece with a clear beginning, middle, and end.**

Instructional Example:

1. After reading aloud *Wagon Wheels* by Barbara Brenner, students work in groups to create time lines of the Ed Muldie family as they leave Kentucky to travel to Nicodemus, Kansas, and freedom. Students then use the information on their time lines to retell the story in their own words.

Literature: Brenner, Barbara. (1993). *Wagon Wheels*. Harper Collins.

- 2. **Use a variety of organizational strategies, which may include webbing, concept mapping, graphic organizers, clusters, and brainstorming.**

Instructional Example:

1. Students select a topic and create an organizational plan of their choice prior to composing their written paper. Students attach their graphic plan to their final written product.

- 3. **Use transitions to allow ideas to flow smoothly within paragraphs.**

Instructional Example:

1. Given a list of eight to ten transitional words, students in cooperative groups compose a story using all of the transitional words on the list. (See *The Reading Teacher’s Book of Lists*.) Groups share their stories either orally or on charts posted around the room.

Resource: Fry, Edward Bernard. (1997). *The Reading Teacher’s Book of Lists*. Prentice Hall.

▲ recommendation for state assessment
 • recommendation for local assessment
 Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 4: The proficient writer uses effective word choice.

Indicators:

The students:

- ▲ 1. **Choose words and phrases appropriate for purpose and such audiences as peers, teachers, and community.**

Instructional Example:

- 1. After listening to a D.A.R.E. presentation, students compose a written piece expressing their thoughts about drug prevention. Students include the “why and how” of being drug-free and share this information with their friends. Selected pieces may be printed in the local newspaper during Drug Education Week.

Benchmark 5: The proficient writer uses clear and fluent sentences.

Indicators:

The students:

- ▲ 1. **Use a variety of sentence structures (including simple and compound) and introductory phrases.**

Instructional Example:

- 1. Using a teacher-prepared passage composed of only simple sentences, students revise the passage to include a sentence with an introductory phrase as well as a balance of both simple and compound sentences.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 6: *The proficient writer uses standard American English conventions.*

Indicators:

The students:

- ▲ 1. **Use accurate punctuation including end marks and commas.**

Instructional Examples:

1. Students engage in peer editing activities in which they are responsible for correcting a partner's piece of writing and for conferencing with the author. Student editors sign the edited writing. Both author and editor receive appropriate credit.
2. After reading aloud *There's a Girl in My Hammerlock* by Jerry Spinelli, students write a passage from the story dictated by the teacher using correct punctuation including commas.
3. Students form groups of three or four. Each student receives a paper bag with words and punctuation marks on slips of construction paper. The students are given time to make up sentences using the correct punctuation marks. Each group shares its sentence with the class. They ask other students if their punctuation is correctly placed in the sentence.

Literature: Spinelli, Jerry (1991). *There's a Girl in My Hammerlock*. Simon & Schuster.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 6: *The proficient writer uses standard American English conventions.*

Indicators:

The students:

- ▲ 2. Use accurate capitalization and correct spelling.

Instructional Examples:

1. After completing a mini-lesson on capitalization and letter writing, students compose a letter to a particular state's Chamber of Commerce to request information about that state. First, students proofread their own letters before having two peers proofread their letters checking for accurate capitalization and spelling. When they receive information about the state they chose, students compose an informational booklet about that state.
2. After reading aloud a chapter from *Lily's Crossing* by Patricia Reilly Giff, students write a summary of the chapter using accurate capitalization and correct spelling.
3. Students circle words in rough drafts that look incorrect. They use dictionaries, Franklin Spellers, or peer editors to get the correct spelling. Students correctly spell a "core group" of words that are in their "automatic brain bank." These are words students know so well they do not have to use outside resources.
4. Students practice using commas with coordinating conjunctions as they join two related, complete, short sentences: *I rode my bike home from school, and I got a flat tire.*
5. Students edit their own rough drafts, using editing marks to put in correct end marks and commas.

Literature: Giff, Patricia Reilly (1997). *Lily's Crossing*. Delacote Press.

- ▲ 3. Write complete sentences.

Instructional Examples:

1. Students write a letter to pen pals using complete sentences in their writing.
2. From a classroom writing sample paragraph, students identify a complete subject and complete predicate in each sentence.
3. Given a paragraph with sentence fragments, students revise as complete sentences.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 6: *The proficient writer uses standard American English conventions.*

Indicators:

The students:

- ▲ 4. Use appropriate paragraphing.

Instructional Examples:

1. Students write about a topic that is interesting to them. The piece has five paragraphs that include: an opening paragraph that introduces the subject, three paragraphs that support the developing ideas, and a final paragraph that summarizes the topic. When finished, students will peer edit their papers concentrating on proper paragraphing.
2. From an authentic sample of student writing, students indent paragraphs at appropriate places (change of topic, setting, time, etc.).
3. Given a sample piece with no paragraphing, students indent at appropriate places.

Benchmark 7: *The proficient writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.*

Students are taught and given practice using a writing process at each grade level with content and expectations that are progressively more challenging and appropriate for that grade level.

Indicators:

The students:

- 1. Generate ideas and select one topic on which to write.

Instructional Example:

1. After ten minutes of individual brainstorming of ideas/topics, students share ideas to create a master list of topics from which they can select future writing assignments.

- 2. Organize their thoughts about the selected topic.

Instructional Example:

1. After selecting their topic, students create a graphic organizer showing the beginning, middle, and end of their writing using transitional words to connect the parts of their web.

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• recommendation for local assessment
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Benchmark 7: *The proficient writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.*

Students are taught and given practice using a writing process at each grade level with content and expectations that are progressively more challenging and appropriate for that grade level.

Indicators:

The students:

- **3. Write a draft about the selected topic.**

Instructional Example:

1. Students compose a first draft using pencil and paper. Writers skip lines to allow for both revision and editing.

- **4. Revise the draft and edit for content and conventions, including spelling.**

Instructional Example:

1. Students read aloud their first draft to other members of the writing circle. Peers provide the author with comments which clarify and offer suggestions for author revision. Following revision, student editors with different colored pens and pencils, read and edit for a specific skill (i.e., spelling, capitalization, punctuation, grammar, and paragraphing). Each editor uses a different color pen/pencil to edit the skill for which he/she is responsible.

- ▲ **5. Generate a legible final copy for presentation.**

Instructional Example:

1. Students submit weekly news articles to the class newspaper for publication. Students draft, revise, and edit before final copies are submitted. Students use computers if available.

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Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 8: *The proficient writer uses writing as a tool for learning throughout the curriculum.*

Indicators:

The students:

- **1. Write notes, outlines, lab reports, journal entries, and research reports while studying in content areas.**

Instructional Examples:

1. Teachers model for students each type of writing required in a given content area. Following the directed lesson, students practice the appropriate format. (Due to the various kinds of writing formats available, teachers should select the most appropriate mode for the subject.)
2. Given a partially completed outline of a chapter from a science or social studies text, students complete the outline as they read through the chapter.

Benchmark 9: *The proficient writer uses a variety of modes of writing for different purposes and audiences.*

Indicators:

The students:

- **1. Write descriptive pieces, which may include poetry, ballad, and journal entry.**

Instructional Example:

1. After reading *Sadako and the Thousand Paper Cranes* by Eleanor Coerr, students create paper cranes (8½ x 11 paper) and write either a cinquain or haiku poem on the wings of the crane.

Literature: Coerr, Eleanor. (1993). *Sadako and the Thousand Paper Cranes*. Putnam.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 9: The proficient writer uses a variety of modes of writing for different purposes and audiences.

Indicators:

The students:

- **2. Write narrative pieces which may include creative story, personal narrative, and folklore (such as fairy tales and tall tales).**

Instructional Example:

1. After listening to tall tales such as *Pecos Bill* and *Paul Bunyan*, students write tall tales using the following steps: students brainstorm and list possible characters, settings, and plots; the teacher writes the individual suggestions on colored paper or cards using a different color for each story component; the teacher places the different component cards in containers (jars, boxes, bags, etc.); students select one card from each container to form the structure of their tall tale; students write final products on long, narrow sheets of paper and illustrate their tall tales.

Literature: Kellogg, Steven (1986). *Pecos Bill*. Morrow.
Kellogg, Steven (1986). *Paul Bunyan*. Morrow.

- **3. Write expository pieces which may include written direction, book and research project.**

Instructional Example:

1. Students write directions for making a peanut butter and jelly sandwich. Working with a partner, students follow their partner's written directions and make a sandwich.

- **4. Write for the purpose of narrating.**

Instructional Example:

1. Students read *A Journey to Nowhere* by Mary Jane Auch. They discuss how Mem tells her story. Students write their own narrative story.

Literature: Auch, Mary Jane (1997). *A Journey to Nowhere*. Bantam Doubleday Dell Books.

▲ recommendation for state assessment

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 3: Learners demonstrate knowledge of literature from a variety of cultures, genres, and time periods.

Benchmark 1: *The proficient reader demonstrates knowledge of the effects of cultures on literature.*

Indicators:

The students:

- **1. Recognize the impact of culture on a character.**

Instructional Examples:

1. Students discuss the various aspects of “culture” and the impact of cultures on characters as they read a story or compare pairs of stories such as: *The Town Mouse and the Country Mouse* and *Gila Monsters Meet You at the Airport* by Marjorie Sharmat Weinman, *Bubba the Cowboy Prince* by Helen Ketteman, and *Soot Face* by Robert Sans Souci.

Literature: Brett, Jan (1994). *The Town Mouse and the Country Mouse*. Putnam.
Sharmat Weinman, Marjorie (1983). *Gila Monsters Meet You at the Airport*.. Simon & Schuster.
Ketteman, Helen (1997). *Bubba the Cowboy Prince*. Scholastic Trade.
Souci, Robert Sans (1994). *Soot Face: An Ojibwa Cinderella*. Doubleday.

- **2. Compare and contrast customs and ideas within literature from a variety of cultures.**

Instructional Example:

1. Students locate and read different cultural versions of Cinderella stories from around the world (ex: *The Rough-Face Girl* by Rafe Martin; *The Korean Cinderella* by Shirley Climo; *Prince Cinders* by B. Cole). Students compare and contrast customs and ideas by making charts and discussing with class.

Literature: Martin, Rafe (1992). *The Rough-Face Girl*. Philomel Books.
Climo, Shirley (1993). *The Korean Cinderella*. Harper Collins.
Cole, B. (1989). *Prince Cinders*. Collins.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: *The proficient reader identifies characteristics of a wide variety of literary genres in various formats.*

Indicators:

The students:

- ▲ 1. **Identify fiction and nonfiction and a variety of genres, such as folklore (fable and hero tale), fantasy, poetry, historical fiction, realistic fiction, biography, and informational text.**

Instructional Examples:

1. Students categorize the books they have read in the Kansas University Reading Program. Each student maintains an ongoing list throughout the year of the books they read and labels them with the appropriate genre categories.
2. Students keep a reading log to help identify the different genres of literature to which they are exposed through teacher read alouds or independent reading.
3. Students keep a reading log documenting each genre with book titles they read throughout the semester.

Resource: University of Kansas Reading Program - Continuing Education Department Reading Program 785-864-4790

Benchmark 3: *The proficient reader demonstrates knowledge of the effects of time periods on literature.*

Indicators:

The students:

- 1. **Distinguish between past, present, and future settings.**

Instructional Example:

1. Students create “time” games using titles from their own reading selections. They write titles and a brief description of the setting on cards. After the group completes the task, students swap cards with another group. The teacher provides each group with a large paper triangular game board with the angles labeled past, present, and future. Students draw cards, identify the era of the stories and place on the appropriate angle.

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 4: Learners demonstrate skills needed to read and respond to literature.

Benchmark 1: The proficient reader uses literary concepts to interpret literature.

Indicators:**The students:**

- ▲ 1. Identify elements of fiction and drama, such as character, setting, plot, resolution, and theme.

Instructional Examples:

1. While reading *Poppy* by Avi, students complete a graphic organizer detailing the elements of the story such as characters, setting, plot, and theme of this fantasy book. This procedure should first be modeled for the class with a book read aloud to the students by the teacher.
2. After reading aloud *Out of the Dust* by Karen Hesse, students construct a literature mobile which includes illustrations of the characters, setting, plot, resolution, and theme.
3. Students read *Hatchet.* by Gary Paulsen. After completing the story, students identify distinct story elements.

Literature: Avi (1995). *Poppy*. Orchard Books.
Hesse, Karen (1997). *Out of the Dust*. Scholastic.
Paulsen, Gary (1989). *Hatchet.*. Puffin.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 1: *The proficient reader uses literary concepts to interpret literature.*

Indicators:

The students:

- ▲ **2. Identify text structure in expository literature such as cause and effect, comparison and contrast, description, sequence, and problem and solution.**

Instructional Examples:

1. Students read the nonfiction selection *Extraordinary Life: The Story of a Monarch Butterfly* by Laurence Pringle. Working in groups of 3 or 4, students locate the expository text structure pieces. After locating each type, groups share their findings with the other members of the class and record findings on chart paper to emphasize the five expository text structures.
2. Students use their science and social studies texts to identify various text structures and to complete appropriate graphic organizers.

Literature: Pringle, Laurence (1997). *Extraordinary Life: The Story of a Monarch Butterfly*. Orchard Books.

Additional Books: Murphy, Jim (1995). *The Great Fire*. Scholastic.
Swanson, Diane (1994). *Safari Beneath the Sea*. Sierra Club.
Murphy, Jim (1995). *The Great Fire*. Scholastic.
Swanson, Diane (1994). *Safari Beneath the Sea*. Sierra Club.

Benchmark 2: *The proficient reader evaluates literature with criteria based on purposes for reading and derived from time periods and cultures.*

Indicators:

The students:

- **1. Explain connections between characters and events in literature and people and events in their lives.**

Instructional Example:

1. After reading *Pinballs* by Betsy Byars, students identify characters from the book with brief descriptions of their “problems.” Students connect real people and events in their own lives to the book’s characters.

Literature: Byars, Betsy. (1977). *Pinballs*. Harper & Row.

▲ recommendation for state assessment
• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: *The proficient reader evaluates literature with criteria based on purposes for reading and derived from time periods and cultures.*

Indicators:

The students:

- **2. Compare responses within a group of peers.**

Instructional Examples:

1. After reading *Dear Mr. Henshaw*, students list reasons they agree or disagree with Leigh's father's decision for not coming to visit him very often. Students organize their viewpoints into defense and prosecution cases. Using this format, students set up a courtroom situation putting the father on trial with attorneys for the defense/prosecution, jurors, and a judge.
2. Students read *Mick Harte Was Here* by Barbara Park. While reading the selection, students write entries into their response journals to share with members of their literature circle.

Literature: Cleary, Beverly. (1983). *Dear Mr. Henshaw*. Morrow.
Park, Barbara (1995). *Mick Harte Was Here*. Apple Soup.

- **3. Select literature from various time periods and cultures based on purposes for reading.**

Instructional Example:

1. To better understand different aspects of World War II, students read and share the following books: *Sadako and the Thousand Paper Cranes*, *The Faithful Elephants*, *Baseball Saved Us*, and *Number the Stars*. Other books might be chosen from a long list of titles related to World War II or other events in history. Students identify the author's purpose in each novel or story.

Literature: Coerr, Eleanor. (1977). *Sadako and the Thousand Paper Cranes*. Yearling Books.
Tsuchiya, Yukio. (1989). *The Faithful Elephants*. Houghton Mifflin Publ.
Mochizuki, Ken. (1993). *Baseball Saved Us*. Lee & Low Books.
Lowry, Lois. (1989). *Number the Stars*. Houghton Mifflin Co.

• recommendation for local assessment
indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: The proficient reader evaluates literature with criteria based on purposes for reading and derived from time periods and cultures.

Indicators:

The students:

- **4. Evaluate literature based on purpose for reading.**

Instructional Example:

1. After reading various selections of American frontier literature, students write evaluations on which book most affected them. Students give specific reasons why they chose the selection. References to the text, including quotations, are made.

Literature: Turner, Ann (1989). *The Grasshopper Summer*. Macmillan.
Turner, Ann (1985). *Dakota Dugout*. Macmillan.
Morrow, Honore´ (1991). *On to Oregon*. Beech Tree.
Conrad, Pam (1985). *Prairie Songs*. Harper Row.
Gregory, Kristiana (1986). *The Legend of Jimmy Spoon*. Scholastic.
MacLachlan, Patricia (1994). *Skylark*. Harper Collins.
McGraw, Elois (1986). *Moccasin Trail*. Viking Penguin.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes.

Benchmark 1: *The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.*

Indicators:

The students:

▲ **1. Make inferences from the text.**

Instructional Example:

1. After reading a chapter of *The Red Badge of Courage* by Stephen Crane, students make inferences or predictions about what could happen next.
2. Students complete a KWL about gorillas before reading *Through A Window*, Jane Goodall's book about living with gorillas.
3. Students use a preview/anticipation guide to predict what will happen next in a reading selection. Students then read the story and draw conclusions.

Literature: Crane, Stephen. (1990). *The Red Badge of Courage*. Buccaneer.
Goodall, Jane. (1991). *Through a Window*. Houghton Mifflin.

▲ **2. Differentiate between main ideas and supporting details.**

Instructional Example:

1. After reading *Roll of Thunder, Hear My Cry* by Mildred D. Taylor, or similar text, students choose a paragraph from chapter 3 and state the main idea of the paragraph and give three supporting details.
2. After reading a nonfiction essay or newspaper article, students complete a main idea wheel placing the topic and main idea in the center circle and details that will tell more about the main idea on spokes going out from the center.
3. After reading an editorial about school uniforms, students make a list of the persuasive reasons to support their stance on the issue.
4. After reading a short story in class, students are given a "fish bone" graphic organizer on which to record main idea and supporting details. The teacher can model the activity to get the class started.

Literature: Taylor, Mildred D. (1976). *Roll of Thunder, Hear My Cry*. The Dial Press.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 1: *The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.*

Indicators:

The students

- ▲ 3. **Identify text structures, such as cause and effect, comparison and contrast, sequence, description, problem and solution, and narration, to aid in comprehension.**

Instructional Examples:

1. After listening to a read aloud of *Lon Po Po* by Ed Young, students compare and contrast this Chinese folk tale to the well-known story of *Little Red Riding Hood*. This activity can be used with any novel or short story.
2. Using a set of shapes in various sizes and colors, students create a design. During construction of this design, students write directions to construct their design and illustrate it. Students pass their shapes and directions to another student to construct. The designer checks the design according to his/her illustration.

Literature: Young, Ed (1989). *Lon Po Po*. Putnam.
Brothers Grimm. (1983). *Little Red Riding Hood*. Holiday House.

- ▲ 4. **Identify facts and opinions from a list of statements.**

Instructional Examples:

1. Students read a newspaper article and label statements as facts that can be proven with indisputable evidence and label statements as opinions that are geared toward emotions and cannot be proven.
2. A mini-lesson modeling sample statements from a series of advertisements is introduced to students demonstrating fact or opinion. Working in groups, students review enlarged copies of ads to determine which statements are facts or opinions. Students then develop their own ads for their favorite brand of tennis shoes utilizing both facts and opinions. These are enlarged on posters for the whole class to analyze and to determine effectiveness of the use of fact and opinion.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 1: The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.

Indicators:

The students

- ▲ 5. Follow directions explained in technical writing.**

Instructional Example:

1. Students write directions for a “how to...” theme (ex., tie your shoes, make a peanut butter and jelly sandwich, blow up a balloon, etc.). Students trade themes and follow only the directions written to determine the theme’s accuracy. Students assess each other’s work. The class could also develop a scoring guide to rate directions.

- 6. Summarize the text.**

Instructional Example:

1. After reading a “how to” article, students summarize and list the steps in proper sequence.

- 7. Choose a purpose for reading a given text.**

Instructional Examples:

1. A mini-lesson modeling sample statements from a series of advertisements is introduced to students demonstrating fact or opinion. Working in groups, students review enlarged copies of ads to determine which statements are facts or opinions. Students then develop their own ads for their favorite brand of tennis shoes utilizing both facts and opinions. These are enlarged on posters for the whole class to analyze and determine the effectiveness of the use of fact and opinion.
2. Students read information about a particular project (ex., Kansas History, sea slugs, hermit crabs, fads, or other topics). The students share an oral presentation with the class.

▲ recommendation for state assessment
• recommendation for local assessment
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Benchmark 1: *The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.*

Indicators:

The students

- **8. Identify the author’s point of view.**

Instructional Example:

1. Students read editorials written by classmates about school uniforms to determine which point of view each editorial supports.

- **9. Understand techniques used to convey viewpoint, such as word choice, language structure, and context.**

Instructional Example:

1. Students are given packets filled with collected directions for various household appliances, pamphlets from local extension office on how to do various activities (cooking, pruning fruit trees, how to plant a flower garden, etc.) and directions from several video games. After choosing a pamphlet, students use text, heading, and graphic features to rewrite the text by summarizing and putting the text into a user-friendly format.

- **10. Adjust reading strategies such as reread, pause, consult another source, when they are confused by a section of text.**

Instructional Example:

1. Students read an article about gravity on the moon. Working with partners, one summarizes the first two paragraphs and the other restates what the first student thought he read before continuing to the next section. Students then reverse roles.

• recommendation for local assessment
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Benchmark 1: *The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.*

Indicators:

The students:

- **11. Compare and contrast ideas and concepts from multiple sources.**

Instructional Examples:

1. A mini-lesson modeling sample statements from a series of advertisements is introduced to students demonstrating fact or opinion. Working in groups, students review enlarged copies of ads to determine which statements are facts or opinions. Students then develop their own ads for their favorite brand of tennis shoes utilizing both facts and opinions. These are enlarged on posters for the whole class to analyze and determine the effectiveness of the use of fact and opinion.
2. Students read information about a particular project (ex., Kansas History, sea slugs, hermit crabs, fads, or other projects), then share an oral presentation with the class. Students compare and contrast information from at least three sources.
3. Prior to completing a report on reptiles, students use multiple sources, electronic or otherwise, to gather information to compare and contrast both visual and electronic text.

- **12. Skim and scan large pieces of text to identify a specific part they want to read in depth.**

Instructional Example:

1. Teacher assigns topics for a panel discussion on South America to groups of students. Students utilize the library and various informational texts to identify sources from which they could find information about their topic.

- **13. Evaluate the accuracy of expository texts.**

Instructional Example:

1. During a unit on volcanoes, students read the narrative piece, *The Dog of Pompeii*. They also read an expository piece from a science text or encyclopedia on the same subject. Based on what they have read, students determine which events in the story could have actually happened.

• recommendation for local assessment
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Benchmark 1: *The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.*

Indicators:

The students:

▲ **14. Identify concepts explained in technical writing.**

Instructional Example:

1. After reading a technical piece about assembling a skateboard, bicycle, airplane, etc., students create a concept map to identify the concept of physics presented in the technical passage.

▲ **15. Use text organizers, such as headings, topic and summary sentences, and graphic features, to locate information within the text.**

Instructional Example:

1. Using a “book tour” activity, students are asked to locate specific information using headings of different sections to locate specific topics quickly.

Benchmark 2: *The proficient reader decodes accurately and understands new words in reading material.*

▲ **1. Use context clues, such as definition, restatement, example, comparison and contrast, to determine meaning of unfamiliar vocabulary.**

Instructional Example:

1. When reading *Flowers of Algernon*, by Daniel Keyes, students are given a self-inventory selection sheet with vocabulary words from the text. Students use symbols to mark words as “I know this word,” “I am vaguely familiar with the word,” or “I don’t have a clue.” These words are then encountered within their reading and each student uses context clues, examples, or the dictionary to record definitions on a sheet. Their inventory sheets are used to develop questions for vocabulary tests.

Literature: Keyes, Daniel. (1995). *Flowers of Algernon*. Harcourt Brace Modern Classic.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: *The proficient reader decodes accurately and understands new words in reading material.*

Indicators:

The students:

- ^ 2. **Infer word meanings by the use of relationships, such as analogies, similes, and metaphors.**

Instructional Examples:

1. After reading American poets such as Edgar Allen Poe, Robert Frost, and Carl Sandburg, students examine the work for word relationships such as analogies, similes, and metaphors. Students then create their own word relationships modeled after the poets.
2. Reading logs are kept daily 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 students look for examples in what they 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.

Suggested Literature: Poe, Edgar Allen. *The Raven* (poem).
Frost, Robert. *Stopping By the Woods on a Snowy Evening* (poem).
Sandburg, Carl. *Fog* (poem).

- 3. **Use word origins to determine the meaning of unknown words.**

Instructional Example:

1. Following a mini-lesson on word derivations, students work in pairs tracing the etymology of everyday words to complete a crossword developed from their meaning.

^ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: *The proficient reader decodes accurately and understands new words in reading material.*

Indicators:

The students:

- ▲ 4. Apply thesaurus, glossary, and dictionary skills to determine the appropriateness of word meaning.

Instructional Examples:

1. During readers' workshop, students use blank bookmarks on which they record any new vocabulary words encountered in the text. On a weekly word log, 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 name of the novel, and the date found. Next the reader records a definition in his own words and a sentence using the correct meaning of the new word, thus creating his individual vocabulary list for the nine weeks.

- ▲ 5. Identify and/or use multiple meanings of words.

Instructional Examples:

1. After reliving their childhood by listening to *Thank You, Amelia Bedelia* by Peggy Parish, students brainstorm multiple meaning word lists in small groups. From the class list, each student selects three multiple meaning words to illustrate and explain to the class.

Literature: Parish, Peggy. (1995). *Thank You, Amelia Bedelia*. Harper & Row.

- 6. Use roots and affixes to determine meanings of unknown words.

Instructional Example:

1. Following a mini-lesson about word derivations, students work in pairs tracing the etymology of everyday words to complete a crossword developed from their meaning.
2. Working in groups, students use lists 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.

▲ recommendation for state assessment
 • recommendation for local assessment
 Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 3: *The proficient reader reads fluently.*

Indicators:

The students:

- **1. Utilize natural speech rhythms with oral readings.**

Instructional Example:

1. With a partner, students read a poem aloud such as *Joyful Noise*. Students use expression to convey the melodic flow of the poem.

Literature: Fleischmann, Paul. (1988). *Joyful Noise*. Harpercollins.

- **2. Adjust silent reading rate to comprehend extended text.**

Instructional Example:

1. The teacher uses DRTA (Directed Reading/Thinking Activity) with students breaking a passage into smaller parts to slow reading rate in order to comprehend a longer passage about lightning. 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.

- **3. Use their understanding of vocabulary, punctuation, and sentence structure to assist in reading fluently.**

Instructional Example:

1. Students are given 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 rates and really read the content of each sentence. Finally, poems are used to help students pay attention to the "road signs" of punctuation to read expressively so listeners get meaning, too.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 3: *The proficient reader reads fluently.*

Indicators:

The students:

- **4. Use expressive oral reading to communicate meaning.**

Instructional Example:

1. Students are given 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 meaning, students must slow rates and really read the content of each sentence. Finally, poems are used to help students pay attention to the “road signs” of punctuation and to read expressively so listeners get meaning, too.
2. Students choose a poem to share with the class emphasizing expressive oral reading from Shel Silverstein’s *Where the Sidewalk Ends* for entertainment and appreciation of poetry.

Literature: Silverstein, Shel. (1974). *Where the Sidewalk Ends*. Harpercollins.

Benchmark 4: *The proficient reader uses what he/she already knows about the topic and the type of text to understand what is read.*

Indicators:

The students:

- **1. Use knowledge of structural elements to assist in understanding various genres, such as drama, poetry, novel, and short story.**

Instructional Example:

1. Before introducing a particular text, students have mini-lessons about text structure and practice identifying organization of each type of text. Several examples of scientific text are presented. This prior knowledge enables them to identify how the text is organized, what to expect in their reading, and analyze the structure of questions and activities which the texts asked them to do or the teacher chooses to expand the reading for evaluation of comprehension. As often as possible, both narrative and expository and/or technical text about the same topic are presented for student analysis.

^ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 4: *The proficient reader uses what he/she already knows about the topic and the type of text to understand what is read.*

Indicators:

The students:

- **2. Apply prior knowledge gained from a wide range of experiences, such as individual experience, research, interview, reading, and nonprint source, to make connections to the text.**

Instructional Examples:

1. Students read an article that pertains to an upcoming topic of study in class. Students explain how it relates to the topic and write a review of what they read. After the topic has been studied in class, students write a reflection about how their first article helped them understand the topic of study.
2. Students answer questions in an anticipation guide prior to studying the topic.

- **3. Use knowledge of structural elements to assist in understanding various informational texts, such as essay, news story, historical document, periodical, and catalog.**

Instructional Example:

1. In conjunction with American History classes, students gather information using primary source documents, old newspapers, and essays written after the fact about the war in Vietnam in order to evaluate American involvement.

Benchmark 5: *The proficient reader draws conclusions supported by the text.*

Indicators:

The students:

- ▲ **1. Identify a theme in a narrative text.**

Instructional Example:

1. Students read the *Bridge to Terabithia* by Katherine Patterson. They discuss in cooperative groups the theme of the story and share their perceptions with the entire class.

Literature: Patterson, Katherine (1977). *Bridge to Terabithia*. Illus. by Donna Diamond. Harper Collins.

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 5: *The proficient reader draws conclusions supported by the text.*

Indicators:

The students:

- ▲ 2. **Identify a topic in an expository text.**

Instructional Example:

1. Students and their teacher read *Across America on an Emigrant Train* by Jim Murphy. Students identify topics that happen each year or period of years in Murphy's book. Students make graphic organizers of the topics discussed.

Literature: Murphy, Jim (1993). *Across America on an Emigrant Train*. Clarion.

- ▲ 3. **Locate evidence that supports conclusions drawn from a single text.**

Instructional Examples:

1. After students have read the novel *The True Confessions of Charlotte Doyle*, they find evidence within the text to support why they do or do not believe Charlotte made the right decision to leave home.

Literature: Avi, Illus. by Ruth E. Murray. (1990) *The True Confessions of Charlotte Doyle*. Orchard Books.

- 4. **Determine whether or not their purpose for reading, such as to understand, interpret, enjoy, solve problems, predict outcomes, answer specific questions, form opinions, skim for facts, have been met.**

Instructional Example:

1. Students read *True North: A Novel of the Underground Railroad* and *A Woman Called Moses*. By using a graphic organizer, students compare/contrast the women after analyzing the characteristics of each woman based on conclusions drawn from both texts.

Literature: Lasky, Kathryn. (1996). *True North: A Novel of the Underground Railroad*. Scholastic. Heidish, Marcy. (1981). *A Woman Called Moses*. Cobblestone Magazine.

▲ recommendation for state assessment

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 2: **Learners write effectively for a variety of audiences, purposes, and contexts.**

Benchmark 1: A proficient writer uses ideas that are well developed, clear and interesting.

Indicators:

The students:

- ▲ 1. Produce compositions that have one main idea and support the main idea with details.**

Instructional Example:

1. Students complete an idea web which includes a main idea in the center circle, with at least six supporting details branching out in separate circles. If the students can't support their ideas with enough information, they will have to try a different one. The students begin writing their compositions when their idea webs are complete.

- **2. Understand and use strategies, which may include brainstorming, listing, webbing, working in pairs or cooperative groups, and gleaning information from print sources, for generating ideas.**

Instructional Example:

1. As a mini-lesson before a narrative writing unit, students review a variety of pre-writing strategies both identifying specific examples of ways to generate ideas as well as demonstrating others. Students select one of their many pre-writing examples or conference with a partner concerning which idea they will select for drafting.

▲ recommendation for state assessment
• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: *The proficient writer uses authentic and appropriate voice.*

Indicators:

The students:

- ▲ 1. Use language that brings the topic to life through originality, liveliness, humor, or suspense.

Instructional Example:

1. The teacher 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.

- 2. Write in a way that the reader senses the person behind the words.

Instructional Example:

1. Examples of several different genre exhibiting voice are presented to students 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.

- 3. Use voice appropriate for the purpose and audience.

Instructional Example:

1. As a class project, students propose 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.

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 3: The proficient writer uses organization that enhances the reader’s understanding.

Indicators:

The students:

- ▲ **1. Write a coherent and cohesive piece with a clear introduction, supporting ideas, and a conclusion.**

Instructional Example:

1. 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 are then shared with the class.

- ▲ **2. Write introductions that draw the reader in.**

Instructional Example:

1. Students draw topics from a hat and write 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 away the topic.

- ▲ **3. Write supporting details presented in a logical order.**

Instructional Example:

1. Students are given scrambled sentences from a how-to project about baking a cake. Students rearrange the sentences in sequential order so that a cake could actually be baked.

- **4. Use transitions to allow ideas to flow smoothly within and between paragraphs.**

Instructional Example:

1. After creating make-believe, labor saving devices, students are asked to share the paragraphs written about the devices. Together, partners create a pamphlet guide detailing how to build the device or directions 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. Introductions must capture the audience, and conciseness of the information should be stressed as well.

▲ recommendation for state assessment
 • recommendation for local assessment
 Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 3: *The proficient writer uses organization that enhances the reader's understanding*

Indicators:

The students:

- ▲ 5. Write conclusions that provide a sense of resolution.

Instructional Example:

1. Students are provided with story starters which they must resolve with believable conclusions that bring resolution to each starter.

Benchmark 4: *The proficient writer uses effective word choice.*

Indicators:

The students:

- ▲ 1. Choose words and phrases appropriate for purpose and such audiences as peers, teachers, and community.

Instructional Example:

1. As part of community involvement, students write an article for the local newspaper. Articles could be about school news, upcoming events, student achievements, new staff, or other information to be shared with the community.

- ▲ 2. Choose precise words such as powerful verbs, specific nouns, and vivid adjectives and adverbs.

Instructional Example:

1. After listening to *Out of the Dust* by Karen Hesse, students write a reflection in their response journal using imagery so the readers can visualize their writing. A different color can be used to highlight precise words. Ex: blue = powerful verbs, yellow = specific nouns, red = vivid adjectives.

Literature: Hesse, Karen. (1997). *Out of the Dust*. Scholastic Trade.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 5: The proficient writer uses clear and fluent sentences.

Indicators:

The students:

- ▲ 1. Vary sentence structure (simple, compound, and complex) and the length of sentences for more effective writing.

Instructional Example:

1. After listening to *My Great-Aunt Arizona* 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.

Literature: Houston, Gloria (1992). *My Great-Aunt Arizona*. Illus. by Susan Condie Lamb. Scholastic.

- ▲ 2. Write so that the flow of the writing is rhythmic and natural.

Instructional Example:

1. Children’s books with simple story lines are used 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.

- 3. Use dialogue that sounds natural.

Instructional Example:

1. Students write believable dialogue between a brother and sister arguing over who gets to use the phone. Students must demonstrate proper capitalization, punctuation, and paragraphing.

▲ recommendation for state assessment
• recommendation for local assessment
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Benchmark 6: *The proficient writer uses standard American English conventions.*

Indicators:

The students:

- ▲ 1. **Use complete sentences.**

Instructional Example:

1. When answering discussion questions after reading a selection, students write responses in complete sentences.

- 2. **Use appropriate paragraphing.**

Instructional Example:

1. Students brainstorm a topic and write a five paragraph narrative, persuasive, or expository theme.

- ▲ 3. **Correctly use a wide range of conventions, such as spelling, end marks, commas, quotation marks, semicolons, colons, subject and verb agreement, and pronoun agreement.**

Instructional Example:

1. Students use Daily Oral Language lessons to practice a wide range of conventions.

- 4. **Write so that only light editing is needed to polish the text for publication.**

Instructional Example:

1. Science Fair projects require a detailed explanation of the project following the scientific method. As a joint venture, students develop the project in science, but must write about it 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 experiment but on the writing elements, also.

▲ recommendation for state assessment
• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 7: The proficient writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.

Students are taught and given practice using a writing process at each grade level with content and expectations that are progressively more challenging and appropriate for that grade level.

Indicators:

The students:

- **1. Generate ideas, narrow the topic, and gather and organize the information about the selected topic.**

Instructional Example:

1. Students use a graphic organizer webbing ideas 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.

- **2. Write a draft about the selected topic.**

Instructional Example:

1. Students write a draft from a prewriting activity about the “worst...” (ex: holiday, baby-sitter, costume, roller coaster, grounding, etc.).

- **3. Revise the draft to clarify and add ideas to reorganize and eliminate extraneous information, to produce an improved product.**

Instructional Example:

1. After drafting a writing piece, students print their draft on the computer and share it with a partner to explain and reorganize an improved version.

• recommendation for local assessment
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Benchmark 7: The proficient writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.

Students are taught and given practice using a writing process at each grade level with content and expectations that are progressively more challenging and appropriate for that grade level.

Indicators:

The students:

- **4. Proofread and edit their and their peers' revisions for conventions, including spelling and appropriate format.**

Instructional Example:

1. Working with new sixth graders, eighth grade classes serve as peer editors for 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.

^ 5. Generate a legible final copy for presentation.

Instructional Example:

1. 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.

^ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 8: *The proficient writer uses writing as a tool for learning throughout the curriculum.*

Indicators:

The students:

- **1. Write while studying in the content areas notes, outlines, lab reports, journal entries, research reports, speeches, business letters, poems, advertisements, acrostics, and plans, procedures, and steps for various projects (such as science and math).**

Instructional Examples:

1. Before a field trip to Topeka to visit the capitol, students write letters to representatives, senators, or 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 day are included. Rough drafts are shared and students select the best letters to revise and send. When the trip actually occurs, 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.
2. Students write reactions and reflections in journals during units of study in a selected content area.

Benchmark 9: *The proficient writer uses a variety of modes of writing for different purposes and audiences.*

Indicators:

The students:

- **1. Write descriptive pieces, which may include describing a time, place, occasion, and object.**

Instructional Example:

1. Students write about their “favorite” object or thing (ex: toy, heirloom, outfit, pet, quilt from Grandma, or anything of special meaning to the writer.).

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 9: The proficient writer uses a variety of modes of writing for different purposes and audiences.

Indicators:

The students:

- **2. Write narrative pieces, which may include personal narrative, autobiography, and short story.**

Instructional Example:

1. Students choose a sock from the teacher’s sock collection. They make the sock come to life and tell its adventures.

- **3. Write expository pieces, which may include lab report, math project, social studies report, and summary.**

Instructional Example:

1. Students write a process theme (ex: caring for a pet, building a model airplane, preparing their favorite food, loading a camera, applying makeup, kicking a field goal, or shooting a free throw.

- **4. Write persuasive pieces, which may include letter to the editor, advertisement, and essay.**

Instructional Example:

1. Students write a letter to parents justifying the use of a cell phone, pager, second phone line for them, a raise in allowance, or their own bedroom.

- **5. Write technical pieces, which may include business letter, memo, chart, graph, poster, and other visual aids.**

Instructional Example:

1. Eighth grade students are planning an outdoor classroom day to a 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. Letters, memos, graphic designs for tee shirts, explanations and request forms for students must be developed, also. Although teachers help with the details, students will make this their project and will be responsible for all the developing, planning, and persuasive writing involved for the outdoor classroom.

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 9: The proficient writer uses a variety of modes of writing for different purposes and audiences.

Indicators:

The students:

^ 6. Write for the purpose of explaining.

Instructional Example:

1. Students write a narrative letter to the teacher justifying the grades they feel they have earned in the classroom. They must explain their position and use supporting details.
2. Students write a paragraph explaining why they were late coming home, didn't pick up a sibling, clean their bedroom, finish their homework, practice piano, or feed a pet.

^ recommendation for state
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 3: Learners demonstrate knowledge of literature from a variety of cultures, genres, and time periods.

Benchmark 1: *The proficient reader demonstrates knowledge of the effects of cultures on literature.*

Indicators:

The students:

- **1. Analyze the impact of culture on a character.**

Instructional Example:

1. After reading about famous Kansans, students describe the effect Kansas culture had on that well-known person (ex: Barry Sanders, Emmett Kelly, Kirstie Alley, Bob Dole, George Washington Carver, Amelia Earhart, Gordon Parks, etc).

- **2. Compare and contrast custom, idea, and belief within literature from a variety of cultures.**

Instructional Example:

1. Students select from a book list examples or writings about the Holocaust. Everyone must read *The Diary of Anne Frank* and at least one of the following books about this time period: *Night*, Wiesel; *The Hiding Place*, Ten Boom; *We Remember the Holocaust*, Adler; *I Am Fifteen and I Don't Want to Die*, Arnothy; *Don't Say a Word*, Hehrts; *The Summer of My German Soldier*, Greene; or *The Night Journey*, Lasky. Students present book reviews orally in class with statements about whether the second text could confirm Anne Frank's descriptions about her experiences. The activity culminates with a field trip to see the play production of *The Diary of Anne Frank*.

Literature: Ten Boom, Corrie. (1996). *The Hiding Place*. Bantam.
 Wiesel, Eilie. (1982). *Night*. Bantam.
 Adler, David. (1995). *We Remember the Holocaust*. Bantam
 Arnothy, Christine. (1990). *I Am Fifteen - and I Don't Want to Die*. Scholastic.
 Gehrts, Barbara. *Don't Say a Word*. MacMillian.
 Greene, Bette. (1994). *Summer of My German Soldier*. Bantam.
 Lasky, Kathryn. (1986). *The Night Journey*. Duffin.
 Goodrich, Frances & Hackett, Albert. (1974). *The Diary of Anne Frank*. Random House.

• recommendation for local assessment
 Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: *The proficient reader identifies characteristics of a wide variety of literary genres in various formats.*

Indicators:

The students:

- ▲ 1. **Identify fiction and nonfiction and a variety of genres, such as mythology, science fiction, poetry, high fantasy, autobiography, biography, and informational text.**

Instructional Examples:

1. After discussing the differences between fiction and nonfiction and viewing examples of each, students use the Internet to locate and label pieces of literature from different genres over the same topic.
2. Throughout the year the students complete an organization chart for the various genres read. On the left side, students list the different genres. Across the top, students list the different aspects of the story such as title, author, form (prose/verse), setting, main character(s), characterization and theme.

Benchmark 3: *The proficient reader demonstrates knowledge of the effects of time periods on literature.*

Indicators:

The students:

- 1. **Connect main events in the literature to historical context.**

Instructional Examples:

1. Students read several books about the Middle Ages in a unit about this time period in geography and language arts' classes. Informational reading includes topics from knights and vassals to Charlemagne and "Sleeping Beauty." Students select a fable, poetry, nonfiction, or biographical source for facts, and an example of fiction from this era to add to a class book on the Middle Ages to be shared with other sixth grade classes during Medieval Days.

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 4: Learners demonstrate skills needed to read and respond to literature.

Benchmark 1: The proficient reader uses literary concepts to interpret literature.

Indicators:**The students:**

- ▲ 1. **Identify elements of fiction and drama, such as initiating event, characters' goals, attempts, and outcomes.**

Instructional Example:

1. Students read *The True Confessions of Charlotte Doyle*. This book tells of Charlotte's voyage on a ship during 1832. Her adventures on this trip are diagramed on a chart. Students document her trials and her solutions along the journey.
2. After discussing the elements of fiction, and drama, students view a video of an appropriate short story or novel. As they view the video, students work together to identify the initiating event, characters' goals, attempts, and outcomes. After this initial cooperative practice, students read a short story and independently identify the elements of fiction and drama.

Literature: Avi. Illus. by Murray, Ruth E. 1990. *The True Confessions of Charlotte Doyle*. Orchard Books.

- ▲ 2. **Make inferences and draw conclusions about story elements, such as theme, plot, setting, and character.**

Instructional Example:

1. After reading the first three chapters of *The Red Pony* by John Steinbeck, students make inferences about the future of the boy Jody and his father's relationship.

Literature: Steinbeck, John. (1993). *The Red Pony*. Bantam.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 4 - Literature Response **By the End of Eighth Grade**

Benchmark 1: *The proficient reader uses literary concepts to interpret literature.*

- ▲ **3. Recognize use of literary devices such as foreshadowing, flashback, and figurative language.**

Instructional Example:

1. During the reading of *The Diary of Anne Frank*, students keep a Double-Entry Reading Log. 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.

Literature: *The Diary of Anne Frank*; dramatized by Frances Goodrich and Albert Hackett; based upon the book, *Anne Frank, Diary of a Young Girl*. (1974). Random House.

- ▲ **4. Recognize elements of exposition, such as definition with example, cause and effect, comparison and contrast, description, and sequence.**

Instructional Examples:

1. Students use graphic organizers to demonstrate their understanding of exposition with compare/contrast charts.
2. Students make a cartoon with frames showing the main events of a story in proper order.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 4 - Literature Response **By the End of Eighth Grade**

Benchmark 2: *The proficient reader evaluates literature with criteria based on purposes for reading and derived from time periods and cultures.*

Indicators:

The students:

- **1. Interpret connections between characters and events in literature and people and events in their own lives.**

Instructional Example:

1. After reading a chapter from *No Time on My Hands*, students interview grandparents, great-grandparents, or nursing home residents about life in the early 1900s to better define examples found in the novel.

Literature: Snyder, Grace. (1963). *No Time on My Hands*. The Caxton Printers, Ltd., Caldwell, ID. (University of Nebraska Press).

- **2. Justify interpretations made for a group of peers with evidence from the text.**

Instructional Example:

1. Students develop a scoring guide to rate peers' projects that record early Kansas settlers' lives (ex: building a sod house, churning butter, helping at a barn raising, participating in a quilting bee). Students will write captions under photographs or illustrations drawn by the student depicting life in early Kansas (must be factual, derived from research).

- **3. Select literature from a variety of perspectives such as biographical, historical, and sociological.**

Instructional Example:

1. After researching a particular time period, students produce a journal that answers the questions who, when, and why (ex: journal of a woman traveling on a wagon train to start a new life from Pittsburgh, PA, to Wichita, KS, or from the point of view of an Indian brave of the Osage tribe watching settlers come across the prairie).

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 4 - Literature Response **By the End of Eighth Grade**

Benchmark 2: The proficient reader evaluates literature with criteria based on purposes for reading and derived from time periods and cultures.

Indicators:

The students:

- **4. Apply criteria of evaluation, such as author's intent and appropriate audience.**

Instructional Example

1. As a joint project with an American History class, students critique old handbills advertising the sale of slaves in America during the early 1800s. Students determine the author's intent and audiences for the handbills.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes.

Benchmark 1: The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing.

Indicators:

The students:

- ▲ 1. Differentiate between stated and inferred main ideas and supporting details.**

Instructional Examples:

1. After reading a passage, students isolate any sentences containing the stated main idea or determining the inferred main idea from the passage. In groups or as individuals, students locate and record the appropriate supporting details. (ACT Practice tests/study guides or textbooks from other disciplines provide a good supply of short reading passages suitable for this activity.)
2. Teacher provides students with several supporting details from a passage and asks them to infer the main idea. Next, students transform this inference into a sentence which would be appropriate to serve as a stated main idea in the passage. (ACT Practice tests/study guides or textbooks from other disciplines provide a good supply of short reading passages suitable for this activity.)

- ▲ 2. Differentiate between fact and opinion in a passage of text.**

Instructional Example:

1. Students collect samples of political campaign propaganda/product, advertisements, infomercials/news articles from sources such as *USA Today* or weekly news magazines. Students divide a piece of paper into two columns labeled fact and opinion. Students analyze the samples, classify information as fact or opinion, and record the information accordingly. In addition, students will determine and record their reasons for their classifications.

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 1: *The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing*

Indicators:

The students:

- ▲ 3. **Identify author's point of view or bias.**

Instructional Examples:

1. After identifying facts and opinions in a persuasive piece, students infer, explain, and record the author's bias and provide evidence of this bias.
2. During a peer editing activity, students identify, discuss and explain each other's points of view and biases in their writing.

- ▲ 4. **Analyze the text for such structures as cause and effect, comparison and contrast, sequence, description, problem and solution, and narration, to aid in comprehension.**

Instructional Example:

1. The teacher provides students with models or students create their own graphic organizers to identify and analyze the structures of the texts.
 - Comparison/contrast - Venn Diagram
 - Sequence/narration - Story Map - Causal Chain
 - Cause Effect - Fish Bone
 - Description (categorize details - Tree Diagram)

- 5. **Evaluate the effectiveness of the text for the chosen purpose.**
- 6. **Summarize the text.**
- 7. **Analyze the effectiveness of various persuasive devices, such as appeals to reason, emotion, authority, and popularity.**
- 8. **Follow directions presented in technical writing.**

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 1: *The proficient reader comprehends whole pieces of narration, exposition, persuasion, and technical writing*

Indicators:

The students:

▲ 9. Analyze concepts in technical writing.

Instructional Example:

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.
2. After the above activity, students practice the context clues' methods by using the vocabulary words, selecting a different method to reveal the word's meaning, and rewriting the sentence(s).

- 10. Synthesize important ideas from multiple sources.
- 11. Use a wide range of automatic monitoring and self-correction strategies to understand text.
- 12. Evaluate the clarity and accuracy of expository texts.

Benchmark 2: *The proficient reader decodes accurately and understands new words in reading materials.*

Indicators:

The students:

▲ 1. Use context clues, such as definition, restatement, example, comparison, contrast, cause and effect, to determine meaning of unfamiliar vocabulary.

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: *The proficient reader decodes accurately and understands new words in reading materials.*

Indicators:

The students:

- ▲ 2. **Use analogies to expand vocabulary.**

Instructional Example:

1. Students construct posters to illustrate the most common types of relationships expressed in analogies. These posters could include student-generated examples and artwork/illustrations and can be displayed in the classroom as instructional tools.
2. As a pre-reading activity for a piece of literature or a unit, the teacher assigns each student one word to study. Each student develops an analogy to share with the class in order to aid in other students' understanding of the word.

- ▲ 3. **Distinguish connotations from denotations and synonyms from antonyms.**

Instructional Example:

1. 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.
2. In groups, students isolate only those words that have emotional associations and generate possible associations (focusing on different perspectives and author's possible intended associations). They discuss how connotations affect overall reaction and interpretation of the piece and why politicians especially utilize connotations. Students could also generate a list of the most commonly used words by politicians.
3. Focusing on a small reading selection, students identify words that are important to the meaning or description. Using a thesaurus, dictionary, and their personal vocabularies, students change these words within the piece into antonyms to create an entirely different story. They could also use the same procedures with synonyms by focusing on preserving the original meaning.

- 4. **Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to determine meaning of unfamiliar vocabulary.**

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 4: *The proficient reader uses what he/she already knows about the topic and the type of text to understand what is read.*

Indicators:

The students:

- 1. Use knowledge of structural elements to assist in understanding various genres, such as drama, poetry, novel, and short story.
- 2. Use knowledge of structural elements to assist in understanding various informational texts, such as essay, letter, journal, newspaper, report, reference material, internet source, technical manual, and job-related material.
- 3. Synthesize prior knowledge from multiple sources to assist in understanding and evaluating the text.

Benchmark 5: *The proficient reader draws conclusions supported by the text.*

Indicators:

The students:

- ▲ 1. Compare and contrast themes common in different texts.

Instructional Example:

1. 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. (adapted from the source book below).

Literature: Vacca, Richard T. and Vacca, Jo Anne L. (1996). *Content Area Reading*. Fifth edition. Harper Collins College Publishers.

- ▲ 2. Locate evidence from several texts to support a conclusion.
- 3. Evaluate conclusions by linking prior knowledge to context of text.

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 2: Learners write effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: A proficient writer uses ideas that are well developed, clear and interesting.

Indicators:

The students:

- ▲ **1. Select topics that are original and appropriate to the task.**

Instructional Examples:

1. Using a list of school improvement goals, personal knowledge of the school, and educational resources/internet sites, students develop a specific, worthwhile topic for a persuasive proposal for school improvement. As students consider the task and audience they must develop their topic with facts/reasons (instead of just complaining) in a positive way and focus on answering the questions of what, why, and how. To help with support, students could compile survey questions about each of their topics and construct one survey to give to other students.
2. Students write a detailed thank you letter to an important person(s) who has helped with their education (academics, sports, fine arts, hobbies, etc.).

▲ recommendation for state assessment.
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 1: *A proficient writer uses ideas that are well developed, clear and interesting.*

▲ 2. Write insightfully from knowledge or experience.

Instructional Examples:

1. After a student conducts an interview with someone (relative, friend, neighbor, etc.) who is at least twenty years older than he/she is, he/she writes a paper comparing and contrasting his/her teenage years with the teenage years of this person from a different generation. To prepare for the interview, students must generate a minimum of five questions for the interview. In addition to these questions, students can select from a list of teacher generated ones.
2. After studying excerpts from famous autobiographies, students write an “excerpt” which could have been taken from their autobiographies. To help them select a moment or experience to focus on, each student creates a visual representation of his/her “life path” to date. This visual representation can be in any shape or form but should chronicle meaningful events/experiences in the form of short phrases or sentences. This representation can be included and displayed with the final copy of the excerpt.

▲ 3. Provide details that focus the reader’s attention on important information.

Instructional Example:

1. Students write directions to foreign exchange students going from home to the school parking lot. Directions need to be specific and detailed.

▲ 4. Develop the topic in an enlightening, purposeful way that makes a point or tells a story.

Instructional Example:

1. Students write a short story based on a picture produced by a third grade elementary school student. Students incorporate descriptive, expository, and narrative writing styles in the appropriate manner and use a story organizer to help construct the story. After completing the story, students type a final copy, add illustrations to the story and cover, read the book to the third grader whose art work was the basis for the story, and give the book to the elementary student to keep.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 2: *The proficient writer uses authentic and appropriate voice.*

Indicators:

The students:

- ▲ 1. **Include tone and voice that gives flavor to the message and seems appropriate for the purpose and audience.**

Instructional Examples:

1. The teacher reads aloud selections from books, essays, and speeches (especially persuasive pieces) with voice and without voice. Students write and discuss reactions and then write a paragraph with the goal of achieving a specific tone/voice. Finally share it with a group or class.
2. Students rewrite a piece from their portfolios concentrating on voice/tone.
3. After reading Edgar Allen Poe and appropriate/edited selections from Stephen King, students write a “scary” descriptive short story based on the idea of being “alone at midnight.”

- 2. **Write narratives that seem believable, original, and appealing.**

Instructional Examples:

1. Students write a short story based upon a family photo or an old newspaper/magazine article.
2. Students write a short story based upon a famous piece of artwork.

- 3. **Write expository, technical, or persuasive pieces that reflect a strong commitment to the topic and an effort to bring the topic to life by anticipating the reader’s questions and showing why the reader should care or want to know more.**
- 4. **Use a variety of techniques to express a personal style and voice.**

▲ recommendation for state assessment
 • recommendation for local assessment
 Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 3: *The proficient writer uses organization that enhances the reader's understanding.*

Indicators:

The students:

- ^ 1. Write introductions that draw the reader in and conclusions that leave the reader with a sense of resolution.**

Instructional Examples:

1. At the beginning of the year, the class discusses characteristics and purposes of good introductions in writing and life. The teacher randomly pairs students to interview each other. Each student writes a brief introduction for the person he/she interviewed. Students should focus on gaining the audience's attention. Ask students to read their work to the class. A variation: Students keep partnerships a secret and conduct interviews outside of class. When students share introduction, the class guesses the person who is the subject of the introduction.
2. As a revision activity, students take conclusion of draft and rewrite it as the introduction and vice versa. They can choose to use the new sections or parts of them in the final draft.

- ^ 2. Use sequencing that is logical and effective.**

Instructional Example:

1. The teacher cuts a story or paragraph into sections or sentences. Students put the information in a logical order. The activity can be used with different types of writing: comparison/contrast, process analysis, persuasive, etc.

^ recommendation for state assessment
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Benchmark 3: *The proficient writer uses organization that enhances the reader’s understanding.*

▲ 3. Apply transitions clearly showing how ideas connect.

Instructional Examples:

1. Students examine (through reading or listening) a writing model with all of the transitions removed. Next, they read the version with effective transitions. The class discusses its reactions, differences, effects, and methods of use.
2. Using a list of transitional words to assist them and a time limit, groups of students create silly, nonsense stories incorporating as many transitions as possible. Each group shares its story and the number of transitions used. A contest could be made out of the activity.
3. Using their own writing or that of others, students highlight transitions explain the way that each transition is used, and the relationship the transitions express.

▲ 4. Use a variety of supporting details.

Instructional Examples:

1. To help students begin thinking about a given topic by examining it from several different perspectives, students use a “cubing” strategy. This requires students to describe the topic, compare it to, associate it with, analyze it, apply it, classify it, and argue for or against it (like or dislike it). As an in-class activity, the teacher can limit the amount of time spent on each of the brainstorming sections. Students take these details and ideas to incorporate into their writing.
2. As a class, students brainstorm careers in which they might be interested. In groups of three, students select a career. The small groups generate details related to the chosen career and create a semantic map. Finally, students individually write a paper describing the requirements of the chosen career. Students may be asked to compare the career with another career, associate it with a broader field, and argue for or against the career as a good choice.

▲ recommendation for state assessment
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Benchmark 3: *The proficient writer uses organization that enhances the reader's understanding.*

▲ 5. Organize so that the writing flows smoothly.

Instructional Example:

1. The class focuses on pre-writing activities which help students organize thoughts. In groups of 3 or 4, students brainstorm a writing topic by recording each idea on a separate sticky note. After a limited amount of time, students place all of the sticky notes on a large sheet of paper hung on the wall. Next, the group arranges the notes into logical groups, which can be later utilized when writing. The students compare and discuss ideas and methods of organization found throughout class. Hint: the first time one uses this activity, students should practice by selecting a topic most could think creatively about and generate many ideas. An example: give each group two objects; ask students to brainstorm ways the two could be joined/stuck together; later, students could repeat the same procedures individually.

Benchmark 4: *The proficient writer uses effective word choice.*

Indicators:

The students:

▲ 1. Choose words that are specific, accurate, and easily understood.

Instructional Examples:

1. Students keep a personal list of descriptive words they commonly use in their writing and synonyms or more specific words to replace the more common words. Prior to a particular writing assignment, students brainstorm a list of words that would be commonly used for a particular topic and generate possible synonyms or more specific words for each to use as a resource while writing.
2. Prior to a writing assignment, students brainstorm a list of words commonly associated with the topic or type of writing. This list becomes “off-limits” when writing the piece. An additional technique is to analyze or have students analyze several pieces of their writing for their most frequently used words and create a personal or class off-limits list.
3. Students play the game called Taboo® to demonstrate their knowledge of specific words that are accurate in a particular setting.

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 4: The proficient writer uses effective word choice.

- ▲ 2. Use language that is appropriate for the type of writing and for the audience.

Instructional Example:

1. Students write the same letter to three different audiences (family, public-newspaper, employer, principal, teacher, best friend), and in groups students compare/contrast the language and the reasons behind the differences and similarities.

- ▲ 3. Use lively verbs that energize the writing and precise nouns and modifiers that create pictures in the reader's mind.

Instructional Examples:

1. Students go on an outdoor mini-field trip to a local park or location close to the school with the purpose of observing the elements of nature. Prior to leaving, students review the literary devices (metaphors, similes, personification, and imagery) and discuss/model examples of writers who create vivid appeals to the five senses using nature imagery. Students take a small notebook and record at least five descriptive phrases/sentences for each of the five senses with the focus of using lively verbs and precise nouns and modifiers to create "word pictures." Students can transform parts of this activity into a poem or essay about nature.
2. Students read and review good writing models by highlighting all of the active verbs in one color and all of the passive verbs in another. Students discuss the impact the two types of verbs have on the message and style. Next, students select a piece from their portfolios and identify all of the passive verbs. Students then rewrite the piece, changing all of the passive ones to active. The rule could be "no passive verbs" allowed.

- ▲ 4. Use clichés and jargon sparingly, only for effect.

Instructional Examples:

1. As a class, students create a list of clichés and jargon. Students search for examples in newspapers, magazines, and stories.
2. In groups of three or four, students research, observe and record examples of clichés, jargon, slang, and idioms to create a "usage book". The book can be divided into sections, and each of the terms can be defined in addition to the examples. Illustrations and graphics could be added to improve the visual appeal of the book and provide further explanation to terms and examples.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 5: *The proficient writer uses clear and fluent sentences.*

Indicators:

The students:

▲ **1. Construct sentences for clarity and meaning.**

Instructional Example:

1. After reading and discussing samples of less than adequate student writing, students revise the written samples focusing on sentence clarity and fluency. Teacher uses anonymous student writing samples from previous years.

▲ **2. Write for cadence as if the writer has thought about the sound of the words as well as the meaning.**

Instructional Examples:

1. Students read a number of Dr. Seuss books, study Army calls, and read a wide variety of poetry with special attention to the sounds and rhythms of the words and their meanings. Following these readings, students compose books or poetry modeled after the selected readings.
2. Students read their writing aloud to peers with the sole purpose of analyzing the cadence of the work.

▲ **3. Write sentences that vary in length as well as structure.**

Instructional Example:

1. After finishing a draft, students complete a Sentence Opening Sheet* over selected sections/paragraphs or the entire work if it's short. The sheet provides columns for recording the first words of each sentence and the number of words in each sentence as well as other information. This sheet allows students and teachers to identify sentence strengths and weaknesses and helps with the revision process.

* Taken from *Fan the Deck*. Pages 18-21. (The Stack the Deck Writing Program). Robert B. Cahill and Herbert J. Hrebic. 1994. Published by The Stack the Deck Writing Program, P O Box 429, Tinley Par, Illinois, 60477-0429 (www.stackthedeck.com)

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 5: *The proficient writer uses clear and fluent sentences.*

Indicators:

The students:

- 4. Use fragments only for style.
- 5. Use dialogue that sounds natural.

Benchmark 6: *The proficient writer uses standard American English conventions.*

Indicators:

The students:

- ▲ 1. Paragraph to reinforce the organizational structure of the text.
- ▲ 2. Use grammar and usage that contribute to clarity and style.

Instructional Example:

1. As students draft, edit, revise, and receive teacher and peer feedback, they create and keep a list of common mechanic, usage, and spelling mistakes they consistently make. Students also can generate their own personal writing goals for the week, quarter, semester, or year to help them focus on improving these and other areas.

- ▲ 3. Use accurate punctuation, guiding the reader through the text.

Instructional Example:

1. The teacher removes all punctuation, capitalization, and indentation from a piece of writing. Students read the piece and replace all punctuation correctly.

- ▲ 4. Use correct spelling.

Instructional Example:

1. Students work with an elementary class as writing buddies. The main focus of their task is to correct spelling and obvious punctuation mistakes in the younger students' writings.

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 7: The proficient writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.

Students are taught and given practice using a writing process at each grade level with content and expectations that are progressively more challenging and appropriate for that grade level.

Indicators:

The students:

- **1. Generate ideas by using strategies, which may include recalling, brainstorming, free writing, outlining, and clustering.**
- **2. Write successive versions by rereading, adding new information, and reorganizing for sequence.**
- **3. Proofread and edit their own and their peers' revisions for grammar, spelling, usage, and format.**
- **4. Use a style manual such as Modern Language Association (MLA), American Psychological Association (APA), or other acceptable style manuals.**
- ▲ **5. Generate a legible final copy for presentation.**

Instructional Example:

1. In addition to using proper margins, headings, etc., students experiment on the computer with different letter fonts, layouts, tables/charts, and graphics to create a variety of legible copies.

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 8: The proficient writer uses writing as a tool for learning throughout the curriculum.

Indicators:

The students:

- 1. Write while studying in the content areas notes, outlines, lab reports, journal entries, research reports, speeches, business letters, scripts, debates, essays, critical analysis of current events, reaction papers, and plans, procedures, and steps for various projects (such as science and math).

Benchmark 9: The proficient writer uses a variety of modes of writing for different purposes and audiences.

Indicators:

The students:

- 1. Write descriptive pieces, which may include character sketch and description of time, place, occasion, and object.
- 2. Write narrative pieces, which may include personal narrative, autobiography, memoir, and short story.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 9: The proficient writer uses a variety of modes of writing for different purposes and audiences.

Indicators:

The students:

- **3. Write expository pieces which may include research and informational writing.**
- **4. Write persuasive pieces which may include speech, critical evaluation, editorial, letter of application, resume, position paper, letter to the editor, and essay.**
- **5. Write technical pieces which may include business letter, chart, graph, technical report, manual, and technical description.**
- ▲ **6. Write for the purpose of convincing.**

Instructional Examples:

1. Students write a letter to Mom/Dad convincing her/him that the student needs a later curfew, a special dress for the prom, a car, or use of Dad's cool car for Homecoming. Students explain their positions and use supporting detail.
2. Students develop a brochure about their school. The brochure focuses on convincing students to enroll in the school.

• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 3 - Literature Genres **By the End of Eleventh Grade**

Standard 3: Learners demonstrate knowledge of literature from a variety of cultures, genres, and time periods.

Benchmark 1: The proficient reader demonstrates knowledge of the effects of cultures on literature.

Indicators:

The students:

- 1. Recognize literary contributions from various cultures and genres.
- 2. Explain the impact of cultural stereotypes on literature.

Benchmark 2: The proficient reader identifies characteristics of a wide variety of literary genres in various formats.

Indicators:

The students:

- ▲ 1. Identify fiction and nonfiction and a variety of genres, such as novel, short story, poetry, drama, biography, autobiography, and essay.

Instructional Example:

1. Students create and add to a list of characteristics for each of the different genres. This information is placed in graphic organizer form by students to use as a ready reference.

Benchmark 3: The proficient reader demonstrates knowledge of the effects of time periods on literature.

Indicators:

The students:

- 1. Analyze the effect of political, social, and economic conditions, and contemporary ideas of the time period on literature.

▲ recommendation for state assessment
• recommendation for local assessment
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Standard 4 - Literature Response **By the End of Eleventh Grade**

Standard 4: Learners demonstrate skills needed to read and respond to literature.

Benchmark 1: The proficient reader uses literary concepts to interpret literature.

Indicators:

The students:

- ▲ 1. **Identify the elements of fiction and drama, such as rising and falling action, conflict and resolution, major and minor characters, setting, theme, and climax.**

Instructional Example:

1. 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:
 - 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.

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.

▲ recommendation for state assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 4 - Literature Response **By the End of Eleventh Grade**

Benchmark 1: The proficient reader uses literary concepts to interpret literature.

Indicators:

The students:

- ▲ 2. **Make inferences and draw conclusions about story elements, such as style, theme, plot, setting, and character.**

Instructional Example:

1. Students use a chart graph to show the elements of style, theme, plot, setting, and characters. Then students discuss inferences and draw conclusions about the story.

- ▲ 3. **Recognize use of more complex literary devices, such as tone, irony, mood, satire, symbolism, allusion, dialogue, diction, character's point-of-view, archetype, and analogy.**

Instructional Example:

1. Students discuss the complex literary devices and create 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.

- ▲ 4. **Distinguish among elements of an exposition within a single piece of literature, such as definition with examples, cause and effect, comparison and contrast, description, and sequence.**

▲ recommendation for state assessment
• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 4 - Literature Response *By the End of Eleventh Grade*

Benchmark 2: The proficient reader evaluates literature with criteria based on purposes for reading and derived from time periods and cultures.

Indicators:

The students:

- **1. Interpret complex connections between characters and events and people and events in their lives.**
- **2. Revise interpretations of text based on peer group discussions and personal judgment.**
- **3. Analyze literature from a variety of perspectives, such as psychological, archetypal, sociological, and formalistic.**
- **4. Develop a set of criteria for evaluating literature based on appropriate audience, author intent and authority, and appropriate form.**

• recommendation for local assessment
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Appendix A

Examples of Quality Literature

The purpose of the list of titles is to provide sources of exemplary, appropriate, and challenging literature. As educators work with the *Kansas Curricular Standards for Reading and Writing*, they can select from these lists, if appropriate, for the needs of students. They need not be limited to these lists or levels. We urge teachers to encourage students to prepare their own bibliographies listing their favorite books in each genre. We expect educators to develop their own rich resources including contemporary and classic literature. Our intent is not to provide a state-mandated list, but rather a springboard from which teachers can inspire students to gain a lifelong love of literature and learning.

The lists were constructed from direction provided in the indicators from Standard 3, Benchmarks 1, 2, and 3:

Standard 3: Learners demonstrate knowledge of literature from a variety of cultures, genres, and time periods.

Benchmark 1: The proficient reader demonstrates knowledge of the effects of cultures on literature.

Benchmark 2: The proficient reader identifies characteristics of a wide variety of literary genres in various formats.

Benchmark 3: The proficient reader demonstrates knowledge of the effects of time periods on literature.

The titles are organized by genres and grade ranges to provide opportunities for students to achieve the benchmarks of Standard 3 in the following ways:

- opportunities to identify, discuss, compare and contrast characteristics of each genre.
- information and experiences relating to different cultural backgrounds.
- opportunities to identify, discuss, compare, and contrast different time periods.

“Exemplary curriculum is always evolving -- we urge districts to take initiative to create programs meeting the needs of their students.” Massachusetts Curriculum Frameworks, English Language Arts, Adopted February, 1997.

Grades K-3

Fairytale:

- *The Three Little Pigs* -
by Paul Galdone
- *Goldilocks and the Three Bears* -
by Jan Brett
- *The Gingerbread Man* -
by Jim Aylesworth

Folktale:

- *Why Mosquitoes Buzz in People's Ears* -
by Verna Aardema
- *Little Red Riding Hood: A Newfangled
PrairieTale* -
by Lisa Campbell Ernst
- *The Legend of the Bluebonnet* -
by Tomie DePaola

Tall tale:

- *Pecos Bill: A Tall Tale* -
by Steven Kellogg
- *John Henry* -
by Julius Lester
- *Buford the Little Bighorn* -
by Bill Peet

Animal Fantasy:

- *Charlotte's Web* -
by E. B. White
- *Frog & Toad Series* -
by Arnold Lobel
- *Mr. Popper's Penguins* -
by Richard Atwater

Realistic Fiction:

- *Tomas & The Library Lady*-
by Pat Mora
- *Thundercake* -
by Patricia Polacco
- *Junie B. Jones Series* -
by Barbara Park

Historical Fiction:

- *Sarah, Plain and Tall* -
by Patricia MacLachlan
- *The Little House Series* -
by Laura Ingalls Wilder
Illus. by Garth Williams
- *Follow the Drinking Gourd* -
by Jeannette Winter

Biography:

- *George Washington: A Picture Book
Biography* -
by James Cross Giblin
- *Helen Keller* -
by Margaret Davidson, Wendy Watson
- *A Picture Book of Harriet Tubman* -
by David Adler

Poetry:

- *Sing a Song of Popcorn*
by Beatrice Schenk deRegniers (Ed.)
- *Read Aloud Rhymes for the Very Young* -
Selected by Jack Prelutsky
- *Honey, I Love and Other Poems* -
by Eloise Greenfield

Informational Text:

- *Corn is Maize: The Gift of the Indians*
by Alike
- *A Desert Scrapbook* -
by Virginia Wright Frierson
- *Soaring with the Wind: The Bald Eagle* -
by Gail Gibbons

Grades 4-5

Folklore:

- *Fables* -
by Arnold Lobel
- *The People Could Fly: American Black Folktales*
by Virginia Hamilton
- *Whoppers, Tall Tales, and Other Lies* -
by Alvin Schwartz

Realistic Fiction:

- *Maniac Magee* -
by Jerry Spinelli
- *Shiloh* -
by Phyllis Reynolds Naylor
- *Baseball in April and Other Stories* -
by Gary Soto

Historical Fiction:

- *The Orphan of Ellis Island* -
by Elvira Woodruff
- *Caddie Woodlawn* -
by Carol Ryrie Brink
- *Number the Stars* -
by Lois Lowry

Biography:

- *Jackie Robinson: A Biography* -
by Arnold Rampersad
- *Will You Sign Here, John Hancock?* -
by Jean Fritz
- *Eleanor Roosevelt 1933-38* -
by Blanche Wiesen Cook

Poetry:

- *Hailstones and Halibut Bones* -
by Mary O'Neill
- *Where the Sidewalk Ends* -
by Shel Silverstein
- *Joyful Noise: Poems For Two Voices* -
by Paul Fleischman

Fantasy:

- *Rabbit Hill* -
by Robert Lawson
- *Jennifer Murdley's Toad* -
by Bruce Coville
- *The Indian in the Cupboard* -
by Lynne Reid Banks

Informational Text:

- *Comets, Meteors, Asteroids* -
by Seymour Simon
- *The Boys' War* -
by Jim Murphy
- *Magic School Bus: Inside the Human Body* -
by Joanna Cole

Grades 6-8

Novel:

- *Tom Sawyer* -
by Mark Twain
- *The Outsiders* -
by S. E. Hinton
- *Call of the Wild* -
by Jack London

Short Stories:

- *Rikki-Tikki-Tavi* -
by Rudyard Kipling
- *The Christmas Hunt* -
by Borden Deal
- *The Last Leaf* -
by O. Henry

Historical Fiction:

- *Lyddie* -
by Katherine Paterson
- *Roll of Thunder, Hear My Cry* -
by Mildred Taylor
- *Summer of My German Soldier* -
by Bette Greene

Biography:

- *Lincoln: A Photobiography* -
by Russell Freedman
- *Amos Fortune, Free Man* -
by Elizabeth Yates
- *Lost Star: The Story of Amelia Earhart* -
by Patricia Lauber

Autobiography:

- *Anne Frank: Diary of a Young Girl* -
by Anne Frank
- *Rosa Parks: My Story* -
by Rosa Parks
- *Woodson* -
by Gary Paulsen

Drama:

- *A Christmas Carol* -
by Charles Dickens
- *Brian's Song* -
by William Blinn
- *The Monsters Are Due On Maple Street* -
by Rod Serling

Poetry:

- *Thank You, Ma'am* -
by Langston Hughes
- *Reflections on the Gift of a Watermelon Pickle* -
by Stephen Dunning
- *The Butterfly Jar* -
by Jeff Moss

Fantasy:

- *Tuck Everlasting* -
by Natalie Babbitt
- *Mrs. Frisby & the Rats of Nimh* -
by Robert C. O'Brien & Zena Bernstein
- *Harry Potter and The Sorcerer's Stone* -
by J. K. Rowling

High Fantasy:

- *The Book of Three* -
by Lloyd Alexander
- *Dragonsong* -
by Ann McCaffrey
- *The Chronicles of Narnia* -
by C. S. Lewis

Mythology:

- *The Adventures of Ulysses* -
by Bernard Euslin
- *King Arthur & the Knights of the Round Table* -
by Roger Lancelyn Green
- *Of Favorite Myths* -
Mary Pope Osborne (Ed.)

Science Fiction:

- *Flowers for Algernon* -
by Daniel Keyes
- *I Robot* -
by Isaac Asimov
- *A Wrinkle in Time* -
by Madeleine L'Engle

Grades 9-12

Novel:

- *Great Expectations* -
by Charles Dickens
- *To Kill A Mockingbird* -
by Harper Lee
- *The Old Man & The Sea* -
by Ernest Hemingway

Short Story:

- *The Necklace* -
by Guy DeMaupassant
- *Minister's Black Veil* -
by Nathaniel Hawthorne
- *The Metamorphosis* -
by Franz Kafka

Historical Fiction:

- *The Blue and the Gray* -
by John Leekley
- *The Iliad* -
by Homer
- *Beloved* -
by Toni Morrison

Biography:

- *George Washington Carver* -
by James Marion Gray
- *Gandhi the Man* -
by Easwaran Eknath
- *Plutarch's Lives* -
trans. Thomas North

Autobiography:

- *I Know Why the Caged Bird Sings* -
by Maya Angelo
- *MeMeMeMeMe: Not a Novel* -
by M E. Kerr
- *Night* -
by Elie Wiesel

Drama:

- *Hamlet* -
by William Shakespeare
- *The Crucible* -
by Arthur Miller
- *The Doll House* -
by Henrik Johan Ibsen

Poetry:

- *Norton Anthology of Poetry* -
ed. Margaret Ferguson
- *An Oxford Anthology of English Poetry* -
ed. Howard Foster Lowry
- *Selected Poems of Emily Dickinson* -
by Emily Dickinson

Essay:

- *University Days* -
by James Thurber
- *Essays* -
by E. B. White
- *Gift of Good Land* -
by Wendall Berry

High Fantasy:

- *Lord of the Rings* -
by J. R. Tolkein
- *The Man Who Was Thursday* -
by G. K. Chesterton
- *The Wizard of Earth Sea* -
by Ursula K. LeGuin

Mythology:

- *The Illustrated Age of Fable* -
ed. Thomas Bulfinch
- *The Greek Myths* -
ed. Robert Graves
- *Morte d'Arthur* -
trans. Thomas Malory

Science Fiction:

- *The Illustrated Man* -
by Ray Bradbury
- *Out of the Silent Planet* -
by C. S. Lewis
- *20,000 Leagues Under the Sea* -
by Jules Verne

Suggested Booklists and Sources for Grades K-8

The Caldecott Medal:

Named in honor of the 19th-century English illustrator, Randolph Caldecott, this medal is presented annually to the illustrator of the most distinguished American picture book for children published during the preceding year. Sponsored by the Association for Library Service to Children, a division of the American Library Association, eligibility for this award is limited to U.S. citizens and residents.

www.ala.org/alsc/caldecott.html

The Newbery Medal:

Named for 18th-century British bookseller, John Newbery, this medal is presented annually to the author of the most distinguished contribution to American literature for children published in the preceding year. A number of honor books may also be named by the selection committee. Sponsored by the Association for Library Service to Children, a division of the American Library Association, eligibility for this award is limited to U.S. citizens and residents.

www.ala.org/alsc/newbery.html

Pura Belpe' Award:

Given biennially, this award is presented to a Latino/Latina writer and illustrator whose work best portrays, affirms and celebrates the Latino cultural experience in an outstanding work of literature for children and youth. The award is cosponsored by the Association of Library Services to Children, a division of the American Library Association, and the National Association to Promote Library Service to the Spanish Speaking, an ALA affiliate. The award is named for Pura Belpe', the first Latina librarian from the New York Public Library. www.ala.org/alsc/belpe.html

Orbis Pictus Award for Outstanding Nonfiction for Children:

The Orbis Pictus Award was established by the National Council of Teachers of English in 1989 to promote and recognize excellence in nonfiction writing for children. The name, Orbis Pictus, commemorates the work of Johannes Amos Comenius, *Orbis Pictus--The World in Pictures* (1657), considered to be the first book actually planned for children. Each year, one award book and up to five honor books are named. Criteria for selection include accuracy, content, style, organization, illustration, and format. An annotated list of the winner, honor books, and other outstanding works of nonfiction is published in the November issue of *Language Arts* (NCTE) each year. www.ncte.org/elem/pictus/1999.html

Boston Globe/Horn Book Awards:

These awards are presented annually to the creators of three outstanding children's books - an excellent work of fiction, a picture book with outstanding illustrations, and an exceptional work of nonfiction. Jointly sponsored by the Boston Globe and the Horn Book magazine, these awards are published on the Fanfare pages of the January/February issue of *Horn Book*.

Edgar Allen Poe Award - Best Juvenile Novel:

This award is presented to the author of a mystery novel intended for children. Given annually since 1961, it is sponsored by the Mystery Writers of America.

International Reading Association Children's Book Award:

This award honors a children's book by a new author who "shows unusual promise in the children's book field." Given since 1975, it is sponsored by the Institute for Reading Research and administered by the International Reading Association.

International Reading Association Teachers' Choices Award:

Each year the International Reading Association's Teachers' Choices project has identified outstanding U.S. trade books published for children and adolescents that teachers find to be exceptional in curriculum use. Criteria for selection include books that reflect high literary qualities; books that might not be discovered or fully appreciated by children without an introduction by a knowledgeable educator or adult; or books that have

potential for use across the curriculum. An annotated list (k-2; 3-5; 6-8) including curriculum connections has been published annually since 1989 in the November issue of *The Reading Teacher* (IRA).

Laura Ingalls Wilder Medal:

Named after the author of the Little House series, this medal is presented every 3 years (originally every 5 years) by the American Library Association (Children's Book Division) to an author or illustrator whose books have made a lasting contribution to children's literature. Established in 1954, the selection is restricted to books published in the United States. www.ala.org/alsc/wilder.html

Mildred L. Batchelder Award:

This award is given to the publisher of a children's book that has been translated into English in the previous year and that originally appeared in a country other than the United States. Given annually since 1968, it is sponsored by the Association for Library Service to Children of the American Library Association.

www.ala.org/alsc/batch.html

NCTE Award for Excellence in Poetry for Children:

Established in 1977 by the National Council of Teachers of English, this award honors living U.S. poets whose poetry has contributed substantially to the lives of children. Currently awarded every 3 years, the recognition is given to a poet for the entire body of writing for children ages 3 through 13.

www.ncte.org/elem/poetry.html

Scott O'Dell Award for Historical Fiction:

This award is given to the author of a distinguished work of historical fiction for children or young adults set in the new World and published in English by a U.S. publisher. The award originated with celebrated author Scott O'Dell and is administered and selected by an advisory board chaired by Zena Sutherland.

Notable Children's Books:

This annual American Library Association list is compiled by the Association of Library Service to Children at the midwinter meeting of the ALA. The unannotated titles appear in the March issue of *School Library Journal* and also in the March 15 issue of *Booklist*. www.ala.org/alsc/nbook99.html

Coretta Scott King Award:

The award commemorates Dr. Martin Luther King, Jr., and his wife, Coretta Scott King, for their work in promoting world peace and brotherhood. Since 1974, one African American author and one African American illustrator have been honored for outstanding inspirational and educational contributions to children's literature and young people for books published during the previous year. The awards are sponsored by the Social Responsibilities Roundtable of the American Library Association. www.ala.org/srrt/csking/cskaw.99.html

Coretta Scott King/John Steptoe Award for New Talent: www.ala.org/srrt/csking/cskant.html

Notable Children's Books in the Language Arts:

Sponsored by the Children's Literature Assembly (CLA) of the National Council of Teachers of English (NCTE), this recognition is given to works of fiction, nonfiction, and poetry published during the previous year that meet specific criteria. The books must deal explicitly with language, such as plays on words, word origins, or history of language; demonstrate uniqueness in the use of language or style; or invite child response or participation. An annotated list is published annually in the November issue of *Language Arts* and a list with extended annotations and related titles is published in the fall issue of the *Journal of Children's Literature* (CLA). www.ncte.org/elem/notable/booklist.html

Phoenix Award:

Since 1985, the Phoenix Award has been given annually to the author (or the estate of the author) of a children's book that was published in English 20 years earlier that did win a major award at the time of its original publication. The selectors may also name one or more honor books. The award is sponsored by the Children's Literature Association.

Notable Children's Trade Books in the Field of Social Studies:

The National Council for the Social Studies (NCSS) in cooperation with the Children's Book Council (CBC) selects notable children's trade books in the field of social studies published during the previous year and primarily written for grades K-8. Criteria for selection include books that emphasize human relations, represent a diversity of groups and are sensitive to a broad range of cultural experiences, present an original theme or fresh slant on traditional topics are easily readable and of high literary quality, and have a pleasing format and, when appropriate, illustrations that enrich text. Organized by thematic strands, the annotated list is published in the March/April issue of *Social Education*. <http://ncss.org/resources/notable/home/html>

Outstanding Science Trade Books for Children:

The National Science Teachers Association (NSTA) in cooperation with the Children's Book Council (CBC) selects outstanding science trade books published during the previous year. Criteria for selection include specific guidelines on both content and presentation. An annotated list is published annually in the March issue of *Science and Children*. <http://nsta.org> and <http://cbcbooks.org>

Grades K-8 School State Children's Choice Award Programs

<u>State</u>	<u>Title of Award</u>	<u>Grade levels & Categories</u>	<u>Year award founded</u>
Alabama	Emphasis on Reading Award	K-2; 3-5; 6-8	
Alaska	Northwest Pacific Young Reader's Choice Award	4-8	1940
Arizona	Arizona Young Reader's Award	Picture; Chapter; M/YA	
Arkansas	Charlie May Simon Children's Book Award	4-6	1970
California	California Young Readers Medal	Primary; Interim; MS/JH;YA	1975
Colorado	Colorado Children's Book Award	Picture Bk.; Junior Novel	1976
	Colorado Blue Spruce Young Adult Book Award	Young Adult	1985
Connecticut	Nutmeg Children's Book Award	4-6	1993
Florida	Sunshine State Young Reader's Award	3-5; 6-8	1983
Georgia	Georgia Picture Storybook Award	K-4	1976
	Georgia Children's Book Award	4-8	1968
Hawaii	Nene Award	4-6	1964
Illinois	Rebecca Cuadill Young Reader's Book Award	4-8	1988
Indiana	Young Hoosier Book Award	K-3; 4-6; 6-8	1972
Iowa	Iowa Children's Choice Award	3-6	1980
	Iowa Teen Award	6-9	1985
Kansas	William Allen White Children's Book Award	4-8	1953
Kentucky	The Bluegrass Award	K-3; 4-8	1983
Maryland	Maryland Children's Book Award		1988
Massachusetts	Massachusetts Children's Book Award	4-6	1976
Minnesota	Maud Hart Lovelace Book Award	3-8	1980
Missouri	Mark Twain Award	4-8	1972
Montana	Treasure State Award	K-3	1991
Nebraska	Golden Sower Award	K-3; 4-6; Young Adult	1981
Nevada	Nevada Young Reader's Award	K-2; 3-5; 6-8; 9-12	1988
New Hampshire	Great Stone Face Children's Book Award	4-6	1980
New Jersey	Garden State Children's Book Award	Easy to Read; Younger Nonfiction	1977
New Mexico	Land of Enchantment Children's Book Award	4-8	1981
North Carolina	North Carolina Children's Book Award	Picture Bk. k-3; Jr. Bk. 4-6	1992
North Dakota	Flicker Tale Book Award	Picture Bk. PreK-3; Juvenile 4-6	1978
Ohio	Buckeye Children's Book Award	K-2; 3-5	1981
Oklahoma	Sequoyah Children's Book Award	3-6	1959
	Sequoyah Young Adult Book Award	7-9	1987
Rhode Island	Rhode Island Children's Book Award	3-6	1991
South Carolina	South Carolina Children's Book Award	3-6	1991
	South Carolina Junior Book Award	6-9	1992
South Dakota	Prairie Pasque Book Award	4-6	1987
Tennessee	Volunteer State Book Award	K-3; 4-6; 7-9	1978
Texas	Texas Bluebonnet Award	3-6	1981
Utah	Utah Children's Book Award	3-6	1980
	Utah Children's Informational Book Award	3-6	1986
	Utah Children's Picture Book Award	K-3	1996
Vermont	Dorothy Canfield Fisher Children's Book Award	4-8	1957
Virginia	Virginia Young Reader's Program	Primary; Elem; MS	1982
Washington	Washington Children's Choice Picture Book Award	K-3	1982
West Virginia	West Virginia Children's Book Award	3-6	1985
Wisconsin	Golden Archer Award	4-8	1974
	Little Archer Award	K-3	
Wyoming	Indian Paintbrush Award	4-6	1986

Suggested Booklists and Sources for Grades 9-12

YALSA - Booklists:

This website provides direct links to several booklists sponsored by the Young Adult Library Services Association (YALSA). Below are descriptions of the awards offered by YALSA.

<http://www.ala.org/yalsa/booklists>

Popular Paperbacks for Young Adults: www.ala.org/yalsa/booklists/poppaper99.html

Quick Picks for Reluctant Young Adult Readers: www.ala.org/yalsa/booklists/quickpicks99.html

Compiled by an 11 member committee, the titles are selected from titles published during the preceding 18 months. The committee annually chooses a list of outstanding titles which will stimulate the interest of reluctant teen readers. The list is intended for the teenager who, for whatever reason, does not like to read.

Top Ten Quick Picks: www.ala.org/yalsa/booklists/99top10quick.html

Best Books for Young Adults:

Requirements for this award are based on literary quality while maintaining a popular appeal to young adult readers ages 12-18. The Best Books list includes fiction and non-fiction with topics running the gamut from poetry and humor to adventure and survival stories.

Top Ten Best Book for Young Adults: www.ala.org/yalsa/booklists/99top10best.html

Outstanding Books for the College Bound and Lifelong Learners:

The list is intended as a tool for a variety of audiences, college bound students, educators, librarians, and parents. It can help prepare students for college, and provide hours of rewarding, pleasurable reading, offer opportunities for independent and lifelong learning, and enhance appreciation of different cultures and times. The list is divided into five sections: fiction, biography, nonfiction, drama, and poetry. The criteria for selection include: readability, cultural and ethnic diversity, balance of points of view, contemporary and classical works, different genres, and availability. The list is revised every five years by a committee of the Young Adult Library Services Association of the American Library Association.

<http://www.ala.org/yalsa/booklists/obcb/fiction.html>

Alex Awards:

Funded by the Margaret Alexander Edwards Trust, the Alex Awards, which are announced annually in conjunction with National Library Week, honor the top 10 adult books for teenagers published during a calendar year. Part of a five-year project co-sponsored by *Booklist* and the Young Adult Library Services Association (YALSA), a division of the American Library Association, the awards recognize the work of Margaret Edwards, a pioneer in library service for teens. Winners are selected based on literary quality, readability, and strength of teen appeal. www.ala.org/yalsa/booklists/99alex.txt

Books for You: An Annotated Booklist for Senior High

Thirteenth Edition

Lois T. Stover and Stephanie F. Zenker, Editors,
and the Committee on the Senior High School Booklist
forward by Chris Crutcher: NCTE Bibliography Series

International Reading Association Young Adult Choices Award:

Funded by a grant to the International Reading Association (IRA) and supervised by the association's Literature for Adolescents Committee, this project makes teens (grades 7-12) aware of new literature for young adults and allows them to voice their opinions about books being written for them. Young Adult Choices are published in an annotated bibliography in the November issue of the *Journal of Adolescent and Adult Literature* (IRA).

Boston Globe-Horn Book Awards for Fiction, Nonfiction, and Picture Books:

The Horn Book awards annually a list of books for each of the genres. www.hbook.com/bghb.html

High School State Children's Choice Award Programs

<u>State</u>	<u>Title of Award</u>	<u>Grade levels</u> <u>&</u> <u>Categories</u>	<u>Year award</u> <u>founded</u>
Idaho	Northwest Pacific Young Reader's Choice Award	9-12	1990
Nevada	Nevada Young Reader's Award	9-12	1988
South Carolina	South Carolina Young Adult Book Award	9-12	1992
Utah	Utah Young Adult Book Award	7-12	1991
Virginia	Virginia Young Reader's Program	HS	1982
Wyoming	Soaring Eagle Book Award	7-12	1989

Appendix B

Kansas Reading Assessment Item Guide

Developed by:

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All indicators prioritized in the Kansas Curricular Standards for Reading and Writing are not appropriate for all types of reading passages, narrative, expository, persuasive, and technical. Therefore, the following guide will assist teachers' understanding of which indicators were used to develop reading assessment items for specific passage types. Please refer to Appendix C for an abbreviated form of the indicators and their aligned reading passage types. Indicators are prioritized for all appropriate reading passage types for all forms of the assessment.

Items have been developed using the Multiple Yes-No format.

For Example: What are the parts of a book?

- Yes No a. pages
- Yes No b. cover
- Yes No c. title page
- Yes No d. classified ads

Items were developed using the Question Answer Relationship (Raphael, 1982) questioning framework and graphic organizers to assist prioritizing the important information of the text.

Narrative - Grade 5

Narrative text will be defined as fiction in which the author seeks to entertain, to transmit culture and values, and/or to explain human behavior. It involves a setting and a character or characters who are involved in one or more conflicts (e.g., interpersonal, internal, with society, etc.). Dominant characteristics of narratives are goals, attempts, outcomes/ resolutions, and the causal links between them. Theme may be directly stated or implied. Excluded from consideration are a simple series of events and nonfiction narrative such as biographies, autobiographies, personal narratives, and memoirs.

1.1.2. Identify details to support their understanding.

“Detail” will not be defined as “minutia”; rather as the broadest supporting information in narrative text.

What this means in terms of item writing - A stem for this indicator needs to call upon the student to identify these important pieces of narrative. A stem for this indicator might be, “What is the setting at the beginning of the story?” The only terms related to this indicator that are to be used within a stem or answers at grade 5 are listed in indicator 4.1.1. (character, setting, plot, resolution, and theme).

1.1.5. Identify characteristics of narrative text.

Please note the characteristics of narrative as defined above. They are addressed in indicator 1.1.2. Therefore items written to indicator 1.1.2. may be cross-coded to this indicator.

1.1.7. Compare and contrast information in text.

Comparison/contrast in this situation is defined as a thinking skill, rather than a text structure. This requires use of the question answer relationship (QAR) of Think and Search. Comparisons in narrative may be made between the actions of two characters or situations and therefore are addressed in indicator 4.1.1.

Narrative - Grade 5 (cont.)

1.1.8. Linking causes to effects.

Due to the nature of narrative, which is conflict resolution, this is addressed in indicator 1.1.1. In item writing this will be addressed by asking “why” questions because the “why” demands a link among the main characteristics of narrative: goals, attempts, and outcomes.

1.2.1. Use context clues such as definition, restatement and example to determine meaning of unfamiliar vocabulary.

What this means for item writing: The persuasive selections in the test will not be accompanied by glossaries or dictionaries. Items will include the sentence from the text that includes the target word. Answer choices would be dictionary or glossary definitions.

1.2.2. Use synonyms, antonyms, homographs, and homophones.

What this means for item writing: Items written for synonyms or antonyms should only be constructed if the antonym or synonym is a part of the definition directly provided in the text.

1.2.3. Use a dictionary or glossary to determine the meaning of vocabulary.

What this means for item writing: The narrative selections in the test will not be accompanied by glossaries or dictionaries. To tap this indicator item, writers will need to include the sentence from the text that includes the target word and a segment from a dictionary or glossary within the test item.

1.2.5. Identify figurative language (similes, metaphors, and idioms).

What this means for item writing: A question to tap this indicator would focus on labeling the similes, metaphors or idioms as such.

1.5.2. Draw conclusions from the text.

In narrative, a reader draws a conclusion (infers) when a goal, attempt, outcome, or causal link is implied and not stated.

What this means for item writing: Write “Why” questions on the characters’ goals, attempts and outcomes. While “why” questions may be written on all of these aspects of narrative, the only terms related to this indicator that are to be used within a stem or answer at grade 5 are listed in indicator 4.1.1. (character, setting, plot, resolution, and theme). Conclusions may also be drawn about characters or setting or in determining the theme when it is not stated.

3.2.1. Identify fiction and nonfiction and a variety of genres such as folklore (fairy tale, folk tale, and tall tale), poetry, animal fantasy, and informational text. This indicator was addressed in the selection of text passages process.

4.1.1. Identify elements of fiction and drama such as character, setting, plot, resolution, and theme.

Elements of fiction are essentially the same as characteristics of narrative which is addressed in indicator 1.1.5. This indicator should be cross-coded with indicator 1.1.5.

Expository - Grade 5

Expository text will be defined as nonfiction in which the author seeks to explain or inform. The information can be verified as true. Common structures within expository text include description, comparison/contrast, cause/effect, problem/solution, sequence, or a combination of such structures. Excluded from consideration are expository materials written mostly in narrative form such as biographies, autobiographies, personal narratives, and memoirs.

Note: The terms “main idea” and “detail” are drawn from the descriptive structure which presents broad statements (“main idea”) with supporting examples (“details”). However, other expository structures do not have that hierarchical structure, yet they have an overriding purpose and detail to support this purpose.

Expository - Grade 5 (cont.)

1.1.1. Identify a correct restatement of the main idea.

“Main idea” will be defined as the purpose of the passage and usually reflects the overall text structure. For example, the purpose of an article may be to present the battle plan of the North and South. The purpose of another piece may be to present the chain of events leading to the discovery of a vaccine. Thus, the task in item generation for this indicator is to lead the reader to restate the purpose of the expository piece.

What this means in terms of item writing - Examples of stems to address “main idea” (purpose) might be, “What is the purpose of this article?” Please note that the answer choices need to be restatements of the main idea.

1.1.2. Identify details to support their understanding.

“Detail” will not be defined as “minutia”; rather as the broadest supporting information in an expository text.

1.1.5. Identify characteristics of expository text.

As defined above, characteristics of expository text include information presented by the author using one or more common structures (see definition above). The information is the important element to assess and this is addressed in indicators 1.1.1, 1.1.2, and 4.1.2.

1.1.7. Compare and contrast information in text.

In expository text, compare and contrast items may be connected to text structure or the thinking skill of comparison and contrast.

When the dominant structure of the passage is not comparison/contrast, comparison/contrast items may be written to compare and contrast concepts and ideas.

1.1.8. Linking causes to effects

In expository text, cause and effect items may be constructed if text structure is cause and effect. Thus, if the text is dominantly a cause/effect structure, then items would logically focus on this.

1.1.11. Use various parts of a book such as table of contents, appendix, and glossary to locate information.

If one of these book parts is a part of the text, then items are written to address this indicator. Otherwise the table of contents, appendix, or glossary will need to be added to the text.

1.1.12. Identify text organizers such as headings, topic, and summary sentences, and graphic features.

If one of these text organizers is a part of the text, items are written to address this indicator.

1.2.1. Use context clues such as definition, restatement, and example to determine meaning of unfamiliar vocabulary.

What this means for item writing: The persuasive selections in the test will not be accompanied by glossaries or dictionaries. Items will include the sentence from the text that includes the target word. Answer choices would be dictionary or glossary definitions.

1.2.3. Use a dictionary or glossary to determine the meaning of vocabulary.

If a dictionary or glossary is a part of the text, items are written to address this indicator.

What this means for item writing: The item writers included the sentence from the text that includes the target word. To tap this indicator item, writers will need to include the sentence from the text that includes the target word and a segment from a dictionary or glossary within the test item.

1.5.1. Identify common topics in different texts.

If more than one text is provided on the same topic, then items are written to address this indicator.

Expository - Grade 5 (cont.)

1.5.2. Draw conclusions from the text.

In expository text, a reader draws a conclusion when s/he takes the information provided, reflects on it, and extends the meaning beyond the information given to real life situations.

3.2.1. Identify fiction and nonfiction and a variety of genre such as folklore (fairy tale, folktale, and tall tale), poetry, animal fantasy, and informational text.

This indicator was addressed in the selection of text passages.

4.1.2. Identify text structure in expository literature such as cause and effect, comparison and contrast, description, sequence and problem/solution.

What this means for item writing: Select a paragraph from the passage that is clearly compare/contrast, problem/solution etc. The stem for this item might be: "Identify the text structure of the following paragraph." Answer possibilities will be the various text structures.

Persuasive - Grade 5

Persuasive text is nonfiction in which the author intends to convince the reader to adopt a particular opinion or to perform a certain action. Characteristics of persuasive text include an informed stand on an issue, persuasive reasons, and elaboration on those reasons.

1.1.1. Identify a correct restatement of the main idea.

“Main idea” in the persuasive pieces will be defined as the informed stand (stated or implied) in the text.

What this means for item writing: A question to address this indicator may be, “What is the issue and what is the position the author has taken on this issue?”

1.1.2. Identify details to support their understanding.

“Detail” will be defined as the persuasive reasons and elaboration on those reasons that support the informed stand taken by the writer.

What this means in terms of item writing - Since there are two parts to this indicator (persuasive reasons and elaboration), separate questions need to be written to address each.

1.1.7. Compare and contrast information in text.

If the two stands address the same issue, the indicator is used as an item in the persuasive text.

1.1.8. Linking causes to effects

In persuasive text cause and effect items may be present in the persuasive reasons and elaboration of the piece. If so, items linking cause to effects may be constructed. Please note the overlap between this indicator and indicator 1.1.2. (detail).

1.2.1. Use context clues such as definition, restatement, and example to determine meaning of unfamiliar vocabulary.

What this means for item writing: Words are selected from the text. The paragraph or sentences surrounding the term are reprinted in the question. The answer choices are phrases which are the definition, an example, a synonym, or a restatement, etc. from the text.

1.2.2. Use synonyms, antonyms, homographs, and homophones.

What this means for item writing: Items written on synonyms or antonyms are only constructed if the antonym or synonym is a part of the definition directly provided in the text.

1.2.3. Use a dictionary or glossary to determine the meaning of vocabulary.

What this means for item writing: The persuasive selections in the test will not be accompanied by glossaries or dictionaries. Items will include the sentence from the text that includes the target word. Answer choices would be dictionary or glossary definitions.

Persuasive - Grade 5 (cont.)

1.2.5. Identify figurative language (similes, metaphors, and idioms).

This task requires that the student know the multiple meanings of the words in the analogy, metaphor or idiom in order to identify the relationships between and among them. In order to infer the relationships within the simile, “The road wound like a lazy red serpent...,” the reader must know the multiple meanings of the individual words: road, wound, lazy, red, and serpent. A question to tap this indicator would focus on the meaning of the analogy, metaphor, or simile, rather than individual words within the figure of speech. For the given example, the correct answer might be “The road was made up of a series of gentle curves.” An example of a distractor might be, “A snake got hit on the road.”

What this means in terms of item writing: Questions to address this indicator are written only if the selected figure of speech is necessary to comprehending the persuasive piece. Items written to tap this indicator do not ask the student to identify the phrase as a simile, metaphor, or idiom, but rather focus on meaning. For example for the metaphor, “wounded birds,” the student would be asked to pick out the meaning from multiple choices. An example of a stem is the following: “What does ‘wounded birds’ mean in the article you just read?”

1.5.2. Draw conclusions from the text.

In persuasive text, a reader draws a conclusion when s/he takes the information provided, reflects on it, and extends the meaning beyond the information given to real life situations.

3.2.1. Identify fiction and nonfiction and a variety of genre such as folklore (fairy tale, folk tale, and tall tale), poetry, animal fantasy, and informational text.

This indicator was addressed in the selection of reading passages.

4.1.2. Identify text structure in expository literature such as cause and effect, comparison and contrast, description, sequence, and problem/solution.

What this means for item writing: Select a paragraph from the passage that is clearly compare/contrast, problem/solution, etc. The stem for this item might be: "Identify the text structure of the following paragraph." Answer possibilities will be the various text structures.

Technical - Grade 5

Technical text is nonfiction in which the author tells how to perform a task. The material to be read may include explicit steps to follow or the steps may be implied in a graphic (e.g., a flight schedule).

Note: The terms “main idea” and “detail” are drawn from the descriptive structure which presents broad statements (“main idea”) with supporting examples (“details”).

1.1.2. Identify details to support their understanding.

The “details” in a technical text are the steps in the procedure.

1.1.7. Compare and contrast information in text.

If the selection includes two different sets of directions for performing the same task, information within the text may be compared and contrasted.

1.1.8. Linking causes to effects.

In technical text, cause and effect is implied in the sequence of steps. Thus, items linking causes to effects may be constructed. Please note the overlap between this indicator and indicator 1.1.2. (detail).

1.1.11. Use various parts of a book such as table of contents, appendix, and glossary to locate information.

If one of these book parts is a part of the text, items are written to address this indicator.

Technical - Grade 5 (cont.)

1.1.12. Identify text organizers such as headings, topic and summary sentences, and graphic features. If one of these text organizers is a part of the text, then items are written to address this indicator.

1.2.1. Use context clues such as definition, restatement, and example to determine meaning of unfamiliar vocabulary.

What this means for item writing: The persuasive selections in the test will not be accompanied by glossaries or dictionaries. Items will include the sentence from the text that includes the target word. Answer choices would be dictionary or glossary definitions.

1.2.2. Use synonyms, antonyms, homographs, and homophones.
Not an indicator for technical text.

1.2.3. Use a dictionary or glossary to determine the meaning of vocabulary.
What this means for item writing: The technical selections in the test will not be accompanied by glossaries or dictionaries. The sentence from the text that includes the target word will be used for the stem. Answer choices would be dictionary or glossary. To tap this indicator item, writers will need to include the sentence from the text that includes the target word and a segment from a dictionary or glossary within the test item.

3.2.1. Identify fiction and nonfiction and a variety of genre such as folklore (fairy tale, folk tale, and tall tale), poetry, animal fantasy, and informational text.
This indicator was addressed in the selection process.

4.1.2. Identify text structure in expository literature such as cause and effect, comparison and contrast, description, sequence, and problem/solution.
The predominant structure in technical text is a sequence.

Narrative - Grade 8

Narrative text will be defined as fiction in which the author seeks to entertain, to transmit culture and values, and/or to explain human behavior. It involves a setting and a character or characters who are involved in one or more conflicts (e.g., interpersonal, internal, with society, etc.). Dominant characteristics of narratives are goals, attempts, outcomes/resolutions, and the causal links between them. Theme may be directly stated or implied. Excluded from consideration are a simple series of events and nonfiction narrative such as biographies, autobiographies, personal narratives, and memoirs.

1.1.1. Make inferences from the text.
The reader must infer the relationship between the question and each of the answers. Therefore, inference is involved in almost every objective question.

What this means in terms of item writing: Separate inference questions are not written. Indicator 1.1.1. will be keyed to almost every question.

1.1.3. Identify text structure such as cause and effect, comparison and contrast, sequence, description, problem/solution, and narration to aid in comprehension.
What this means in terms of item writing: To assess this indicator with narrative passages, the focus will be on aspects of the text structure “narration.” Therefore, this indicator is defined in indicators 4.1.1. and 4.1.2

4.1.2. Items written to this indicator should use the literary terms of 4.1.1. (initiating event, characters’ goals, attempts, and outcomes) and 4.1.2 (theme, setting, and character) when these terms are appropriate.

Narrative - Grade 8 (cont.)

1.1.15 Use text organizers, such as headings, topic and summary sentences, and graphic features to locate information within a text.

Not an indicator for narrative text.

1.2.1. Use context clues such as definition, restatement, example, comparison, and contrast to determine meaning of unfamiliar vocabulary.

What this means in terms of item writing: The persuasive selections in the test will not be accompanied by glossaries or dictionaries. Items will include the sentence from the text that includes the target word.

Answer choices would be dictionary or glossary definitions.

1.2.2. Infer word meanings through the use of relationships such as analogies, similes, and metaphors. This task requires that the student know the multiple meanings of the words in the analogy, metaphor, or simile in order to identify the relationships between and among them. In order to infer the relationships within the simile, “The road wound like a lazy red serpent...,” the reader must know the multiple meanings of the individual words: road, wound, lazy, red, and serpent. A question to tap this indicator would focus on the meaning of the analogy, metaphor, or simile, rather than individual words within the figure of speech. For the given example, the correct answer might be “The road was made up of a series of gentle curves.” An example of a distractor might be, “A snake got hit on the road.”

What this means in terms of item writing: Questions to address indicator 1.2.2. should be written only if the selected figure of speech is necessary to comprehending the story. The focus of the question should be on the meaning of the figure of speech rather than individual words within it. An example of a stem is the following: “What does ‘wounded birds’ mean in this story?”

1.2.4. Apply thesaurus, glossary, and dictionary skills to determine the appropriateness of word meaning.

What this means for item writing: The stem will include the sentence from the text that includes the target word and the choices will include a segment from a dictionary or glossary.

1.2.5. Identify and/or use multiple meanings of words.

In order to do this in reading, the reader must determine which meaning the word has in the context in which it appears in the text.

What this means in terms of item writing: Questions to address indicator 1.2.5. should be written only if the selected word is necessary to comprehending the story. This indicator may be cross-coded with indicator 1.2.4.

1.5.1. Identify a theme in a narrative text.

Theme is defined “as a major idea or proposition broad enough to cover the entire scope of a literary or other work of art” (Harris & Hodges, 1995, p. 256).

What this means in terms of item writing: Because there may be multiple theme statements, the possible answers are clearly written to address the major overriding theme. An example of a stem to address this indicator is the following: “What is the theme in this story?”

1.5.3. Locate evidence that supports conclusions drawn from a single text.

In narrative, a reader draws a conclusion (infers) when a goal, attempt, outcome, or causal link is usually implied and not stated. Conclusions may also be drawn about characters or setting. The test will have to provide the conclusion and call upon the reader to select supporting evidence from a list of possibilities.

What this means in terms of item writing - An example of a stem to address this indicator is the following: “The setting in this story is somber. Which statements below support this conclusion?”

3.2.1. Identify fiction and nonfiction and a variety of genre such as mythology, science fiction, poetry, high fantasy, autobiography, biography, and informational text.

This indicator was addressed in the selection of reading passages.

4.1.1. Identify elements of fiction and drama such as initiating event, characters' goals, attempts, and outcomes.

What this means in terms of item writing: A stem for this indicator needs to call upon the student to identify these story elements. A stem for this indicator might be, "What is Albert's goal at the beginning of the story?" The only terms related to this indicator that are to be used within a stem or answers at grade eight are listed above (initiating event, characters' goals, attempts, and outcomes).

4.1.2. Make inferences and draw conclusions about story elements such as theme, plot, setting, and character.

What this means for item writing: Write "Why" questions on the characters' goals, attempts, and outcomes (plot elements). While a teacher may write "why" questions on all these aspects of narrative, the only terms related to this indicator that are to be used within a stem or answer at grade 8 are listed in indicator 4.1.1. (initiating event, goals, attempts, and outcomes). Conclusions may also be drawn about characters or setting or in determining the theme when it is not stated.

See indicators 1.5.1. (theme) and 1.5.3. (conclusions). All of these elements are in those indicators and may be cross-coded.

4.1.3. Recognize use of literary devices such as foreshadowing, flashback, and figurative language. Examples of figurative language include similes and metaphors. Note: figures of speech are addressed in indicator 1.2.2. and may be cross-coded with this indicator.

What this means in terms of item writing: An example of the literary device (foreshadowing, flashback, or figure of speech) would be presented in the stem and the reader asked to identify it.

Expository - Grade 8

Expository text will be defined as nonfiction in which the author seeks to explain or inform. The information can be verified as true. Common structures within expository text include description, comparison/contrast, cause/effect, problem/solution, sequence, or a combination of such structures. Excluded from consideration are expository materials written mostly in narrative form such as biographies, autobiographies, personal narratives, and memoirs.

1.1.1. Make inferences from the text.

The reader must infer the relationship between the question and each of the answers. Therefore, inference is involved in almost every objective question.

What this means in terms of item writing: Separate inference questions need not be written. Indicator 1.1.1. will be keyed to almost every question.

1.1.2. Differentiate between main ideas and supporting details.

Note: The terms "main idea" and "detail" are drawn from the descriptive structure which presents broad statements ("main idea") with supporting examples ("details"). However, other expository structures do not have that hierarchical structure, yet they have an overriding purpose.

"Main idea" will be defined as the purpose of the passage and usually reflects the overall text structure. "Detail" will not be defined as "minutia"; rather as the broadest supporting information in an expository text, for example the subtopics in an article.

What this means in terms of item writing - Examples of stems to address this indicator might be, "What is the purpose of this article?" Answers might include the purpose (correct response) and detail (incorrect responses).

Expository - Grade 8 (cont.)

1.1.3. Identify text structure in text such as cause and effect, comparison and contrast, sequence, description, problem/solution, and narration, to aid in comprehension.

What this means for item writing: A paragraph from the passage is selected that is clearly compare/contrast, problem/solution, etc. The stem for this item might be: "Identify the text structure of the following paragraph." Answer possibilities will be the various text structures.

1.1.4. Identify facts and opinions from a list of statements.

"Facts" are statements of information that can be verified as true, as opposed to "opinions" which are statements of belief, judgments, or points of view that are based on personal preferences or biases.

What this means in terms of item writing: A stem to address this indicator might be, "Which of the following are facts?" or "Which of the following are opinions?"

1.1.15. Use text organizers, such as headings, topic and summary sentences, and graphic features to locate information within a text.

If one of these text organizers is a part of the text, items are written to address this indicator.

What this means in terms of item writing: A stem to address this indicator might be, "Under which of the following headings would you find information on..."

1.2.1. Use context clues such as definition, restatement, example, comparison and contrast to determine the meaning of unfamiliar vocabulary.

What this means for item writing: The persuasive selections in the test will not be accompanied by glossaries or dictionaries. Items will include the sentence from the text that includes the target word. Answer choices would be dictionary or glossary definitions.

1.2.2. Infer word meanings through the use of relationships such as analogies, similes, and metaphors. This task requires that the student know the multiple meanings of the words in the analogy, metaphor, or simile in order to identify the relationships between and among them. In order to infer the relationships within the simile, "The road wound like a lazy red serpent...", the reader must know the multiple meanings of the individual words: road, wound, lazy, red, and serpent. A question to tap this indicator would focus on the meaning of the analogy, metaphor, or simile, rather than individual words within the figure of speech. For the given example, the correct answer might be "The road was made up of a series of gentle curves." An example of a distractor might be, "A snake got hit on the road."

What this means in terms of item writing: The focus of the question should be on the meaning of the figure of speech rather than individual words within it.

1.2.4. Apply thesaurus, glossary, and dictionary skills to determine the appropriateness of word meaning.

What this means for item writing: The stem will include the sentence from the text that includes the target word and the choices will include a segment from a dictionary or glossary.

1.2.5. Identify and/or use multiple meanings of words.

In order to do this in reading, the reader must determine which meaning the word has in the context in which it appears in the text. This indicator may overlap with 1.2.4.; if so, it is cross-coded.

1.5.2. Identify a topic in an expository text.

This indicator taps the overall concept of the text.

What this means in terms of item writing: An example of a stem might be, "What is the topic of this article?" Answers may be,

- a. Dogs
- b. Horses
- c. Hunger
- d. Danger

Expository - Grade 8 (cont.)

1.5.3. Locate evidence that supports conclusions drawn from a single text.

In expository text, a reader draws a conclusion when s/he takes the information provided, reflects on it, and extends the meaning beyond the information given to real life situations. In terms of item construction, the test provides the conclusion and calls upon the reader to select supporting evidence from a list of possibilities.

3.2.1. Identify fiction and nonfiction and a variety of genre such as mythology, science fiction, poetry, high fantasy, autobiography, biography, and informational text.

This indicator was addressed in the selection of reading passages.

4.1.4. Recognize elements of expositions such as definition with example, cause and effect, comparison and contrast, description, sequence.

When these text types appear, items are written. This indicator overlaps with indicator 1.1.3., and therefore is coded with 1.1.3.

Persuasive - Grade 8

Persuasive text is nonfiction in which the author intends to convince the reader to adopt a particular opinion or to perform a certain action. Characteristics of persuasive text include an informed stand on an issue, persuasive reasons, and elaboration on those reasons.

1.1.1. Make inferences from the text.

The reader must infer the relationship between the question and each of the answers. Therefore, inference is involved in almost every objective question.

What this means in terms of item writing: Separate inference questions are not written. Indicator 1.1.1. will be keyed to almost every question.

1.1.2. Differentiate between main ideas and supporting details.

Note: The terms “main idea” and “detail” are drawn from the descriptive structure which presents broad statements (“main idea”) with supporting examples (“details”). “Main idea” in the persuasive pieces will be defined as the informed stand (stated or implied) in the text. For example, a question to address this indicator may be, “What is the issue and what is the position the author has taken on this issue?” “Detail” will be defined as the persuasive reasons and elaboration on those reasons that support the informed stand taken by the writer.

What this means in terms of item writing: Since there are three parts to this indicator (informed stand, persuasive reasons, and elaboration), separate questions need to be written to address each. Possible stems for each follow:

a. Informed stand: “What position did the author take on _____?”

b. Persuasive reasons: “What reasons did the author provide to support his stand on _____?”

c. Elaboration: “Why do they _____?”

Answers might include a mix of main idea (informed stand) and details (reasons and elaboration).

1.1.3. Identify text structure such as cause and effect, comparison and contrast, sequence, description, problem/solution, and narration, to aid in comprehension. These structures may be present as substructures within a persuasive text. The focus is on the main characteristics of persuasive text (informed stand, persuasive reasons, and supporting examples) rather than other text structures.

What this means for item writing: These structures are present as substructures within a persuasive text. A paragraph from the passage that is clearly compare/contrast, problem/solution, etc., is used in the stem. The stem for this item might be: “Identify the text structure of the following paragraph.” Answer possibilities will be the various text structures.

Persuasive - Grade 8 (cont.)

1.1.4. Identify facts and opinions from a list of statements.

“Facts” are statements of information that can be verified as true, as opposed to “opinions” which are statements of belief, judgments, or points of view that are based on personal preferences or biases.

What this means in terms of item writing: A stem to address this indicator might be, “Which of the following are facts?” or “Which of the following are opinions?”

1.2.1. Use context clues such as definition, restatement, example, comparison and contrast to determine meaning of unfamiliar vocabulary.

What this means in terms of item writing: The persuasive selections in the test will not be accompanied by glossaries or dictionaries. Items will include the sentence from the text that includes the target word. Answer choices would be dictionary or glossary definitions.

1.2.2. Infer word meanings through the use of relationships such as analogies, similes, and metaphors. This task requires that the student know the multiple meanings of the words in the analogy, metaphor, or simile in order to identify the relationships between and among them. In order to infer the relationships within the simile, “The road wound like a lazy red serpent...,” the reader must know the multiple meanings of the individual words: road, wound, lazy, red, and serpent. A question to tap this indicator focuses on the meaning of the analogy, metaphor, or simile, rather than individual words within the figure of speech.

What this means in terms of item writing: Questions to address indicator 1.2.2. are written only if the selected figure of speech is necessary to comprehending the story. The focus of the question is on the meaning of the figure of speech rather than individual words within it.

1.2.4. Apply thesaurus, glossary and dictionary skills to determine the appropriateness of word meaning.

What this means for item writing: The sentence from the text that includes the target word is used in the stem. Answer choices are dictionary or glossary definitions.

1.2.5. Identify and or use multiple meanings of words.

In order to do this in reading, the reader must determine which meaning the word has in the context in which it appears in the text.

This indicator may be cross-coded with 1.2.4.

What this means in terms of item writing: 1.2.5. is written only if the selected word is necessary to comprehending the text.

1.5.3. Locate evidence that supports conclusions drawn from a single text.

In persuasive text, a reader draws a conclusion that the informed stand taken by the author is or is not supported with evidence. This indicator is addressed in indicator 1.1.2.

3.2.1. Identify fiction and nonfiction and a variety of genre such as mythology, science fiction, poetry, high fantasy, autobiography, biography, and informational text.

This indicator was addressed in the selection of reading passages.

4.1.4. Recognize elements of expositions such as definition with example, cause and effect, comparison and contrast, description, and sequence.

See indicator 1.1.3. for a similar indicator.

Technical - Grade 8

Technical text is nonfiction in which the author tells how to perform a task. The material to be read may include explicit steps to follow or the steps may be implied in a graphic (e.g., a flight schedule).

Technical - Grade 8 (cont.)

1.1.3. Identify text structure such as cause and effect, comparison and contrast, sequence, description, problem/solution, and narration to aid in comprehension.

These structures may be present as substructures within a technical text. If such structures are clearly present, then questions are written to address this indicator Questions are written to address the main characteristics of technical text: steps in performing a task.

What this means in terms of item writing: A stem to address this indicator might be, “Which of the following are the main elements of a technical article?” a) The author tells a reader how to perform a task. b) Steps in the task are provided. c) Metaphors enhance the text.

1.1.5. Follow directions explained in technical writing.

The ability to read and understand directions might be tested by asking questions that address what might happen if steps were not followed, which steps come before others, etc.

What this means for item writing: Sample stems: “What will be the result of X step in the directions?” “What must you do before X step?” “What might happen if you omitted step X?” “Why is this information needed?”

1.1.14 Identify concepts explained in technical writing.

The concepts of a technical passage are the “main ideas” (what the text is supposed to help a person do) and “supporting details” (the steps in the procedure). A question stem that taps main idea level concepts is, “What is the text supposed to help you do?” The following are stems that would tap detail level concepts: “What will be the result of step 3?” or “What must you do before step 4?”

1.1.15 Use text organizers, such as headings, topic and summary sentences, and graphic features to locate information within a text.

If one of these text organizers is a part of the text, items are written to address this indicator.

What this means in terms of item writing: A stem to address this indicator might be, “Under which of the following headings would you find information about ...”

1.2.1. Use context clues such as definition, restatement, example, comparison, and example to determine meaning of unfamiliar vocabulary.

What this means for item writing: The persuasive selections in the test will not be accompanied by glossaries or dictionaries. Items will include the sentence from the text that includes the target word. Answer choices would be dictionary or glossary definitions.

1.2.4. Apply thesaurus, glossary, and dictionary skills to determine the appropriateness of word meaning.

What this means for item writing: The stem will include the sentence from the text that includes the target word, and the choices will include a segment from a dictionary or glossary.

3.2.1. Identify fiction and nonfiction and a variety of genre such as mythology, science fiction, poetry, high fantasy, autobiography, biography, and informational text.

This indicator was addressed in the selection of reading passages.

4.1.4. Recognize elements of expositions such as definition with example, cause and effect, comparison and contrast, description, and sequence.

Technical - Grade 8 (cont.)

The two most common substructures/elements of technical text are definition with example and sequence/steps in a procedure.

What this means for item writing: These substructures/elements are present within a technical text. Paragraphs from the passage that clearly illustrate such an element are used in the question stem. “How is the following paragraph from the text organized?” Potential answers include: a) definition and example; b) sequence; c) comparison and contrast; d) cause and effect; e) description.

Narrative - 11th Grade

Narrative text will be defined as fiction in which the author seeks to entertain, to transmit culture and values, and/or to explain human behavior. It involves a setting and a character or characters who are involved in one or more conflicts (e.g., interpersonal, internal, with society, etc.). Dominant characteristics of narratives are goals, attempts, outcomes/resolutions, and the causal links between them. Theme may be directly stated or implied. Excluded from consideration are a simple series of events and nonfiction narrative such as biographies, autobiographies, personal narratives, and memoirs.

1.1.3. Identify author's point of view or bias.

What this means for item writing: A stem for this item might be, "Through what point of view does the author tell this story?"

- a. omniscient
- b. first person
- c. second person
- d. third person

1.1.4. Analyze the text for structures such as cause and effect, comparison and contrast, sequence, description, problem and solution, and narration to aid comprehension.

The questions to tap this indicator address aspects of narration (see definition of narrative above).

What this means for item writing: “Why” questions are written on the characters’ goals, attempts, and outcomes. While “why” questions are developed on all aspects of narrative, the only terms related to this indicator that are to be used within a stem or answer at grade 11 are listed in indicator 4.1.1. (rising and falling action, conflict and resolution, major and minor characters, setting, theme, and climax).

1.2.1. Use context clues such as definition, restatement, example, comparison, and contrast to determine meaning of unfamiliar vocabulary.

What this means in terms of item writing: The persuasive selections in the test will not be accompanied by glossaries or dictionaries. Items will include the sentence from the text that includes the target word. Answer choices would be dictionary or glossary definitions.

1.2.2. Use analogies to expand vocabulary.

This task requires that the student know the multiple meanings of the words in the analogy (written in metaphor or simile form) in order to identify the relationships between and among them.

What this means in terms of item writing: Items written to tap this indicator focus on the analogy rather than the individual words. An example of a stem might be, “What does the following sentence from the story mean? ‘His brain was like a computer.’”

1.2.3. Distinguish connotations from denotations and synonyms from antonyms.

Items written to address this indicator focus on meaning within the text. To tap this indicator item, writers will need to include the sentence from the text that includes the target word and a segment from a dictionary or glossary within the test item.

Narrative - 11th Grade (cont.)

3.2.1. Identify fiction and nonfiction and a variety of genre, such as novel, short story, poetry, drama, biography, autobiography, and essay.

This indicator was addressed in the selection of reading passages.

4.1.1. Identify the elements of fiction and drama, such as rising and falling action, conflict and resolution, major and minor characters, setting, theme, and climax.

What this means in terms of item writing: An example of stem and answer choices to address this indicator are the following: "Identify the type of conflict that is present in this story. a) person against person; b) person against self; c) person against nature; d) person against society."

4.1.2. Make inferences and draw conclusions about story elements, such as style, theme, plot, setting, character.

See definition of narrative at the beginning of this section for reference to character, setting, plot, and theme as major aspects of narrative. In narrative, a reader infers story elements (character, setting, theme, aspects of plot) when not stated. This indicator may be cross-coded with indicator 1.1.4.

What this means in terms of item writing for aspects of setting, character, and plot at 11th grade: Write "Why" questions on the characters' goals, attempts, and outcomes. If literary terms are used within the stem or answers, the terms in indicator 4.1.1. (rising and falling action, conflict and resolution, major and minor characters, setting, theme, and climax) are used.

What this means in terms of item writing for theme: Because there may be multiple theme statements, the possible answers are clearly written to address the major overriding theme. An example of a stem to address this indicator is the following: "What is a theme in this story?"

4.1.3. Recognize use of more complex literary devices, such as tone, irony, mood, satire, symbolism, allusion, dialogue, diction, character's point-of-view, archetype, and analogy.

For information on the above terms see the glossary.

What this means in terms of item writing: Many of these aspects of literature are open to interpretation from one reader to the next. Therefore, since this is an objective test, items written to address this indicator are for literary devices that are clearly evident to the readers. The following is an example of stem and answer choices to address this indicator. "The mood of this story is sorrowful. What of the following did the author include to create this mood?"

Expository - 11th Grade

Expository text will be defined as nonfiction in which the author seeks to explain or inform. The information can be verified as true. Common structures within expository text include description, comparison/contrast, cause/effect, problem/solution, sequence, or a combination of such structures. Excluded from consideration are expository materials written mostly in narrative form such as biographies, autobiographies, personal narratives, and memoirs.

Expository - 11th Grade (cont.)

1.1.1. Differentiate between stated and inferred main ideas and supporting details.

Note: The terms “main idea” and “detail” are drawn from the descriptive structure which presents broad statements (“main idea”) with supporting examples (“details”). However, other expository structures do not have that hierarchical structure; yet, they have an overriding purpose.

“Main idea” will be defined as the purpose of the passage and usually reflects the overall text structure. The purpose may be either stated or inferred. Items for this task lead the reader to restate the purpose of the expository piece. “Detail” will not be defined as “minutia”, rather as the broadest supporting information in an expository text.

What this means in terms of item writing: Examples of stems to address the main idea (purpose) aspect indicator might be, “What is the purpose of this article?” Answers might include the purpose (correct response) and details (incorrect responses).

1.1.2. Differentiate between fact and opinion in a passage of text.

“Facts” are statements of information that can be verified as true, as opposed to “opinions” which are statements of belief, judgments, or points of view that are based on personal preferences or biases.

What this means in terms of item writing: A stem to address this indicator might be, “Which of the following are facts?” or “Which of the following are opinions?”

1.1.3. Identify author's point of view or bias.

What this means in terms of item writing: The author’s point of view in persuasive text is the author’s informed stand and the reasons and elaborations that support it. A stem to address this indicator might be, “What is the author’s point of view on _____?”

1.1.4. Analyze the text for such structures as cause and effect, comparison and contrast, sequence, description, problem and solution, and narration to aid comprehension.

See definition of expository text. If such structures are within the text, items are written for this indicator. Note: Indicator 4.1.4. crosses over on the same concepts.

1.2.1. Use context clues, such as definition, restatement, example, comparison, contrast, cause, and effect to determine meaning of unfamiliar vocabulary.

What this means for item writing: The persuasive selections in the test will not be accompanied by glossaries or dictionaries. Items will include the sentence from the text that includes the target word. Answer choices would be dictionary or glossary definitions.

1.2.2. Use analogies to expand vocabulary.

What this means for item writing: This task requires that the student know the multiple meanings of the words in the analogy in order to identify the relationships between and among them. Items written to tap this indicator focus on the analogy rather than the individual words.

1.2.3. Distinguish connotations from denotations and synonyms from antonyms.

Items written to address this indicator focus on meaning within the text.

3.2.1. Identify fiction and nonfiction and a variety of genre, such as novel, short story, poetry, drama, biography, autobiography, and essay.

This indicator was addressed in the selection of reading passages.

Expository - 11th Grade (cont.)

4.1.3. Recognize use of more complex literary devices, such as tone, irony, mood, satire, symbolism, allusion, dialogue, diction, character’s point-of-view, archetype, and analogy.

These literary devices are not common in expository text. However, if any are clearly present within the text, items are written to this indicator.

4.1.4. Distinguish among elements of an exposition within a single piece of literature, such as definition with examples, cause and effect, comparison and contrast, description, and sequence.

See definition of expository text. If such structures are within the text, items are written for this indicator. Note: Indicator 1.1.4. focuses on the same concepts; items are cross-coded.

Persuasive - 11th Grade

Persuasive text is nonfiction in which the author intends to convince the reader to adopt a particular opinion or to perform a certain action. Characteristics of persuasive text include an informed stand on an issue, persuasive reasons, and elaboration on those reasons.

1.1.1. Differentiate between stated and inferred main ideas and supporting details.

Note: The terms “main idea” and “detail” are drawn from the descriptive structure which presents broad statements (“main idea”) with supporting examples (“details”).

“Main idea” in the persuasive pieces will be defined as the informed stand (stated or implied) in the text. “Detail” will be defined as the persuasive reasons and elaboration on those reasons that support the informed stand taken by the writer.

What this means in terms of item writing: Since there are three parts to this indicator (informed stand, persuasive reasons, and elaboration), separate questions need to be written to address each. Possible stems for each follow:

a. Informed stand: “What position did the author take on _____?”

b. Persuasive reasons: “What reasons did the author provide to support his stand on _____?”

c. Elaboration: “Why do they _____?”

Answers include a mix of main idea (informed stand) and details (reasons and elaboration).

1.1.2. Differentiate between fact and opinion in a passage of text.

“Facts” are statements of information that can be verified as true as opposed to “opinions” which are statements of belief, judgments, or points of view that are based on personal preferences or biases.

What this means in terms of item writing: A stem to address this indicator might be, “Which of the following are facts?” or “Which of the following are opinions?”

1.1.3. Identify author's point of view or bias.

What this means in terms of item writing: The author’s point of view in persuasive text is the author’s informed stand and the reasons and elaborations that support it. A stem to address this indicator might be, “What is the author’s point of view on _____?”

1.1.4 Analyze the text for such structures as cause and effect, comparison and contrast, sequence, description, problem and solution, and narration to aid comprehension.

While these structures may be present as substructures within a persuasive text, the focus should be on the main characteristics of persuasive text (informed stand, persuasive reasons, and supporting examples) rather than other text structures.

What this means in terms of item writing: To tap this indicator, questions are written that require the reader to demonstrate use of the text structure common to persuasive text (informed stand, persuasive reasons, elaboration) to aid comprehension. Stem possibilities to address this indicator might be: “What is the informed stand taken by the author?” or “Which of the following reasons does the author present to support his stand on _____?”

Persuasive - 11th Grade (cont.)

If other text structures are clearly present within the persuasive piece and aid comprehension, then questions to address them are written as well. An example of a stem when cause/effect is a substructure that aids comprehension is the following: “What does the author present as the effect of _____?”

1.2.1. Use context clues, such as definition, restatement, example, comparison, contrast, cause, and effect, to determine meaning of unfamiliar vocabulary.

What this means for item writing: The persuasive selections in the test will not be accompanied by glossaries or dictionaries. Items will include the sentence from the text that includes the target word. Answer choices would be dictionary or glossary definitions.

1.2.2. Use analogies to expand vocabulary.

What this means for item writing: This task requires that the student know the multiple meanings of the words in the analogy in order to identify the relationships between and among them. Items written to tap this indicator focus on the analogy rather than the individual words.

1.2.3. Distinguish connotations from denotations and synonyms from antonyms.
Items written to address this indicator focus on meaning within the text.

3.2.1. Identify fiction and nonfiction and a variety of genre, such as novel, short story, poetry, drama, biography, autobiography, and essay.
This indicator was addressed in the selection of reading passages.

4.1.3. Recognize use of more complex literary devices, such as tone, irony, mood, satire, symbolism, allusion, dialogue, diction, character’s point-of-view, archetype, and analogy.
These literacy devices are not commonly found in persuasive text. However, if one or more is clearly present within the text, then items are written to this indicator.

4.1.4. Distinguish among elements of an exposition within a single piece of literature, such as definition with examples, cause and effect, comparison and contrast, description, and sequence.
Persuasive structure is defined above. If the other structures are clearly present within the persuasive text, items are written on them.
See indicators 1.1.3. and 1.1.4. for cross-coded indicators.

Technical - 11th Grade

Technical text is nonfiction in which the author tells how to perform a task. The material to be read may include explicit steps to follow or the steps may be implied in a graphic (e.g., a flight schedule).

1.1.4. Analyze the text for structures such as cause and effect, comparison and contrast, sequence, description, problem and solution, and narration to aid comprehension.

The two most common substructures of technical text are definition with example and sequence/steps in a procedure.

What this means for item writing: A question stem that would tap this indicator if sequence was the main substructure, “What will be the result of step 3?” or “What must you do before step 4?”

1.1.9. Analyze concepts in technical writing.
If concepts are defined (superordinates, attributes, and examples) in the technical text, then items may be written to address this indicator.

Technical - 11th Grade (cont.)

1.2.1. Use context clues, such as definition, restatement, example, comparison, contrast, cause, and effect, to determine meaning of unfamiliar vocabulary.

What this means for item writing: The persuasive selections in the test will not be accompanied by glossaries or dictionaries. Items will include the sentence from the text that includes the target word. Answer choices would be dictionary or glossary definitions.

3.2.1. Identify fiction and nonfiction and a variety of genre, such as novel, short story, poetry, drama, biography, autobiography, and essay.

This indicator was addressed in the selection of reading passages.

4.1.4. Distinguish among elements of an exposition within a single piece of literature, such as definition with examples, cause and effect, comparison and contrast, description, and sequence.

The two most common substructures/elements of technical text are definition with example and sequence/steps in a procedure.

What this means for item writing: These substructures/elements may be present within a technical text. If so, select a paragraph from the passage that clearly illustrates such an element. “How is the following paragraph from the text organized?” Potential answers include: a) definition and example; b) sequence; c) comparison and contrast; d) cause and effect; e) description.

Appendix C

Summary of Kansas Reading Assessment Indicators

The following summary is provided as a quick reference guide for teachers. The summary has categorized the standards, benchmarks, and indicators prioritized for the Kansas Reading Assessment into three areas. The areas are 1) content, 2) text structure, 3) vocabulary. The reading passage type(s) following the indicator are the emphasized text types for the purpose of the Kansas Reading Assessment.

Content

5th

Standard 1, Benchmark 1

- 1. identify a correct restatement of the main idea. (persuasive and expository)
- 2. identify details to support their understanding. (all texts)
- 4. connect predictions with information read. (narrative only)

Standard 1, Benchmark 5

- 1. draw conclusions from the text. (no technical)

8th

Standard 1, Benchmark 1

- 1. make inferences from the text.
- 2. differentiate between main ideas and supporting details. (persuasive and expository)
- 14. identify concepts explained in technical texts.

Standard 1, Benchmark 5

- 1. identify a theme in a narrative text.
- 2. identify a topic in an expository text.
- 3. locate evidence that supports conclusions drawn from a single text. (no technical)

8th

Standard 4, Benchmark 1

- 2. make inferences and draw conclusions about story elements, such as theme, plot, setting, character. (narrative only)

11th

Standard 1, Benchmark 1

- 1. differentiate between stated and inferred main ideas and supporting details. (persuasive and expository)
- 9. analyze concepts in technical writing.

Standard 1, Benchmark 5

- 1. identify author's point of view or bias. (expository, persuasive, narrative)

Standard 4, Benchmark 1

- 2. make inferences and draw conclusions about story elements, such as style, theme, plot, setting, character. (narrative only)

Appendix C (cont.)

Text Structure

5th

Standard 1, Benchmark 1

- 5. identify characteristics of narrative text and expository text. (narrative and expository)
- 7. compare and contrast information in texts. (all texts)
- 8. link causes to effects. (all texts)

Standard 4, Benchmark 1

- 1. identify elements of fiction and drama, such as character, setting, plot, resolution, and theme. (narrative only)
- 2. identify text structure in expository literature, such as cause and effect, comparison and contrast, description, sequence, and problem and solution. (no narrative)

8th

Standard 1, Benchmark 1

- 3. identify text structures, such as cause and effect, comparison and contrast, sequence, description, problem and solution, and narration, to aid in comprehension. (all texts)

Standard 4, Benchmark 1

- 1. identify elements of fiction and drama, such as initiating event, characters' goals, attempts, and outcomes. (narrative only)
- 2. make inferences and draw conclusions about story elements, such as theme, plot, setting, character. (narrative only)
- 3. recognize use of literary devices such as foreshadowing, flashback, and figurative language. (narrative only)
- 4. recognize elements of exposition, such as definition with example, cause and effect, comparison and contrast, description, sequence. (no narrative)

11th

Standard 1, Benchmark 1

- 4. analyze the text for such structures as cause and effect, comparison and contrast, sequence, description, problem and solution, and narration, to aid in comprehension. (all texts)

Standard 4, Benchmark 1

- 1. identify the elements of fiction and drama, such as rising and falling action, conflict and resolution, major and minor characters, setting, theme, and climax. (narrative only)
- 2. make inferences and draw conclusions about story elements, such as style, theme, plot, setting, character. (narrative only)
- 3. recognize use of more complex literary devices, such as tone, irony, mood, satire, symbolism, allusion, dialogue, diction, character's point-of-view, archetype, and analogy. (no technical)
- 4. distinguish among elements of an exposition within a single piece of literature, such as definition with examples, cause and effect, comparison and contrast, description, and sequence. (no narrative)

Appendix C (cont.)

Vocabulary

5th

Standard 1, Benchmark 1

- 11. use various parts of a book such as table of contents, appendix, and glossary, to locate information. (expository and technical)
- 12. identify text organizers such as headings, topic and summary sentences, and graphic features. (expository and technical)

Standard 1, Benchmark 2

- 1. use context clues such as definition, restatement, and example to determine meaning of unfamiliar vocabulary. (all texts)
- 2. use synonyms, antonyms, homographs, and homophones. (narrative and persuasive)
- 3. use a dictionary or a glossary to determine the meaning of vocabulary. (all texts)
- 5. identify figurative language (similes, metaphors, and idioms). (narrative and persuasive)

8th

Standard 1, Benchmark 1

- 15. use text organizers, such as heading, topic and summary sentences, and graphic features, to locate information within a text. (expository and technical)

Standard 1, Benchmark 2

- 1. use context clues such as definition, restatement, example, comparison, and contrast, to determine meaning of unfamiliar vocabulary. (all texts)
- 2. infer word meanings by the use of relationships, such as analogies, similes, and metaphors. (no technical)
- 4. apply thesaurus, glossary, and dictionary skills to determine the appropriateness of word meaning. (all texts)
- 5. identify and/or use multiple meanings of words. (no technical)

11th

Standard 1, Benchmark 2

- 1. use context clues such as definition, restatement, example, comparison and contrast, cause and effect, to determine meaning of unfamiliar vocabulary. (all texts)
- 2. use analogies to expand vocabulary. (no technical)
- 3. distinguish connotations from denotations and synonyms from antonyms. (no technical)

Appendix D

Reading Text Type Samples

The passages are provided as examples for teachers. The passages are shorter than the passages used in the Kansas Reading Assessment for grades 5, 8, and 11. Passages are not for use in the classroom. Passages provide the teacher a starting point for locating materials for use in the classroom. Passages have not been designated at a particular readability level.

The definitions for narrative, expository, persuasive, and technical are as follows:

narrative and expository reading and writing: Narrative reading and writing may be fiction or nonfiction and may seek to entertain or do more. The key is that they are both story with the usual ingredients of a story such as character or characters and a setting. Short stories or novels are the most common fictional narratives. Examples of a nonfictional narrative are biographies, personal narratives, and memoirs. For the purpose of the Kansas Reading Assessment, narratives will be selected from short pieces of fiction with familiar topics such as family, friends, relationships, and conflicts.

Exposition for our purposes seeks to explain or inform and may do so through describing, comparison and contrast, showing causes and effects, and presenting problems and solutions. To complicate matters, the writer may use a narrative format while presenting information and may intend to persuade or to discover as well as to explain and inform.

Much of what we write and read is not clearly narrative or expository, but is a combination of structures and purposes. For example, we write the cautionary tale to persuade and to explain. We also seek to explain and persuade by use of an anecdote.

expository text: Text which seeks to explain or inform and may do so through describing, comparison, and contrast.

persuasive: see persuasion.

persuasion: a type of writing intended to convince the reader to adopt a particular opinion or to perform a certain action. Effective persuasion appeals to both the intellect and the emotions. (McDougal Littell, *Literature & Language*, p. 949.)

technical writing: 1. conveys specific information about a technical subject to a specific audience for a specific purpose. (Michael Markel). 2. communication written for and about business and industry, focusing on products and services--how to manufacture them, market them, manage them, deliver them, and use them. (Writing That Works, German, p.1). In order to provide further explanation, technical reading is further described:

technical reading: reading text in order to complete a specific technical task,. e.g., reading an auto mechanic manual or reading a map of the United States. For the purpose of the Kansas Reading Assessment, documents such as a bus or train schedule; directions for games, repairs, classroom, and laboratory procedures; tax or insurance forms; recipes; voter registration materials; maps referenda; consumer warranties; and office memos are examples of technical pieces. When they read to perform tasks, readers must use their expectations of the purposes of the documents and the structure of documents to guide how they select, understand, and apply such information. The readers' orientation in these tasks involves looking for specific information in order to do something. Readers need to be able to apply the information, not simply understand it as is usually the case in reading to be informed. Furthermore, readers engaging in this type of reading are not likely to savor the style or thought in these texts, as they might in reading for literary experience (National Assessment of Educational Progress, 1998).

Appendix E Kansas Writing Assessment Rubrics

GRADE 5: WRITING TO NARRATE

TRAIT: IDEAS AND CONTENT (Development)

Rating of 5 (Strong): This paper is clear, focused, and interesting. It holds the reader’s attention. Relevant anecdotes and details enrich the central theme of story line. Ideas are fresh and original.

- The writer seems to be writing from experiences and shows insight: a good sense of how events unfold, how people respond to life and to each other.
- Supporting, relevant, telling details give the reader important information that he or she could not personally bring to the text.
- The writing has balance; main ideas stand out.
- The writer seems in control and develops the topic in an enlightening, entertaining way.
- The writer works with and shapes ideas, making connections and sharing insights.

Rating of 3 (Developing): The paper is clear and focused. The topic shows promise even though development is still limited, sketchy, or general.

- The writer is beginning to define the topic but is not there yet. It is pretty easy to see where the writer is headed, though more information is needed to “fill in the blanks.”
- The writer does seem to be writing from experience but has some trouble going from general observations to specifics.
- Ideas are reasonably clear and purposeful, even though they may not be explicit, detailed, personalized, or expanded to show a depth of understanding.
- Support is attempted but doesn’t go far enough yet in expanding, clarifying, or adding new insights.
- Themes or main points seem a blend of the original and the predictable.

Rating of 1 (Beginning): As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy details. More than one of the following problems is likely to be evident:

- Information is very limited or unclear.
- The text is very repetition, or reads like a collection of random thoughts from which no central theme emerges.
- Everything seems as important as everything else; the reader has a hard time sifting out what’s critical.
- The writer has not yet begun to define the topic in a meaningful or personal way.
- The writer may still be in search of a real topic or sense of direction to guide development.

Appendix E
(GRADE 5: WRITING TO NARRATE)

TRAIT: ORGANIZATION

Rating of 5 (Strong): The organization enhances and showcases the central idea or theme. The order, structure, or presentation is compelling and moves the reader through the text.

- Details seem to fit where they're placed; sequencing is logical and effective.
- An inviting introduction draws the reader in, and a satisfying conclusion leaves the reader with a sense of resolution.
- Pacing is very well controlled; the writer delivers needed information at just the right moment and then moves on.
- Transitions are smooth and weave the separate threads of meaning into one cohesive whole.
- Organization flows so smoothly the reader hardly thinks about it.

Rating of 3 (Developing): The organizational structure is strong enough to move the reader from point to point without undue confusion.

- The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not leave the reader with a satisfying sense of resolution.
- Sequencing is usually logical. It may sometimes be too obvious, or otherwise ineffective.
- Pacing is fairly well controlled, though the writer sometimes spurts ahead too quickly or spends too much time on the obvious.
- Transitions often work well; at times, though, connections between ideas are fuzzy or call for inferences.
- Despite a few problems, the organization does not seriously get in the way of the main point or story-line.

Rating of 1 (Beginning): The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a random, haphazard fashion--or else there is no identifiable internal structure at all. More than one of the following problems is likely to be evident:

- The writer has not yet drafted a real lead or conclusion.
- Transitions are not yet clearly defined; connections between ideas seem confusing or incomplete.
- Sequencing, if it exists, needs work.
- Pacing feels awkward, with lots of time spent on minor details or big, hard-to-follow leaps from point to point.
- Lack of organization makes it hard for the reader to get a grip on the main point or story line.

Appendix E
(GRADE 5: WRITING TO NARRATE)

TRAIT: VOICE

Rating of 5 (Strong): The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved in the text and is writing to be read.

- The paper is honest and written from the heart. It has the ring of conviction.
- The language is natural yet provocative; it brings the topic to life
- The reader feels a strong sense of interaction with the writer and senses the person behind the words.
- The projected tone and voice give flavor to the writer’s message and seem very appropriate for the purpose and audience.

Rating of 3 (Developing): The writer seems sincere but not genuinely engaged, committed, or involved. The result is pleasant and sometimes even personable but short of compelling.

- The writer communicates in an earnest, pleasing manner. Moments here and there amuse, surprise, delight, or move the reader.
- Voice may emerge strongly on occasion and then retreat behind general, vague, tentative, or abstract language.
- The writing hides as much of the writer as it reveals.
- The writer seems aware of an audience but often fails to weigh words carefully, or stands at a distance and avoids risk.

Rating of 1 (Beginning): The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. As a result, the writing is flat, lifeless or mechanical; depending on the topic, it may be overly technical or jargonistic. More than one of the following problems is likely to be evident:

- The reader has a hard time sensing the writer behind the words. The writer does not seem to reach out to an audience, or make use of voice to connect with that audience.
- The writer speaks in a kind of monotone that tends to flatten all potential highs and lows of the message.
- The writer communicates on a functional level with no apparent attempt to move or involve the reader.
- The writer is not yet sufficiently engaged or at home with the topic to take risks or share her/himself.

Appendix E
(GRADE 5: WRITING TO NARRATE)

TRAIT: WORD CHOICE

Rating of 5 (Strong): Words convey the intended message in an interesting, precise, and natural way. The writing is full and rich yet concise.

- Words are specific and accurate; they seem just right.
- Imagery is strong.
- Powerful verbs give the writing energy.
- Striking words and phrases often catch the reader’s eye, but the language is natural and never overdone.
- Expression is fresh and appealing; slang is used sparingly.

Rating of 3 (Developing): The language is functional, even if it lacks punch; it does get the message across.

- Words are almost always correct and adequate (though not necessarily precise); it is easy to understand what the writer means.
- Familiar words and phrases communicate but rarely capture the reader’s imagination. The writer seems reluctant to stretch.
- The writer usually avoids experimenting; however, the paper may have one or two fine moments.
- Attempts at colorful language often come close to the mark but may seem overdone or out of place.
- A few energetic verbs liven things up now and then; the reader yearns for more.
- The writer may lean a little on redundancy or slip in a cliché--but never relies on these crutches to the point of annoyance.

Rating of 1 (Beginning): The writer struggles with a limited vocabulary, searching for words to convey meaning. More than one of the following problems is likely to be evident:

- Language is so vague and abstract (e.g., *It was a fun time.*, *It was nice and stuff*) that only the most general message comes through.
- Persistent redundancy clouds the message and distracts the reader.
- Clichés or jargon serve as a crutch.
- Words are used incorrectly in more than one or two cases, sometimes making the message hard to decipher.
- The writer is not yet selecting words that would help the reader to have a better understanding.

Appendix E
(GRADE 5: WRITING TO NARRATE)

TRAIT: SENTENCE FLUENCY

Rating of 5 (Strong): The writing has an easy flow and rhythm when read aloud. Sentences are well built with consistently strong and varied structure that makes expressive oral reading easy and enjoyable.

- Sentence structure reflects logic and sense, helping to show how ideas relate. Purposeful sentence beginnings guide the reader readily from one sentence to another.
- The writing sounds natural and fluent; it glides along with one sentence flowing effortlessly into the next.
- Sentences display an effective combination of power and grace.
- Variation in sentence structure and length adds interest to the text.
- Fragments, if used at all, work well.
- Dialogue, if used, sounds natural.

Rating of 3 (Developing): The text hums along efficiently for the most part, though it may lack a certain rhythm or grace. It tends to be more pleasant or businesslike than musical, more mechanical than fluid.

- The writer shows good control over simple sentence structure, with more variable control over complex sentence structure.
- Sentences may not seem skillfully crafted or musical, but they are grammatically solid. They hang together. They get the job done.
- The writer may tend to favor a particular pattern (e.g., subject-verb, subject-verb), but there is at least *some* variation in sentence length and structure (sentence beginnings are NOT all alike).
- The reader sometimes has to hunt for clues (e.g., connection words like *however, therefore, naturally, on the other hand, to be specific, for example, next, first of all, later, still, etc.*) that show how one sentence leads into the next.
- Some parts of the text invite expressive oral reading; others may be a little stiff, choppy, or awkward. Overall, though, it's pretty easy to read this paper aloud if you practice.

Rating of 1 (Beginning): The paper is difficult to follow or read aloud. Most sentences tend to be choppy, incomplete, rambling, or awkward; they need work. More than one of the following problems is likely to be evident:

- Sentences do not sound natural, the way someone might speak. Word patterns are often jarring or irregular, forcing the reader to pause or read over.
- Sentence structure tends to obscure meaning, rather than showing the reader how ideas relate.
- Word patterns are very monotonous (e.g., subject-verb, subject-verb-object). There is little or no real variety in length or structure.
- Sentences may be very choppy or may run together in one giant “sentence” linked by “ands” or other connectives.
- The text does not invite expressive oral reading.

Appendix E
(GRADE 5: WRITING TO NARRATE)

TRAIT: WRITING CONVENTIONS

Rating of 5 (Strong): The writer demonstrates a good grasp of standard writing conventions (e.g., grammar, capitalization, punctuation, usage, spelling, paragraphing) and uses them effectively to enhance readability. Errors tend to be so few and minor the reader can easily skim right over them unless specifically searching for them.

- Paragraphing tends to be sound and to reinforce the organizational structure.
- Grammar and usage are correct and contribute to clarity and style.
- Punctuation is smooth and guides the reader through the text.
- Spelling is generally correct, even on more difficult words.
- The writer may manipulate conventions--particularly grammar--for stylistic effect.
- Only light editing would be required to polish the text for publication.
- The writer's argument fits the format as directed in the prompt.

Rating of 3 (Developing): The writer shows reasonable control over a limited range of standard writing conventions. However, the paper would require moderate editing for publication. Errors are numerous or serious enough to be somewhat distracting, but the writer handles some conventions well.

- Spelling is usually correct (or reasonably phonetic) on common words.
- Terminal (end-of-sentence) punctuation is almost always correct; internal punctuation (commas, apostrophes, semicolon) may be incorrect or missing.
- Problems with grammar usage are not serious enough to distort meaning.
- Paragraphing is attempted. Paragraphs sometimes run together or begin in the wrong place.
- The paper seems to reflect light, but not extensive or thorough editing.

Rating of 1 (Beginning): Errors in spelling, punctuation, usage and grammar, capitalization and/or paragraphing repeatedly distract the reader and make the text difficult to read. More than one of the following problems is likely to be evident:

- The reader must read once to decode and then again for meaning.
- Spelling errors are frequent, even on common words.
- Punctuation (including terminal punctuation) is often missing or incorrect.
- Paragraphing is missing, irregular, or so frequent (e.g., every sentence) that it does not relate to organization of the text.
- Errors in grammar and usage are very noticeable and may affect meaning.
- Extensive editing would be required to polish the text for publication.

GRADE 8: WRITING TO EXPLAIN

Expository and Informational Writing with the Purpose to Explain

The focus of the Kansas Writing Assessment at Grade 8 is on informational writing based on personal experience and observation **with the purpose to explain**. This informal experience-based writing is often called a **personal essay**, but rather than the purpose being to tell a story, the purpose is to explain. In responding, the writer will be required to explain from personal experience to someone else “what to do to accomplish something,” “how to do something,” or “how something differs from something else.”

In an attempt to explain, good informational writing is well supported by details, comparisons, examples, and relevant anecdotes. Successful expository writing can be very compelling and have strong voice--indicating the writer’s commitment to the topic. It also shows sensitivity to the readers’ interests and levels of assumed prior knowledge.

Six traits for successful writing are judged important when writing for the purpose to explain. These traits are labeled the same as the traits judged important when writing for other purposes, e.g., narration or persuasion. However, the rubrics for each of these traits that identify the levels of writing quality have been defined specific to the purpose of writing for explanation. The six traits and their rubric descriptions are given on the following pages.

GRADE 8: WRITING TO EXPLAIN (EXPOSITORY)

**TRAIT: IDEAS AND CONTENT
(Development)**

Rating of 5 (Strong): The paper is clear, focused, and purposeful. It thoroughly explains the selected topic in understandable and comprehensive terms. Relevant details provide enrichment.

- The main idea or a thesis statement is clearly defined. However, there could be more than one key point.
- The writer seems well informed. Appropriate relevant information and details are shared from a variety of sources including personal experience, observations, and prior knowledge.
- The writer anticipates and responds to readers' informational needs.
- Supporting details are accurate, relevant, and helpful in clarifying the main idea(s).

Rating of 3 (Developing): The paper addresses an identifiable topic by offering the reader general basic information. Although the paper is clear and focused, the development is limited, sketchy, and/or general.

- The main idea can be identified.
- The writer shares some relevant information, facts, and experiences but has some trouble going from general observations to specifics.
- The writer sometimes responds to the readers' informational needs. At other times, important issues or questions are left hanging.
- Stronger support and greater attention to details would strengthen this paper.

Rating of 1 (Beginning): The writer has not clarified the selected topic. The paper has no clear sense of purpose. More than one of the following problems may be evident:

- The main idea is not identifiable.
- The writer shares some information, but it is limited or unclear.
- The writer does not seem to have the readers' informational needs in mind.
- Details are missing or repetitious.

Appendix E
(GRADE 8: WRITING TO EXPLAIN (EXPOSITORY))

TRAIT: ORGANIZATION

Rating of 5 (Strong): The organization enhances and showcases the central idea or theme. The order, structure, or presentation is compelling and moves the reader through the text.

- Details seem to fit where they are placed; sequencing is logical, effective, and promotes the reader’s understanding.
- An inviting introduction draws the reader in, and a satisfying conclusion leaves the reader with a sense of resolution.
- Transitions are smooth and connect the information into a cohesive whole.
- Organization flows so smoothly the reader hardly thinks about it. The reader’s understanding of the topic grows throughout the paper.
- Pacing is very well controlled. The writer delivers the needed information and then moves on.

Rating of 3 (Developing): The organizational structure is strong enough to move the reader from point to point without undue confusion.

- Sequencing is usually logical. It may sometimes be too obvious or otherwise ineffective.
- The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not leave the reader with a satisfying sense of resolution.
- Transitions often work well. There are instances when connections between ideas are fuzzy or call for inferences.
- Despite a few problems, the organization does not seriously get in the way of the main point.
- Pacing is uneven. The writer lingers too long on some points and skims over other points.

Rating of 1 (Beginning): The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a random, haphazard fashion--or else there is no identifiable internal structure at all. More than one of the following problems is likely to be evident:

- Sequencing, if it exists, needs work.
- The writer has not yet drafted an introduction or conclusion.
- Transitions are not yet clearly defined; connections between ideas seem confusing or incomplete.
- Lack of organization makes it hard for the reader to see how the ideas link to each other or how they link to a main idea.

Appendix E
(GRADE 8: WRITING TO EXPLAIN (EXPOSITORY))

TRAIT: VOICE

Rating of 5 (Strong): The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved in the text and is writing for an audience.

- The paper is honest and enthusiastic. It has the ring of conviction.
- The language is natural yet thought-provoking. It brings the topic to life.
- The reader feels a strong sense of interaction with the writer and senses the person behind the words.
- The projected tone and voice give flavor to the writer’s message and seem very appropriate for the purpose and audience.
- The reader is compelled to read on, regardless of previous knowledge or interest.

Rating of 3 (Developing): The writer seems sincere but not genuinely engaged, committed, or involved. The result is pleasant and sometimes even personable, but short of compelling.

- The writer communicates in an earnest, pleasing manner. Some moments of amusement, surprise, enlighten or move the reader.
- The writing hides as much of the writer as it reveals.
- The writer seems aware of an audience but often fails to weigh words carefully or stands at a distance and avoids risk.
- The reader is informed, but must work at remaining engaged.

Rating of 1 (Beginning): The writer seems indifferent, uninvolved or distanced from the topic and/or the audience. As a result, the writing is flat, lifeless, or mechanical, depending on the topic voice. It may be overly technical or jargonistic. More than one of the following problems is likely to be evident:

- The reader has a hard time sensing the writer behind the words. The writer does not seem to reach out to an audience or make use of voice to connect with that audience.
- The writer speaks in a kind of monotone that tends to flatten all potential highs and lows of the message.
- The writer communicates on a functional level, with no apparent attempt to move or involve the reader.
- The writer is not yet sufficiently engaged or comfortable with the topic to take risks or share her/himself.
- The reader must work hard to pay attention or get the needed information.

Appendix E
(GRADE 8: WRITING TO EXPLAIN (EXPOSITORY))

TRAIT: WORD CHOICE

Rating of 5 (Strong): Words convey the intended message in an interesting, precise, and natural way. The writing is rich, concise, and increases the reader’s understanding.

- Words are specific and accurate; they seem just right.
- Explicit, vivid words and phrases are used to catch the reader’s attention, but the language is natural and never overdone.
- Expression is fresh and appealing; slang is used sparingly.
- The vocabulary suits the writer, subject, and audience. The meaning of specialized vocabulary is defined or can be determined by context.

Rating of 3 (Developing): The language is functional, even if it lacks punch; it does get the message across.

- Words are almost always correct and adequate (though not necessarily precise); it is easy to understand what the writer means.
- Attempts at colorful language often come close to the mark but may seem overdone or out of place.
- The writer may lean on redundancy or slip in a cliché -- but never relies on these crutches to the point of annoyance.
- Specialized vocabulary is sometimes used without sufficient explanation.

Rating of 1 (Beginning): The writer struggles with a limited vocabulary, searching for words to convey meaning. More than one of the following problems is likely to be evident:

- Language is so vague and abstract that only the most general message comes through (e.g., *It was a fun time. It was nice stuff*).
- Words are used incorrectly in more than one or two cases, sometimes making the message hard to decipher.
- Persistent redundancy clouds the message and distracts the reader. Clichés or jargon serve as a crutch.
- Specialized vocabulary may be overused or is missing where it would be helpful in clarifying information.

Appendix E
(GRADE 8: WRITING TO EXPLAIN (EXPOSITORY))

TRAIT: SENTENCE FLUENCY
(Structure)

Rating of 5 (Strong): The writing has an easy flow when read aloud. Sentences are constructed well with consistently strong and varied structure.

- Sentence structure reflects logic and sense, helping to show how ideas relate. Purposeful sentence beginnings guide the reader readily from one sentence to another.
- The writing sounds natural and fluent. One sentence flows effortlessly into the next.
- Variation in sentence structure and length, as well as transitions, adds interest to the text.

Rating of 3 (Developing): The text moves along efficiently for the most part.

- The writer shows good control over simple sentence structure with more variable control over complex sentence structure.
- Sentences may not seem skillfully crafted, but they are grammatically solid. Some transitions are evident and sentences work together. They get the job done.
- The writer may tend to favor a particular pattern (e.g., subject-verb, subject-verb), but there is at least some variation in sentence length and structure (sentence beginnings are NOT all alike).
- The reader sometimes has to hunt for clues (e.g., transitional phrases like *however, therefore, naturally, on the other hand, to be specific, for example, next, first of all, later, still, etc.*) that show how one sentence leads into the next.

Rating of 1 (Beginning): The paper is difficult to follow or read aloud. Most sentences tend to be choppy, incomplete, rambling, or awkward; they need work. More than one of the following problems is likely to be evident:

- Sentences do not sound natural, the way someone might speak. Word patterns are often jarring or irregular, forcing the reader to pause or reread.
- Sentence structure tends to obscure meaning rather than showing the reader how ideas relate.
- Word patterns are very monotonous (e.g., subject-verb, subject-verb-object). There is little or no real variety in length or structure.
- Sentences may be very choppy. Words may run together in one giant “sentence” linked by “ands” or other connectives.

Appendix E
(GRADE 8: WRITING TO EXPLAIN (EXPOSITORY))

TRAIT: WRITING CONVENTIONS

Rating of 5 (Strong): The writer demonstrates a good grasp of standard writing conventions (e.g., grammar, capitalization, punctuation, usage, spelling, paragraphing) and uses them effectively to enhance readability. Errors tend to be so few and minor the reader can easily skim right over them unless specifically searching for them.

- Paragraphing tends to be sound and to reinforce the organizational structure.
- Grammar and usage are correct and contribute to clarity and style.
- Punctuation is smooth and guides the reader through the text.
- Spelling is generally correct, even on more difficult words.
- The writer may manipulate conventions--particularly grammar--for stylistic effect.
- The writing is sufficiently long and complex to allow the writer to show skill in using a wide range of conventions.
- Only light editing would be required to polish the text for publication.

Rating of 3 (Developing): The writer shows reasonable control over a limited range of standard writing conventions. However, the paper would require moderate editing for publication. Errors are numerous or serious enough to be somewhat distracting, but the writer handles some conventions well.

- Spelling is usually correct on common words.
- Terminal (end-of-sentence) punctuation is almost always correct; internal punctuation (commas, apostrophes, semicolon) may be incorrect or missing.
- Problems with grammar usage are not serious enough to distort meaning.
- Paragraphing is attempted. Paragraphs sometimes run together or begin in the wrong places.
- The paper seems to reflect light, but not extensive or thorough editing.

Rating of 1 (Beginning): Errors in spelling, punctuation, usage, and grammar, capitalization and/or paragraphing repeatedly distract the reader and make the text difficult to read. More than one of the following problems is likely to be evident:

- The reader must read once to decode, then again for meaning.
- Spelling errors are frequent, even on common words.
- Punctuation (including terminal punctuation) is often missing or incorrect.
- Paragraphing is missing, irregular, or so frequent (e.g., every sentence) that it does not relate to organization of the text.
- Errors in grammar and usage are very noticeable and may affect meaning.
- Extensive editing would be required to polish the text for publication.

Appendix E

GRADE 11: PERSUASIVE WRITING

The focus of the Kansas Writing Assessment at Grade 11 is on persuasive writing. This type of writing can be thought of as informational writing with attitude. It is intended to convince the reader that a certain point of view is the right one to hold or that some action should be taken (e.g., vote for the new tax law). Successful persuasive writing is based on a topic that is highly focused and about which there are clear sides. For instance, “cats” is not an issue; “Should cats be leashed?” is an issue. The writer is required to take a clear stand on the issue, showing with compelling argument why the reader should agree.

Six traits for successful writing are judged important when writing for the purpose to persuade. These traits are labeled the same as the traits judged important when writing for other purposes, e.g., narration or explanation. However, the rubrics for each of these traits that identify the levels of writing quality have been defined specific to the purpose of writing for persuasion. The six traits and their rubric descriptions are given on the following pages.

Appendix E

GRADE 11: WRITING TO PERSUADE (PERSUASION)

TRAIT: IDEAS AND CONTENT (Development)

Rating of 5 (Strong): The writing is clear, well-supported or developed, and enhanced by the kind of detail that keeps readers reading.

- The writer confidently and clearly asserts an arguable proposition or opinion.
- The writer selectively chooses just the right information to make his/her position understandable, to enlighten the reader on the topic, and to make the discussion interesting--without bogging down in trivia.
- Details work together to expand the main topic and support the writer's position, giving the whole piece a strong sense of focus.
- The writer's knowledge, experience, insight, or unique perspective lends the argument a satisfying ring of authenticity.
- The writer anticipates the reader's questions.
- The writer builds a convincing argument using clear thinking and an appeal to reason.
- The writing effectively presents alternate points of view yet remains focused.

Rating of 3 (Developing): The writer has made a solid beginning in defining a position. It is easy to see where the paper is headed, though more expansion is needed to support the writer's position.

- The writer's position is evident but presented in a terse, mechanical, or unconvincing manner.
- General information makes the reader long for specifics.
- Well-focused information blends with repetitive points, trivia, or meanderings.
- The writer demonstrates some critical thinking--but too often settles for generalities.
- Unneeded opinions may eat up space that should have gone to important details. Where's the balance?
- Some but not all points of the writer's argument are supported by facts, examples, or reasons.
- Text reveals knowledge of alternate points of view but fails to present them adequately.

Rating of 1 (Beginning): Sketchy, loosely focused information forces the reader to make inferences about the writer's position. Readers will likely notice more than one of these problems:

- Writers position is unclear, out of focus or not yet known.
- Missing, limited, or unrelated details require the reader to fill in many blanks.
- Lists of minor details or facts may be substituted for true development or expansion.
- Everything seems as important as everything else. What is the main point?
- The writer's argument is built on unsupported opinions or emotional appeals.
- The writer does not acknowledge opposing viewpoints.

Appendix E
(GRADE 11: WRITING TO PERSUADE (PERSUASION))

TRAIT: ORGANIZATION

Rating of 5 (Strong): The order, presentation, or structure of the piece is compelling and guides the reader purposefully through the text.

- The entire piece has a strong sense of direction and balance. The key issues stand out clearly.
- An inviting introduction draws the reader in; a satisfying conclusion reinforces the writer’s position.
- Details fit where they are placed, making the text easy to follow and understand.
- Transitions are strong but natural.
- Pacing is very well controlled; the writer delivers needed information at just the right moment and then moves on.
- Organization flows so smoothly the reader hardly thinks about it.

Rating of 3 (Developing): The organizational structure allows the reader to move through the text without undue confusion.

- Sequencing of main ideas seems appropriate and purposeful. The reader rarely, if ever, feels lost.
- The introduction and conclusion are recognizable and functional.
- Transitions are usually present, but sometimes they are a little too obvious or too structured.
- Structure may be so dominant or predictable that it literally smothers the ideas and voice (the use of “first,” “second,” “third”).
- Information is mostly presented in an orderly if not quite compelling fashion.
- Pacing is uneven. The writer lingers too long on some points and skims over other points.

Rating of 1 (Beginning): Ideas and details are loosely strung together. More than one of the following problems is likely to be evident:

- There is no clear sense of direction to carry the reader from point to point.
- The writer has not yet drafted a real lead or conclusion.
- Missing or unclear transitions force the reader to make giant leaps.
- Sequencing feels more random than purposeful, often leaving the reader with a sense of being adrift.
- The writing does not move purposefully toward a position.

Appendix E
GRADE 11: WRITING TO PERSUADE (PERSUASION)

TRAIT: VOICE

Rating of 5 (Strong): The writer’s energy and passion for the subject drive the writing, making the text lively, expressive, and engaging.

- The tone and flavor of the piece fit the topic, purpose, and audience well.
- The writing bears the clear imprint of this particular writer.
- The writer knows his/her audience and shows a strong concern for the informational needs and interests of the audience.
- Text demonstrates a sense of fairness and balance.
- Text is provocative and lively and is designed to hold a reader’s attention.
- The writer takes risks.

Rating of 3 (Developing): The writer is sincere and willing to communicate with the reader on a functional, if somewhat distant, level.

- The tone and flavor of the piece could be altered slightly to better fit the topic, purpose, or audience.
- The writer has not quite found his or her voice but is experimenting--and the result is pleasant or intriguing, if not unique.
- Though clearly aware of an audience, the writer only occasionally speaks right to that audience or invites the audience “in.”
- The writer often seems reluctant to “let go” and thus holds individuality, passion, and spontaneity in check. Nevertheless, voice emerges on occasion.
- The writer is “there”--then gone, present--but distant, reserved, hesitant.
- The writer avoids risks.

Rating of 1 (Beginning): The writer seems definitely distanced from topic, audience, or both; as a result, the text may lack life, spirit, or energy. Readers are likely to notice one or more of these problems:

- The tone and flavor of the piece are inappropriate for the issue, purpose, and audience.
- The writer does not seem to reach out to the audience or to anticipate its interests and needs.
- Though it may communicate on a functional level, the writing takes no risks and does not engage, energize, or move the reader.
- The writer is not sufficiently engaged with the issue to take risks.
- The text delivers a one-sided emotional burst or is a monotone that tends to flatten all potential highs and lows of the message.

Appendix E
GRADE 11: WRITING TO PERSUADE (PERSUASION)

TRAIT: WORD CHOICE

Rating of 5 (Strong): Words convey the intended message in an interesting, precise, and natural way. The writing is full and rich, yet concise.

- Words are specific and accurate; they seem just right.
- Imagery is strong.
- Powerful verbs give the writing energy.
- Striking words and phrases often catch the reader’s interest, but the language is natural and never overdone.
- Expression is fresh and appealing; slang is used sparingly.
- Effectively uses persuasive transition words (for example, “in the first place,” “furthermore,” “finally”).

Rating of 3 (Developing): The language is functional, but sometimes lacks punch. It does get the message across.

- Words are almost always correct and adequate (though not necessarily stirring); it is easy to understand what the writer means.
- Familiar words and phrases communicate but rarely capture the reader’s imagination. The writer seems reluctant to stretch.
- The writer usually avoids experimenting; however, the paper may have one or two fine moments.
- Attempts at colorful language often come close to the mark, but may seem overdone or out of place.
- A few energetic verbs liven things up now and then; the reader yearns for more.
- The writer sometimes uses redundancy, or familiar clichés--but never relies on these crutches to the point of annoyance.
- There is some limited or ineffective use of persuasive transition words.

Rating of 1 (Beginning): The writer struggles with a limited vocabulary and simply does not speak to the intended audience. More than one of the following problems is likely to be evident:

- Language is so vague and abstract (e.g., *It was a fun time. It was nice and stuff.*) that only the most general message comes through.
- Persistent redundancy clouds the message and distracts the reader.
- Clichés or jargon serve as a crutch.
- Words are used incorrectly in more than one or two cases, sometimes making the message hard to decipher.
- The writer is not yet selecting words that would help the reader have a better understanding.

Persuasive transition words are absent.

Appendix E
(GRADE 11: WRITING TO PERSUADE (PERSUASION))

TRAIT: SENTENCE FLUENCY

Rating of 5 (Strong): The writing has an easy flow and eloquence when read aloud. Sentences are well built with consistently strong and varied structure that makes expressive oral reading easy and enjoyable.

- Sentence structure reflects logic and sense, helping to show how ideas relate. Purposeful sentence beginnings guide the reader readily from one sentence to another.
- The writing sounds natural and fluent; it glides along with one sentence flowing effortlessly into the next.
- Sentences display an effective combination of power and grace.
- Variation in sentence structure and length adds interest to the text.
- Fragments, if used at all, work well.
- Dialogue, if used, sounds natural.

Rating of 3 (Developing): The text hums along efficiently for the most part, though it may lack a certain rhythm or grace. It tends to be more pleasant or businesslike than eloquent, more mechanical than fluid.

- The writer shows good control over simple sentence structure, more variable control over complex sentence structure.
- Sentences may not seem skillfully crafted or musical, but they are grammatical and solid. They hang together. They get the job done.
- The writer may tend to favor a particular pattern (e.g., subject-verb, subject-verb), but there is at least some variation in sentence length and structure (sentence beginnings are NOT all alike).
- The reader sometimes has to hunt for clues (e.g., connecting words like *however, therefore, naturally, on the other hand, to be specific, for example, next, first of all, later, still, etc.*) that show how one sentence leads into the next.
- Some parts of the text invite expressive oral reading; others may be a little stiff, choppy or awkward. Overall, though, it's pretty easy to read this paper aloud if you practice.

Rating of 1 (Beginning): The paper is difficult to follow or read aloud. Most sentences tend to be choppy, incomplete, rambling, or awkward; they need work. More than one of the following problems is likely to be evident:

- Sentences do not sound natural, the way someone might speak. Word patterns are often jarring or irregular, forcing the reader to pause or reread.
- Sentence structure tends to obscure meaning rather than showing the reader how ideas relate.
- Word patterns are very monotonous (e.g., subject-verb, subject-verb-object). There is little or no real variety in length or structure.
- Sentences may be very choppy; or words may run together in one giant "sentence" linked by "ands" or other connectives.
- The text does not invite expressive oral reading.
- Repetitive sentence patterns put the reader to sleep (I believe, I think, I feel).

Appendix E
(GRADE 11: WRITING TO PERSUADE (PERSUASION))

TRAIT: WRITING CONVENTIONS

Rating of 5 (Strong): The writer demonstrates a good grasp of standard writing conventions (e.g., grammar, capitalization, punctuation, usage, spelling, paragraphing) and uses them effectively to enhance readability. Errors tend to be so few and minor the reader can easily skim right over them unless specifically searching for them.

- Paragraphing tends to be sound and to reinforce the organizational structure.
- Grammar and usage are correct and contribute to clarity and style.
- Punctuation is smooth and guides the reader through the text.
- Spelling is generally correct, even on more difficult words.
- The writer may manipulate conventions--particularly grammar--for stylistic effect.
- The writing is sufficiently long and complex to allow the writer to show skill in using a wide range of conventions.
- Only light editing would be required to polish the text for publication.
- The writer's argument fits the format as directed in the prompt.

Rating of 3 (Developing): The writer shows reasonable control over a limited range of standard writing conventions. However, the paper would require moderate editing for publication. Errors are numerous or serious enough to be somewhat distracting, but the writer handles some conventions well.

- Spelling is usually correct (or reasonably phonetic) on common words.
- Terminal (end-of-sentence) punctuation is almost always correct; internal punctuation (commas, apostrophes, semicolons) may be incorrect or missing.
- Problems with grammar usage are not serious enough to distort meaning.
- Paragraphing is attempted. Paragraphs sometimes run together or begin in the wrong places.
- The paper seems to reflect light but not extensive or thorough editing.
- Writer attempts to fit the format (for example, letter, essay) as directed in the prompt.

Rating of 1 (Beginning): Errors in spelling, punctuation, usage and grammar, capitalization and/or paragraphing repeatedly distract the reader and make the text difficult to read. More than one of the following problems is likely to be evident:

- The reader must read once to decode, then again for meaning.
- Spelling errors are frequent, even on common words.
- Punctuation (including terminal punctuation) is often missing or incorrect.
- Paragraphing is missing, irregular, or so frequent (e.g., every sentence) that it does not relate to organization of the text.
- Errors in grammar and usage are very noticeable, and may affect meaning.
- Extensive editing would be required to polish the text for publication.
- The writer omits the specified format.

Appendix F **Teacher Resources**

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GLOSSARY

allusion: an indirect or passing reference to some event, person, place, or artistic work, the nature and relevance of which is not explained by the writer but relies on the reader's familiarity with what is thus mentioned. (Baldick, 1996, p.6)

alphabetic principle: A writing system design principle that associates units from the limited set of phonemes of oral language with units from the limited set of letters of the alphabet, yielding a highly productive alphabetic writing system. Knowledge of the alphabetic principle is awareness that written words are composed of letters that are intentionally and conventionally related to phonemic segments of the words of oral language. *

analogy: illustration of an idea by means of a more familiar idea that is similar or parallel to it in some significant features, and thus said to be analogous to it. Analogies are often presented in the form of an extended simile, as in Blake's aphorism: "As the caterpillar chooses the fairest leaves to lay her eggs on, so the priest lays his curse on the fairest joys." (Baldick, 1996, p. 9)

analyze: identifying the parts of a whole and their relationships to one another.

anticipation guide: a study guide or pre-assessment given to students to set the tone before a topic, concept, or lesson is taught.

antonym: the opposite of a given word.

APA: American Psychological Association

archetypal criticism: the study of apparently perennial images, themes, symbols, stories, and myths in literature, including narratives that unite the seasons with literary genres. ✓

archetype: a symbol, theme, setting, or character-type that recurs in different times and places in myth, literature, folklore, dreams, and rituals so frequently or prominently as to suggest (to certain speculative psychologists and critics) that it embodies some essential element of "universal" human experience. (Baldick, 1996, p. 16-17)

attempt: an overt action or series of actions, carried out in the service of attaining a goal. (Sundbye, 1998)

audience: the intended target group of a message. ✓

authentic: representative of the real world. ✓

author intent: the motive or reason for which an author writes, as to entertain, inform, or persuade. ✓

bias: defined as "an inclination of temperament or outlook; especially: a highly personal and unreasoned distortion of judgment; prejudice." Webster's New Collegiate Dictionary, 1973, p. 106.

cadence: rhythmic sequence or flow of sounds in language.

causal chain: the premise that the structure of knowledge, as in a narrative, may be revealed by an analysis for the organization of the chain of events or states. See also mapping, causal chain. ✓

cause and effect: a stated or implied association between an outcome and the conditions which brought it about, often an organizing principle in narrative and expository text, as *TV violence causes crime*. ✓

✓ Harris, T.L., & R.E. Hodges, Eds. The Literacy Dictionary: The Vocabulary of Reading and Writing. Newark, DE: International Reading Association. 1995.

* National Research Council. Starting Out Right: A Guide to Promoting Children's Reading Success. National Academy Press. 1999.

Glossary (cont.)

character's goal: Characters reactions to the initiating event which begins the chain of events or actions by the character. The character's reaction then is stated in a goal which may or may not be stated in the text. The goal may be inferred from the text.

character mapping: See mapping, character.

classic: a literary work regarded by successive generations as part of the core experience of a culture, a society, or a particular time period; a work that is read by successive generations of readers.

classical literature: literary works which successive generations of readers have regarded as essential for a particular culture's understanding of its tradition; literary works which have become standard reading for a particular group of people or period of time.

classification: to place an idea into a general category.

cluster maps: See mapping, cluster.

compare and contrast: a literary technique of placing together like characters, situations, concepts, or ideas to show common or contrasting features. ✓

comprehension strategies: instructional activities which assist the reader in the comprehension process of making meaning within text.

comprehension: process in which the reader constructs meaning interacting with text through a combination of prior knowledge, information available in text, the stance taken in relationship to the text, and social interactions and communications. ✓

concept mapping: See mapping, concept.

connotation: the emotional coloring of a word apart from its dictionary definition.

context(s): the sounds, words, or phrases adjacent to a spoken or written language unit; the social or cultural situation in which a spoken or written message occurs. ✓

contextual clues: information from the immediate context that helps identify a word or groups of words by words, phrases, sentences, illustrations, syntax, typography, etc. ✓

conventions: an accepted practice in a spoken or written language. Conventions include punctuation, grammar, and spelling. ✓

criteria for evaluating literature: a standard of judgment used in such cognitive tasks as literary criticism and logical proof. ✓

decoding skills: Skills in translating symbols (e.g., alphabet letters) into recognizable syllables and words. *

definition: the process of assigning an idea to a general category and distinguishing that idea from other similar ideas in that category.

denotation: the common definition of a word.

✓ Harris, T.L., & R.E. Hodges, Eds. *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association. 1995.

* National Research Council. *Starting Out Right: A Guide to Promoting Children's Reading Success*. National Academy Press. 1999.

Glossary (cont.)

description: a type of writing which gives a verbal picture of character and event, including the setting in which they occur. ✓

descriptive: “main idea” and “detail” are drawn from the descriptive structure which presents broad statements (“main idea”) with supporting examples (“details”). See description.

detail : 1)not “minutia”, 2) the broadest supporting information in an expository text, for example the subtopics in an article, and 3) the persuasive reason and elaboration on those reasons that support the informed stand taken by the writer.

dialogue: spoken exchanges between or among characters in a dramatic or narrative work; or a literary form in prose or verse based on a debate or discussion, usually between two speakers. Dialogue is clearly a major aspect of drama and is usually a significant component of prose fiction and of some narrative poetry, as in the *ballad. (Baldick, 1996, p. 57)

dialect: a social or regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties. ✓

diction - "choice of words or wording" (Lukens, 1995, p. 336)

effective writing: satisfies author’s purpose and the needs of the audience.

elements of structure: those conventions which authors and audiences in specific literary traditions or time periods expect in the organization of particular literary genre (such as poetry, short story, novel, drama) or text types.

emergent literacy: A range of activities and behaviors related to written language including those undertaken by very young children who depend on the cooperation of others and/or on creative play to deal with the material; reading and writing related activities and behaviors that change over time culminating in conventional literacy during middle childhood. *

emergent writing: Writing related activities and behaviors, especially those prior to a child’s achieving the capacity to write fluently and conventionally; includes: (a) the attentive presence of a child while another writes according to the child’s intentions, (b) the execution of acts with materials related to writing, e.g., scribbling letter-like forms, inventive spelling, and (c) the pretense of producing text to be read. *

expository text: Text which seeks to explain or inform and may do so through describing, comparison, and contrast.

exposition: See narrative and expository writing and reading.

external sources: a strategy which includes using sources outside the passage where the word is found such as and including dictionary, glossary, peers, and/or teacher.

fact and opinion: (facts) statements of information that can be verified as true as opposed to (opinions), statements of belief, judgments, or points of view that are based on personal preferences or biases.

falling action: final or closing action following climax; denouement. (Lukens, 1995, p. 336)

✓ Harris, T.L., & R.E. Hodges, Eds. The Literacy Dictionary: The Vocabulary of Reading and Writing. Newark, DE: International Reading Association. 1995.

* National Research Council. Starting Out Right: A Guide to Promoting Children’s Reading Success. National Academy Press. 1999.

Glossary (cont.)

flashback: means “return to event that occurred before present scene”. (Lukens, 1995, p. 336)

fluency: 1. the clear, easy, written or spoken expression of ideas. 2. freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity. 3. the ability to produce words or larger language units in a limited time interval. Note: This type of fluency is often tested in a comprehensive reading diagnosis. 4. the ability to execute motor movements smoothly, easily, and readily. ✓

fluent reader: 1. a reader whose performance exceeds normal expectation with respect to age and ability; independent reader. 2. any person who reads smoothly, without hesitation and with comprehension. ✓

fluent writer: a writer skilled in language and expert in topic.

focused: writing which is unified around one central idea.

foreshadowing: means “hints of what is to come.” (Lukens, 1995, p. 336)

formalism: the study of the inner shape and nature of a work of art without regard to outer meaning. ✓

frustration reading level: level at which a child’s reading skills break down: fluency disappears, errors in word recognition are numerous, comprehension is faulty, recall is sketchy, and signs of emotional tension and discomfort become evident. *

genre: a category used to classify literary works, usually by form, technique, or content. ✓

graphic features: text features or designs to assist the reader’s understanding of the text. Examples of features include maps, charts, graphs, subheadings, and text font.

graphic organizers: a visual arrangement of information such as Venn diagrams, causal chain maps, herringbone maps, concept maps, and webbing.

high fantasy: heroic, dramatic quests to secondary worlds that are close enough to reality to allow identification, yet far enough away to suspend reader belief. The main characters of high fantasy often possess lofty ideals and noble codes of honor which assist them on their searches and challenging missions. Their complex plots provide a formidable task for readers as heroes weave their way through intricate adventures against formidable foes. The never ending battle between good and evil also forces the reader to confront philosophical truths along the adventurous journey. (A Celebration of Literature and Response, Prentice Hall/Merrill, 2000)

high frequency words: words that appear many more times than most other words in spoken or written language.

homophone: a word with different origin and meaning but the same pronunciation as another word, whether or not spelled alike, such as hare and hair; two or more graphemes that represent the same sound as /k/ spelled c in candy. ✓

✓ Harris, T.L., & R.E. Hodges, Eds. *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association. 1995.

* National Research Council. *Starting Out Right: A Guide to Promoting Children’s Reading Success*. National Academy Press. 1999.

Glossary (cont.)

idioms: 1. an expression that does not mean what it literally says, as to have the upper hand has nothing to do with hands. Note: Idioms are peculiar to a given language and usually cannot be translated literally. For this reason, languages especially rich in idioms, as English, French, German, and Russian, are difficult to translate. 2. a language, dialect, or style of speaking peculiar to a people, as New England idiom. ✓

independent reading level: highest level at which a child can read easily and fluently, without assistance, with few word-recognition errors, and with good comprehension and recall. (Betts, 1946)

informational text: a nonfiction text of facts and concepts about a subject or subjects. ✓

initiating event: an action, an internal event, or a physical event that serves to initiate the storyline or cause the protagonist to respond emotionally and to formulate a goal. (Sundbye, 1998)

insightful writing: writing which reflects originality, perceptive, or innovative thinking.

instructional reading level: highest level at which a child can do satisfactory reading provided he or she receives preparation and supervision from a teacher: Word-recognition errors are not frequent, and comprehension and recall are satisfactory. (Betts, 1946)

irony - 1."the use of words to convey the opposite of their literal meaning." (Morris, 1970., p. 692) 2. a subtly humorous perception of inconsistency, in which an apparently straightforward statement or event is undermined by its context so as to give it a very different significance. In various forms, irony appears in many kinds of literature, from the "tragedy of Sophocles to the novels of Jane Austen and Henry James, but is especially important in satire as in Voltaire and Swift. (Baldick, 1996, p. 114)

KWL: a reading comprehension strategy which prompts readers to identify what they know and what they want to know before they read a selected text, and what they have learned after they have read that text.

literary concepts: conventions used by authors to construct works of literature; include plot, theme, character types, setting, and stylistic devices.

literary criticism: The analysis and judgment of works of literature; the body of principles by which the work of writers is judged; may involve specific consideration of moral values, historical accuracy, literary form, and type.

main idea/concept: 1. the gist of a passage; central thought. 2. the chief topic of a passage expressed or implied in a word or phrase. 3. the topic sentence of a paragraph. ✓

main idea in the persuasive pieces will be defined as the informed stand (stated or implied) in the text.

main idea question for technical text is, "What is this text supposed to help you do?" The "details" in a technical text are the steps in the procedure. Examples of stems that get at the "details" (steps) include the following, "What will be the result of step 3?" "What must you do just before step 4?"

main idea in the expository text is the purpose of the passage and usually reflects the overall text structure. For example, the purpose of an article may be to present the battle plan of the north and south. The purpose of another piece may be to present the chain of events leading to the discovery of a vaccine.

✓ Harris, T.L., & R.E. Hodges, Eds. *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association. 1995.

* National Research Council. *Starting Out Right: A Guide to Promoting Children's Reading Success*. National Academy Press. 1999.

Glossary (cont.)

mapping: 1. instructional activities, particularly graphic ones, that are designed to show the relationships among ideas or topics in text or to plan for writing. ✓

mapping, causal chain: The components of a causal chain organizer include characters, initiating events, character goals, attempts made by characters, the outcomes of the attempts, and the resolution of the story.

mapping, character: a graphic display of character traits, may include comparison to similar characters within the same text or similar texts.

mapping, cluster: concept cluster; a group of terms organized to show their relationship graphically to a key concept, as in a semantic web. ✓

mapping, concept: instructional activities, particularly graphic ones, that are designed to show the relationships among ideas or topics in text.

mapping, goal structure: a graphic display of characters with action in the story, the character's goal, attempts, and outcomes in sequential order of the story.

mapping, semantic: a graphic display of a cluster of words that are meaningfully related. ✓

mapping, story: a time line showing the ordered sequence of events in a text; includes components such as characters, setting, plot, and resolution. ✓

MLA: The Modern Language Association

modes of writing: types of writing to include narrative, expository, persuasive, and descriptive.

mood: the emotional state of mind expressed by an author or artist in his or her work. See also tone.

morphemic analysis: a vocabulary strategy which directs the reader's attention to the smallest meaning structures within a word; includes prefixes, suffixes, and root words.

morphology: The aspects of language structure related to the ways words are formed from prefixes, roots, and suffixes (e.g., "mis-spell-ing") and are related to each other. *

narrative: See narrative and expository reading and writing.

narrative and expository reading and writing: Narrative reading and writing may be fiction or nonfiction and may seek to entertain or do more. The key is that they are both stories with the usual ingredients of stories such as character or characters and a setting. Short stories or novels are the most common fictional narratives. Examples of nonfictional narratives are biographies, personal narratives, and memoirs. For the purpose of the Kansas Reading Assessment, narratives will be selected from short pieces of fiction with familiar topics such as family, friends, relationships, and conflicts.

Exposition for our purposes seeks to explain or inform and may do so through describing, comparison and contrast, showing causes and effects, and presenting problems and solutions. To complicate matters, the writer may use a narrative format while presenting information and may intend to persuade or to discover as well as to explain and inform.

Much of what we write and read is not clearly narrative or expository but is a combination of structures and purposes. For example, we write the cautionary tale to persuade and to explain. We also seek to explain and persuade by use of an anecdote.

✓ Harris, T.L., & R.E. Hodges, Eds. *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association. 1995.

* National Research Council. *Starting Out Right: A Guide to Promoting Children's Reading Success*. National Academy Press. 1999.

Glossary (cont.)

Definitions can be useful to us as we think of what we want students to know and be able to do. Attempting to define too closely can cause unnecessary confusion.

onset: The consonant(s) at the start of a syllable; the remainder of the syllable is called its “rime.” In “swift,” “sw” is the onset and “ift” is the rime. *

opinion: see fact and opinion.

orthographic awareness: knowing that letters and diacritics represent the spoken language; attending to predictable and frequent spelling patterns. (A diacritic is a mark, such as the cedilla of *facáde* or the acute accents of *resume’* added to a letter to indicate a special phonetic value or distinguish words that are otherwise graphically identical.) *

orthography: A method of representing spoken language by letters and diacritical marks, spelling.

outcome: an event, action, or end state, marking the attainment or non-attainment of the character’s goal.

outlining: a simplified, abbreviated expression of the main ideas and supporting ideas of a text, arranged in a graphic format which gives precedence to the most important ideas.

past experience: memories of interactions with particular times, places, activities, or people; these memories provide a personal reference point and a concrete image readers associate with their reading.

personal expression: writing from the heart; writing which reflects the care the author has about the subject.

persuasion: a type of writing intended to convince the reader to adopt a particular opinion or to perform a certain action. Effective persuasion appeals to both the intellect and the emotions. (McDougal Littell, *Literature & Language* 12, p. 949.)

persuasive: See persuasion.

phonemes: In oral language, the small units that combine to form syllables and words (e.g., the phonemes in the standard English words “bit” and “hit” are the same except for the first segment and the word “hint” has one more phoneme than the word “hit.”). *

phoneme segmentation: To break words into phonemes. *

phonemic awareness: A special kind of “phonological awareness” (defined below) involving the smallest units of oral language, phonemes. *

phonics: Instructional practices that emphasize how spellings are related to speech sounds in systematic ways; letter-sound correspondences. *

phonogram: in word recognition, a graphic sequence comprised of a vowel grapheme and an ending consonant grapheme, as *-ed* in *red, fed,* or *-ake* in *bake, cake, lake.* √

phonological awareness: Knowing that oral language has structure that is separate from meaning; attending to the sub-lexical structure (i.e., structure within words) of oral language, e.g., “beg” has one syllable and three phonemes, “egg” has one syllable and two phonemes. *

√ Harris, T.L., & R.E. Hodges, Eds. *The Literacy Dictionary: The Vocabulary of Reading and Writing.* Newark, DE: International Reading Association. 1995.

* National Research Council. *Starting Out Right: A Guide to Promoting Children’s Reading Success.* National Academy Press. 1999.

Glossary (cont.)

phonology: The aspects of language structure related to the distinctive features for the representation, production, and reception of sounds of language. *

point of view: 1)“Although this term is usually restricted to fiction it may be applied to nonfiction when discussing the relative subjectivity or objectivity of a text.” (Harris & Hodges, 1995, p.190), 2) the position or vantage point from which the events of a story seem to be observed and presented to us. The chief distinction usually made between points of view is that between a third-person narratives and first-person narratives. A third person narrator may be omniscient and therefore show an unrestricted knowledge of the story’s events from outside of “above” item; but another kind of third-person narrator may confine our knowledge of events to whatever is observed by a single character or small group of characters, this method being known as “limited point of view.” (Baldick, 1996, p. 173)

power: writing which reflects the strength of the author’s knowledge or experience of the subject; the author’s ability to establish the credibility of the text in the reader’s eyes; conviction.

prior knowledge: a reader’s knowledge of text type format as well as knowledge of the topic of a particular reading selection.

problem and solution: a text structure or particular method of developing an idea in which the author expresses a difficulty or challenge, then offers a resolution to that difficulty or challenge.

proficiency: the effectiveness and efficiency with which a reader applies appropriate strategies to construct the meaning of a text.

proficient: accomplished; effective application of reading or writing strategies to the creation or construction of a text.

psychological and psychoanalytic criticism: Psychological criticism deals with a work of literature primarily as an expression, in fictional form, of the state of mind and the structure of personality of the individual author. (Abrams, 1999, p. 253)

QAR: Question Answer Relationship. A questioning strategy, which assists the reader’s comprehension skills by focusing on four types of questions. The four types are: Right There, Think and Search, Author and You, and On Your Own. (Taffy Raphael, 1982)

reader response: a theory of reading which maintains that reader and text must interact. (Rosenblatt, 1938)

readiness: to be prepared for instruction. *

retelling: a method for assessing comprehension of a reader. A reader will recall any facts, main ideas, details, or information from the selection. The reader may complete the retelling orally or in writing. ✓

rimes: a vowel and any following consonants of a syllable, as /ook/ in *book* or *brook*, /ik/ in *strike*, and /a/ in *play*. ✓

rising action: exposition and complications that lead to the climax. (Lukens, 1995, p. 338)

✓ Harris, T.L., & R.E. Hodges, Eds. *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association. 1995.

* National Research Council. *Starting Out Right: A Guide to Promoting Children’s Reading Success*. National Academy Press. 1999.

Glossary (cont.)

satire: 1. "the use of decisive wit in any context to attack folly or wickedness." (Morris, 1970, p. 1154)
2. a mode of writing that exposes the failings of individuals, institutions, or societies to ridicule and scorn. Satire is often an incidental element in literary works that may not be wholly satirical, especially in comedy. Its tone may vary from tolerant amusement, as in the verse satires of the Roman poet Horace to bitter indignation as in the verse of Juvenal and the prose of Jonathan Swift. (Baldick, 1996, p. 198)

scanning: glancing through reading material to locate a particular piece of information. (*How to Improve Your Study Skills*, Coman and Heavers, p. 94)

sentence fluency: sentences that fit well with the other sentences in the text so that the sound is smooth. One often hears references to sentences that "flow."

six-trait analytic model: a rubric tool for assessing writing by selecting the descriptors which most accurately describe the writing in each of six traits: ideas/content, organization, voice, word choice, sentence fluency, and conventions.

skilled: accomplished; effective application of reading or writing strategies to the creation or construction of a text.

skimming: forming an overview of a text by reading the first few paragraphs and noting chapter headings, words in bold type, or graphics and pictures. (*How to Improve Your Study Skills*, Coman and Heavers, p. 94)

sociological criticism: most literary historians and critics have taken some account of the relation of individual authors to the circumstances of the social and cultural era in which they live and write, as well as of the relation of a literary work to the segment of society that its fiction represents or to which the work is addressed. (Abrams, 1999, p. 288-289)

SQ3R: a series of steps to be used in reading a textbook for study purposes. Note: The term derives from survey the assignment to note the points emphasized; pose a *q*uestion initially on the first section (and later on successive sections); *r*ead to answer the question; *r*ecite the answer to the question; and, after several questions and answers, *r*eview the material read. This study method was first introduced by Robinson in *Effective Study* (1946), but it has since been adapted by many other writers and programs. ✓

story mapping: See mapping, story.

style: any specific way of using language, which is characteristic of an author, school, period, or genre. Particular styles may be defined by their diction, syntax, imagery, rhythm, and use of figures, or by any other linguistic feature. (Baldick, 1996, p.214)

syllable: a unit of spoken language. In English, a syllable can consist of a vowel sound alone or a vowel sound with one or more consonant sounds preceding and following. *

✓ Harris, T.L., & R.E. Hodges, Eds. *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association. 1995.

* National Research Council. *Starting Out Right: A Guide to Promoting Children's Reading Success*. National Academy Press. 1999.

Glossary (cont.)

symbol: in the simplest sense, anything that stands for or represents something else beyond it - usually an idea conventionally associated with it. Objects like flags and crosses can function symbolically; and words are also symbols. In literacy usage, however, a symbol is a specially evocative kind of image; that is, a word or phrase referring to a concrete object, scene, or action which also has some further significance associated with it; roses, mountains, birds, and voyages have all been used as common literary symbols. A symbol differs from a metaphor in that its application is left open as an unstated suggestion: thus the sentence “She was a tower of strength”, the metaphor ties a concrete image (the “vehicle”: tower) to an identifiable abstract quality (the tenor strength). (Baldick, 1996, p.218-219)

synonym: is defined as a word that means the same as a given word.

syntax: the aspects of language structure related to the ways in which words are put together to form phrases, clauses, and sentences. *

technical writing: 1. Technical writing conveys specific information about a technical subject to a specific audience for a specific purpose. (Michael Markel) 2. communication written for and about business and industry, focusing on products and services--how to manufacture them, market them, manage them, deliver them, and use them. (*Writing That Works, German*, p.1) In order to provide further explanation, technical reading is further described:

technical reading: reading text in order to complete a specific technical task, e.g., reading an auto mechanic manual or reading a map of the United States. For the purpose of the Kansas Reading Assessment, documents such as a bus or train schedule; directions for games, repairs, classroom, and laboratory procedures; tax or insurance forms; recipes; voter registration materials; maps referenda; consumer warranties; and office memos are examples of technical pieces. When they read to perform tasks, readers must use their expectations of the purposes of the documents and the structure of documents to guide how they select, understand, and apply such information. The readers’ orientation in these tasks involves looking for specific information in order to do something. Readers need to be able to apply the information, not simply understand it as is usually the case in reading to be informed. Furthermore, readers engaging in this type of reading are not likely to savor the style or thought in these texts, as they might in reading for literary experience. (National Assessment of Educational Progress, 1998)

text structure: the various patterns of ideas that are embedded in the organization of text. Note: Common patterns of text structure are cause-effect, comparison-contrast, problem-solution, description, and sequence.

theme: 1. a topic of discussion, writing, etc. 2. a major idea or proposition broad enough to cover the entire scope of a literary or other work of art. Note: A theme may be stated or implicit, but clues to it may be found in the ideas that are given special prominence or tend to recur in a work. ✓

timelines: a linear, usually graphic organization in which events are presented in the temporal order of their occurrence.

tone: 1) a particular style in writing or speaking. Note: In literary analysis, there is a difference of opinion about the distinction between tone and mood. The terms are sometimes used synonymously, but certain authorities use tone to apply to the author’s attitude reflected in the style of the written word, reserving mood to refer to the effect created by the author’s use of various literary devices. 2) the writer’s attitude (humorous, admiring, sad, angry, bitter) toward the subject, inferred by the reader from the author’s word choice. (McDougal Littell *Literature and Language* 12, p. 952) See also mood.

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Glossary (cont.)

topic: the general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage as a whole belong; ✓

venn diagrams: a graphic organizer displayed as two overlapping circles that show those features either unique or common to two or more concepts. ✓

vocabulary strategies: various techniques to study the structure of words and their use in context; includes a study of roots, prefixes and suffixes, use of context clues, semantic mapping, denotation, connotation, and semantic feature analysis.

voice: similar to “tone” in literature. Commonly, writers think of this as both the sound and the stance the writer assumes.

webbing: in planning writing, the use of diagrams or maps to show the relationships among the ideas to be included. See also mapping.

word attack: an aspect of reading instruction that includes intentional strategies for learning to decode, sight read, and recognize written words. *

word decoding: an aspect of reading that involves deriving a pronunciation for a printed sequence of letters based on knowledge of spelling-sound correspondences. *

word recognition: in reading, identifying as known words those that have been decoded or processed as whole words and associating the known words with their meaning and use in language being read. *

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