



## ***Kansas Effective Practices Instructional Toolkit***

Implementing Research and Resources Into Action  
Research Lesson 1: Daily Challenges

### **Ascending Intellectual Demand Strength Area: Language Arts**

Level III - Intensive/Individualized	<ul style="list-style-type: none"> <li>IB</li> <li>Authoring</li> <li>Internships</li> <li>Specialized diploma</li> <li>Post secondary literature</li> </ul>
Level II - Targeted	<ul style="list-style-type: none"> <li>Junior Great Books</li> <li>Philosophy for children</li> <li>Specialized curriculum</li> <li>Language arts seminars</li> <li>Debate and Poetry clubs</li> <li>Advanced summer L.A. programs</li> <li>Mentorship - exploratory/investigative</li> <li>Competitions (writing, speech, drama)</li> <li>College of William &amp; Mary units</li> <li>Early entrance into AP Composition/Literature</li> <li>Online advanced course (APEX learning)</li> </ul>
Level I - Core	<ul style="list-style-type: none"> <li>Career Studies</li> <li>Foreign language</li> <li>Literature Circles</li> <li>Accelerated instruction</li> <li>Differentiated writing prompts</li> <li>Pre-assessment of language arts skills</li> <li>Advanced language arts learning centers</li> <li>Literature at advanced instructional level</li> <li>Vertical progression on reading and writing continuums</li> <li>Early instruction in research, presentation, and study skills</li> <li>Opportunities to submit work for real-world publication</li> <li>Comparison of concepts in literature in different cultures</li> <li>Navigator Novel Study Guides (College of William and Mary)</li> <li>Study of interdisciplinary themes, concepts, multicultural, and global issues</li> </ul>

### **Frequently Asked Questions**

#### ***What if a student who needs to do an independent study can't find a topic to work on?***

Suggest that the student brainstorm a list of things that pop into his head or make a list of questions that he would like to answer. Then he should prioritize the list according to how much he would like to study each topic, by putting them in numerical order, or by arranging them on a target, with the most desired topic in the "bull's eye." Either of these ideas should help the student determine a topic. Another idea is to browse the books in the nonfiction area to find a topic.

#### ***How can a teacher justify using time for independent study activities when many students are below grade level?***

As the teacher allows students to work on independent projects, she will actually have more time to work with other students. The independent study allows the students to work at their own pace on their own topics of interest, independently.

**What should the focus of instruction be for students who are proficient on Language Arts and Writing standards?**

Utilize standards beyond their grade level placement to encourage continued growth. Ensure that students are reading a variety of genre, writing in a variety of styles and purposes. Students should be engaging in discussions about various pieces of quality literature as they pertain to a theme.

**Resources**

Dreyer, S. (1993). *The Best of Bookfinder: A Guide to Children's Literature about Interest and Concerns of Youth Aged 2-18*. Circle Pines, MN: American Guidance Services.

Great Books Foundation: [www.greatbooks.org](http://www.greatbooks.org)

Grant, J. (1999). *The Young Person's Guide to Becoming a Writer: How to Develop your Talent, Write Like a Pro - and Get Published!* Hawthorne, NJ: Educational Impressions.

Halsted, J.W. (2000). *Some of my Best Friends are Books (2nd Ed.)*. Scottsdale, AZ: Great Potential Press, Inc.

Halsted, J.W. *Guiding the Gifted Reader*, ERIC EC Digest #481.

International Reading Association: [www.reading.org](http://www.reading.org)

Literature Connections Novel Guide: [www.mcdougallittell.com](http://www.mcdougallittell.com)

Novel Units: [www.educyberstor.com](http://www.educyberstor.com)

Rudman, M. K. (1995). *Children's Literature: An Issue Approach*. White Plains New York: Longman Publishers.  
Schroeder-Davis, S. *Annotated Bibliography of Books for Gifted Readers*: [Schroederdavis@elkriver.k12.mn.us](mailto:Schroederdavis@elkriver.k12.mn.us)

The Junior Great Books Foundation: [www.greatbooks.org](http://www.greatbooks.org)

Center for Gifted Education, College of William and Mary, Williamsburg, VA: <http://www.cfge.wm.edu>