

Standard 1: Reading

NINTH - TWELFTH GRADES

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 2: The student reads fluently.

Ninth through Twelfth Grades Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i>.</p>	<p>The teacher...</p> <p>1. (a) models to the students the significance to read or retell a piece from their portfolios concentrating on natural speech rhythm.</p> <p>(b) discusses with the students the need to adjust reading rate in order to think critically and evaluate various types of texts. Students discuss which type of text would need to be read slowest and why.</p> <p>(c) reads aloud a text to students, using a think-aloud strategy to explain how he/she adjusted reading rate to improve comprehension. Students then silently and independently read another passage, noting where in the text they had to adjust their own reading rate. Students then participate in a discussion with peers regarding whether or not adjusting reading rate improved their understanding of the text. Repeat the same strategy using different text types (<i>narrative, expository, technical, persuasive</i>). Have students create a chart describing how they adjusted their own reading rate for each type of text.</p> <p>(d) reads aloud and or plays audios of both good and poor oral readings. After listening to examples, the teacher leads class through the development of a Venn Diagram comparing reading rate of good and poor oral reading. Teacher should ensure that adjusting reading rate to support the comprehension of the listeners is one of the qualities of good oral reading that is discussed. Next, leads the students through the creation of a classroom practice, and presents an oral reading of their choice to the class. During oral readings, directs student listeners to use the rubric to evaluate the oral reading of their peers. After returning completed rubric to students, the teacher directs students to use the peer evaluations to independently reflect in writing on their own performance.</p>

(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 1: Reading

NINTH - TWELFTH GRADES

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

Ninth through Twelfth Grades Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. ▲ determines meaning of words or phrases using context clues (e.g., definitions, <i>restatements</i>, <i>examples</i>, <i>descriptions</i>, <i>comparison-contrast</i>, clue words, <i>cause-effect</i>) from sentences or paragraphs. 2. locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, encyclopedias, internet) that are appropriate to the task. 3. ▲ determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲<i>prefixes</i>, and ▲<i>suffixes</i> to understand complex words, including words in science, mathematics, and social studies. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) gives students a list of words to look for as they read (or has students generate their own lists by searching for words 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 determining which context clue method is utilized. (b) identifies a word or phrase from a classroom text which uses a context clue(s). Teacher presents the word or phrase to the class out of context and asks students to predict possible meaning(s). Teacher directs students to read the word or phrase in the text. As a class, determine the actual meaning of the word or phrase as it is used in context. Next, identifies and discusses the type of context clue(s) used by the author to lead the reader to the appropriate meaning. Repeat the same process using different words or phrases throughout the year. 2. (a) reviews reference materials with students. 3. (a) provides students opportunities to investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language. (b) gives students a list of unfamiliar words which contain a <i>root word</i>, <i>prefix(es)</i>, and <i>suffix(es)</i>. Direct students to highlight the <i>prefix(es)</i> with one colored highlighter and the <i>suffix(es)</i> with a different colored highlighter. Next, asks students to list the <i>prefix(es)</i> and its definition, the <i>suffix(es)</i> and its definitions, and the root word and its definition on a piece of paper. Finally, directs students to write a definition of the word based on the clues provided by the <i>prefix(es)</i>,

<p>4. ▲ identifies, interprets, and analyzes the use of <i>figurative language</i>, including <i>similes</i>, <i>metaphors</i>, <i>analogies</i>, <i>hyperbole</i>, <i>onomatopoeia</i>, <i>personification</i>, <i>idioms</i>, <i>imagery</i>, and <i>symbolism</i>.</p>	<p><i>suffix(es)</i>, and <i>root word</i>.</p> <p>(c) provides students with a list of common Greek, Latin, and Anglo-Saxon roots, <i>prefixes</i>, and <i>suffixes</i>. Teachers across all content areas, science, mathematics, and social studies should model using the list and require students to use the list to help determine meaning of appropriate content area vocabulary.</p> <p>4. (a) directs students to illustrate posters to represent the most common types of relationships expressed in analogies, similes, and metaphors. These posters could include student-generated examples and artwork/illustrations and can be displayed in the classroom as instructional tools.</p> <p>(b) models how to analyze <i>metaphors</i>. For example, one might use the <i>metaphor</i>, "Love is a rose." First, the teacher identifies the literal pattern or characteristics of the first element in the <i>metaphor</i>. Next, the teacher identifies the literal pattern or characteristics of the second element. For example, rose is beautiful, sweet, brings happiness, but can have thorns. Finally, the teacher identifies the abstract relationship between the two elements: something that can bring happiness can also cause pain. Following the modeling, the teacher provides guided practice in analyzing <i>metaphors</i> using a variety of sample <i>metaphors</i>. Teacher should continue to scaffold instruction, guided practice, and independent practice including identifying, interpreting, and analyzing <i>metaphors</i> used within classroom texts.</p> <p>(c) in World History, has the students write analogies to describe the Byzantine Empire, for example "If the Byzantine Empire was an animal, it would be a(n)..." or an analogy such as, "If the Byzantine Empire was an animal, it would be a(n)? Then, direct students to interpret how the analogy represents that time and place.</p> <p>(d) invites students to read a variety of comic books which contain <i>onomatopoeia</i>. Then, asks students to identify specific examples of <i>onomatopoeia</i> and analyze its use within the text.</p> <p>(e) provides students with poetry written by several poets. Asks students to identify and analyze the use of <i>personification</i> in the</p>
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<p>5. discriminates between <i>connotative</i> and <i>denotative</i> meanings and interprets the <i>connotative</i> power of words.</p>	<p>poems. Then, directs students to write their own poems using <i>personification</i> appropriately to support comprehension and understanding of their own poem.</p> <p>5. (a) after reviewing <i>denotations</i> and <i>connotations</i> reads political/historical <i>persuasive</i> speeches or documents. Students select words that need a clear definition to understand the full meaning of the selection. Then students discover and record the <i>denotation</i> of the word, and generate and record possible <i>connotations</i> for those words that could be emotionally charged. The students compare and discuss each word.</p> <p>(b) in social studies, has the students compile a list of places, building, songs, poetry, prose, etc. that serve as symbols which identify, unify, or divide a group of people. Students make a T-Chart with the emotions encountered when dealing with the different symbols. Students explain their choices and discuss the <i>T-Chart</i> with the class.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 1: Reading

NINTH - TWELFTH GRADES

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of texts (*narrative, expository, technical, and persuasive*).

Ninth through Twelfth Grades Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>. 2. ▲ understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts. 3. uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) encourages students to respond to informational reading through varied and appropriate modes such as writings, performances, projects, graphic displays, and available technology. (b) provides students with an example of a Venn Diagram. The students work in pairs to complete the <i>Venn Diagram</i> by showing the similarities and differences of characteristics between the two text types. Students can use a semantic web to identify the characteristics of <i>technical</i> and <i>persuasive texts</i>. 2. (a) writes the different text features onto paper or cardboard disks and puts them into a container. After reading a section from a literature textbook, the teacher divides the students to work with a partner. The teacher instructs the students to randomly select a paper or disk with the written text features. The students look in the literature read from the textbook for an example of the text feature which was drawn from the container. The students make a poster explaining the text feature and presents it to the class. (b) in social studies, has the students develop a series of maps and/or charts to explain the occurrences and distribution of one distinctive part of a major physical component of Earth's environment (e.g., climate, landforms, erosion, or natural disasters). 3. (a) uses the <i>topic</i> of the text to have students discuss the studied topics and encourages the students to ask themselves questions about the text they read. The teacher provides the students with sticky notes to write questions about the text as the text is being read. Once the text has been read, the students write their questions from the sticky notes onto a sheet of paper, then, write their prediction to what will happen next with the text. As the text is being read,

4. generates and responds logically to literal, inferential, evaluative, synthesizing, and *critical thinking* questions before, during, and after reading the text.

5. ▲ uses information from the text to make inferences and draw conclusions.

students are encouraged to change their predictions. When the text has been read to its entirety, the students will confirm their predictions.

4. (a) before reading the text, has the students use the SQ3R process using the headings and subheadings to ask about the text before reading.

(b) during reading of the text, has the students write questions they encounter onto sticky notes. Then, after reading the students read the questions on their sticky notes to determine if they still need an answer to the question or if another question has arose stemming from the initial question.

5. (a) has the students read a *narrative text*. As the students are reading about a *character*, the teacher has the students make inferences about the *character* using the descriptive words which are describing the *character*. The students arrive at their inferences using a word equation (see-example-below)

Character-Description + Prior-Knowledge = Inference
 (What-are-the-details)------(What-the-details-mean-to-you)

(b) encourages the students to draw conclusions using information from the text. The teacher has the students chart pieces of information from the text onto a two-column graphic organizer (see below) and draw conclusions using the information from the text.

Information From The Text	Conclusion
Friends are buying dresses	Going somewhere special
Students decorating the gym	A possible party
Making reservations for dinner	A special occasion

(c) in *World History*, has the students develop a five-column matrix with the four characteristics of a civilization and add religion. Then down the side, give a row in the matrix to each Middle Eastern ancient civilization: Sumerians, Babylonians, Phoenicians, Assyrians, and Hebrews. The students complete the matrix as a chart of information to show how each group fulfilled the requirements of

6. ▲ analyzes and evaluates how authors use text structure (e.g., *sequence, problem-solution, comparison-contrast, description, cause-effect*) to help achieve their purposes.
7. ▲ compares and contrasts varying aspects (e.g., *characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence*) in one or more appropriate-level texts.
8. ▲ explains and analyzes *cause-effect* relationships in appropriate-level *narrative, expository, technical, and persuasive texts*.

being deemed a civilization. Students should then draw conclusions about each civilization and the Middle Eastern civilization as a region.

6. (a) 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 – *Fishbone Graphic Organizer*
- (b) in *United States History*, has the students construct a timeline showing treaties, mutual defense pacts, and other events that led to a rapid escalation of the conflicts that resulted in *World War I*.
- (c) in *social studies*, has students research a current law to establish its purpose and effect or create a law that will solve a problem.
7. (a) prepares a *Venn Diagram*. After reading a text, the teacher has the students work in pairs to compare one *character* to another. Once the *Venn Diagram* has been completed, the teacher has the students change partners and discuss how the *characters' traits* made them feel about each character.
- (b) in *World History*, has the students read excerpts from *Plato's Republic*, and compare *Plato's ideas* to those practiced in the workings of the federal government. Students will complete a 10-minute writing about *Plato's contributions* to the *United States ideal of the democratic republic*.
- (c) in *World History*, has the students create a *jigsaw structure* in the classroom to study the world religions of *Christianity, Hinduism, Buddhism, Confucianism, Taoism, or Legalism*. First, the teacher will assign students to same-subject groups that reaches the religion they choose. The students complete a saturation study of that religion and present the information to the class as a group. Then the students will jigsaw the groups by moving group members to include all 6 religions. The new groups then decides how to present a comparison and contrast of the religions to the class.
8. (a) provides students with a *cause effect graphic organizer* (see-

<p>9. ▲▲ uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (stated and implied <i>main ideas</i>, main events, important details, underlying meaning) from appropriate-level <i>narrative</i>, <i>expository</i>, <i>technical</i>, and <i>persuasive texts</i> in logical or sequential order, clearly preserving the author's intent.</p> <p>10. ▲ identifies the <i>topic</i>, <i>main idea(s)</i>, supporting details, and <i>theme(s)</i> in text across the content areas and from a variety of sources in appropriate-level texts.</p>	<p>below). The teacher encourages the students to determine what the major event/cause of the text is as the text is being read. Once the cause is determined, the teacher encourages the students to reread the text to look for the events/effects that result from the cause.</p> <p>(b) in government, has the students create a Venn Diagram comparing and contrasting the rights of a citizen vs. a non-citizen. Students will list and explain the ways people have United States citizenship.</p> <p>9. (a) 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 and contrasted between the two novels or stories. As they read, students keep response logs of their reactions and supporting evidence. After both groups finish, the teacher leads and structures a discussion of the key issues.</p> <p>(b) in World History, has students create a "World at War Scrapbook" which asks students to select 15 events from World War I and World War II for a total of 30 events. A timeline for each World War must be included. For each event selected, students must write a brief paragraph summary of the event. In the first paragraph, the information should include who, what, when, there, why, and how. The second paragraph should include the historical significance of the event and why the student chose that particular event.</p> <p>10. (a) encourages students to take summary notes using words which are repeated throughout the text and to list ways the <i>characters</i> (both major and minor) responds to these words in order to assist in determining the <i>theme</i>.</p> <p>(b) in World History, has the students write one sentence summaries for each <i>main idea</i> from the Magna Carta and place them in the left-hand column of a two-column chart. In the right-hand column, students write the related idea from the United States Constitution or the United States Bill of Rights. Students use this information to analyze the Magna Carta as a foundational document of the Constitutional Monarchy in England and to analyze how this changed the course of the history of England.</p>
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<p>11. ▲▲ analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g., <i>foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view, allusion, overstatement, paradox</i>) work together to achieve his or her purpose for writing text.</p> <p>12. establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).</p> <p>13. follows directions presented in <i>technical text</i>.</p> <p>14. ▲ identifies the author's position in a <i>persuasive</i> text, describes techniques the author uses to support that position (e.g., <i>bandwagon approach, glittering generalities, testimonials, citing authority, statistics</i>, other techniques that appeal to reason or emotion), and evaluates the <i>effectiveness</i> of these techniques and the credibility of the information provided.</p>	<p>11. (a) plays a variety of appropriate music for the students to listen (e.g., classical, contemporary instrumental, rock, and etc.). After listening to each set of music, the teacher has the students answer questions (e.g., Did the music have a lot of rests?, What kinds of words did the writer use? How did the music make you feel? Did the music contain repeated words or phrases?) Once the students have completed the task, the teacher reads a passage to the students. Before reading, the teacher encourages the students to make note of any repeated words or phrases, and to keep track of the length and complexity of the words and sentences. After reading the entire passage, the teacher asks the students to indicate how the passage made them feel. Then the teacher explains to the students that the author's purpose for writing is revealed through various modes (e.g., through his/her choice of words, through his/her choice of simple or complex words and-sentence length, and through how the passage made the listener feel while hearing or reading the text).</p> <p>12. (a) encourages students to evaluate his/her own responses to reading for evidence of growth in insight, clarity, and support.</p> <p>(b) provides students with various excerpts or examples of different text type samples. On wall chart paper, the teacher writes 4 categories which author's write using the phrases: To be informed; To follow directions, To be entertained, To solve problems. Each student reads his/her except or describes the sample and the rest of the classmates decide in which category the text belongs. The teacher then explains to the students that authors write for a specific purpose.</p> <p>13. (a) has the students negotiate, clarify, and defend opinions in large and small discussion groups.</p> <p>14. (a) provides students with several pieces on the same issue but written from a different point of view. Students discuss the effectiveness of each author.</p>
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15. ▲▲ distinguishes between fact and opinion, and recognizes *propaganda* (e.g., advertising, media, politics, warfare), *bias*, and *stereotypes* in various types of appropriate-level texts.

15. (a) directs students to use a *T-Chart* to list facts and opinions from a newspaper article.

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Teacher Notes:

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 2: Literature

NINTH - TWELFTH GRADES

Standard 2 – Literature: The student responds to a variety of texts.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Ninth through Twelfth Grades Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ identifies and describes different types of <i>characters</i> (e.g., <i>protagonist</i>, <i>antagonist</i>, round, flat, static, dynamic) and analyzes the development of <i>characters</i>.</p>	<p>The teacher...</p> <p>1. (a) creates and adds to a list of characteristics for each of the different genres. This information is placed in <i>graphic organizer</i> form by students to use as a ready reference.</p> <p>(b) prior to reading a novel, provides students with a format for a critical review that will be completed at the end of the unit. While reading the novel, the class discusses the major components of the review as they appear:</p> <ul style="list-style-type: none"> • <i>plot</i>-synopsis in present tense focusing on the main events and identifying the climatic scene • characterization-protagonist/antagonist <ul style="list-style-type: none"> • static vs. dynamic <i>character</i> • flat vs. round <i>character</i> • reasons for classifications • how characters are revealed • <i>setting</i>-description and analysis of how it adds to the meaning • structure-identify and explain the <i>narrative</i> pattern(s) and conflict(s) • literary considerations-identification and explanation with examples of <i>symbolism</i>, <i>foreshadowing</i>, etc. as they apply to the novel • <i>theme</i>-primary and secondary, explicit and implicit, and • evaluation-reactions and opinions concerning the novel with justifications/explanations <p>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.</p>

<p>2. ▲ analyzes the historical, social, and cultural contextual aspects of the <i>setting</i> and their influence on characters and events in the story or literary text.</p> <p>3. ▲ analyzes and evaluates how the author uses various <i>plot</i> elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the <i>plot</i> and make connections between events.</p> <p>4. analyzes <i>themes</i>, tone, and the author’s point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.</p> <p>5. ▲▲ identifies, analyzes, and evaluates the use of literary devices (e.g., <i>foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement</i>) in a text.</p>	<p>2. (a) uses a <i>matrix</i> to show the elements of style, <i>theme, plot, setting, and characters</i>. Then students discuss inferences and draw conclusions about the story.</p> <p>3. (a) directs the students to use the <i>QAR Process</i>.</p> <p>4. (a) directs students to use a <i>graphic organizer</i> to compare texts.</p> <p>1. (a) discusses the complex literary devices and creates a classroom definition for each. Students choose a piece of literature to use as an example for each literary device to then analyze and study in-depth.</p> <p>(b) after identifying facts and opinions in a <i>persuasive</i> piece, students infer, explain, and record the author’s bias and provide evidence of this bias.</p> <p>(c) during a peer editing activity, students identify, discuss and explain each other’s points of view and biases in their writing.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 2: Literature

NINTH - TWELFTH GRADES

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to various cultures.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. recognizes ways that literature from different cultures presents similar <i>themes</i> differently across genres. 2. compares and contrasts works of literature that deal with similar <i>topics</i> and problems. 3. evaluates distinctive and shared characteristics of cultures through a variety of texts. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) uses a text -to-text connection across countries and develops a Venn Diagram to identify similarities and differences between the two cultures. 2. (a) in social studies, has students compare and contrast ways in which Europeans and American Indians developed economic interdependence. Students will research each groups economic interdependence development. (b) in United States History, has the students analyze the Declaration of Independence and the Bill of Rights and show how the application of concepts from these documents have changed over the last 200 years. (c) encourages students to compare and contrast media using art forms. 3. (a) in World History, has students work in cooperative structures to develop the game, "Who Am I?" by researching and writing descriptions (focusing on contributions) on 3" x 5" index cards for each of the great philosophers, and other important individuals from Greek civilizations. Each group will have 10 people to describe. Then groups will exchange decks of cards and play the game. One point is awarded for each correct response to the writing on the card. Once all the groups have practiced with all the conducted cards, conduct a whole class discussion of what information was chosen for the cards and the significance of the individual's contributions.

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<p>Teacher Notes:</p>	

Standard 3: Writing

NINTH - TWELFTH GRADES

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The students use writing as a tool for learning throughout the curriculum.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. uses the writing process in various formats such as lab reports, journal entries, research reports, speeches, business letters, scripts, essays, critical analysis of current events and reaction papers in all content areas.	<p>The teacher...</p> <ol style="list-style-type: none">1. Sticky notes <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

NINTH - TWELFTH GRADES

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. generates ideas by using strategies, which may include recalling, brainstorming, free writing, outlining, and clustering. 2. writes successive versions after rereading, adding new information and reorganizing for sequence. 3. proofreads and edits (self and peers) revisions for grammar, spelling, usage and format. 4. uses a style manual such as <i>Modern Language Association (MLA)</i>, <i>American Psychological Association (APA)</i>, or other acceptable style manuals. 5. publishes a legible final copy. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. allows time for brainstorming ideas and <i>topics</i>. 2. encourages the generating of new information through reading various materials. 3. allows time for peer review of works. 4. models the completion of task using a style manual approach. 5. assures that students complete a final draft on the computer. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

NINTH - TWELFTH GRADES

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The students use ideas that are well developed, clear and interesting.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. selects <i>topics</i> that are original and appropriate for the task. 2. uses strategies for generating ideas such as brainstorming, listing, webbing, working in pairs or cooperative groups and gleaning information from print sources. 3. writes using knowledge or experience. 4. provides details that focus the reader’s attention on important information. 5. develops the <i>topic</i> in an enlightening and purposeful way that makes a point or tells a story. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. allows students to select their own <i>topic</i> for the task. 2. encourages the use of graphic maps to organize thoughts. 3. encourages students to draw from personal experience to enhance the writing task. 4. models how the use of details draws the audiences attention. The teacher models this by reading excerpts from various literature. 5. demonstrates how to creatively construct an opening paragraph to catch the audience's attention at the beginning of the writing. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

NINTH - TWELFTH GRADES

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 4: The students will use organization that enhances the reader’s understanding.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. writes a cohesive piece that is appropriate for a specific type of writing with a clear introduction that draws in the reader, supports <i>main ideas</i> and details and contains a conclusion. 2. uses transitions to connect ideas within the between paragraphs. 3. uses sequence that is logical and effective within each paragraph as well as within the entire written piece. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. has the students work in class on a "round robin" <i>theme</i> where students have the opportunity to write an introduction, supporting paragraphs, and a conclusion using someone else's <i>theme</i>. Students must complete all three parts of a writing project which is then shared with the class. 2. has the students brainstorm a list of transition words which will work well in the writing and makes sure the student uses these word in the task. 3. encourages student to read and reread their draft to assure a logical flow of information has been created. Students then peer read and critique. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

NINTH - TWELFTH GRADES

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 5: The students use *authentic* and appropriate voice.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> uses <i>vocabulary</i> and language forms to convey mood and personality (might include humor, suspense, sarcasm, cynicism, originality and liveliness). conveys individual personality to the reader. uses a voice appropriate to the audience, occasion and purpose. 	<p>The teacher...</p> <ol style="list-style-type: none"> 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. presents several different genres exhibiting voice to student(s) using daily mini-lessons. Students are asked to describe the author or his emotions based on the samples shared in class. Examples of <i>technical</i> and <i>expository writings</i> 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 in which are voiceless or overdone to demonstrate effective use of voice. presents this as a class project. Students write a proposal to lengthen the time of the eighth grade party at the end of the year. The class will write a petition to student council, a letter to parents, and a letter to the editor to demonstrate their knowledge of appropriate types of writing for different audiences. <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

NINTH - TWELFTH GRADES

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 6: The students use effective word choice.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. chooses words that are specific, accurate, and easy to understand.2. uses language that is appropriate for the type of writing and for the audience.3. uses action verbs that energize the writing and precise nouns and modifiers that create images in the reader’s mind.4. uses cliché’s and jargon sparingly, only for effect.	<p>The teacher...</p> <ol style="list-style-type: none">1. has the students make a cluster of words to be used in the writing.2. has the students brainstorm which words will be appropriate for the targeted audience.3. encourages the students to use proper wording for the task and to change wording using suggestions from a thesaurus.4. makes sure students use appropriate words for the writing task which target the desired audience. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

NINTH - TWELFTH GRADES

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 7: The students use clear and fluent sentences.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. constructs sentences for clarity and meaning.2. uses rhythm to emphasize meaning.3. writes sentences that vary in length and in structure.4. uses fragments only for style.5. uses dialogue that is natural.	<p>The teacher...</p> <ol style="list-style-type: none">1. encourages students to construct clear and understandable sentences. Insists students use dictionaries when needed.2. note-taking3. models the use of correct sentence structure. Allows for peer editing to ensure proper flow of sentences.4. checks the draft with the students to assure fragments have been used appropriately.5. has the students read into a recording device and listen to his/her own work to check for dialogue errors. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

NINTH - TWELFTH GRADES

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 8: The students use standard American English conventions.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. writes paragraphs to reinforce the organizational structure of the text. 2. uses grammar and usage that contribute to clarity and style. 3. uses accurate punctuation to guide the reader through the text. 4. uses correct spelling. 5. edits to polish for publication. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. graphic organizers 2. allows for peer editing to check for misuse of grammar, clarity, and style. The teacher prepares a rubric for the editing. 3. provides an opportunity for peer editing to check for punctuation errors. 4. allows time for self-checking and peer editing to check for spelling errors. Student will have a final spelling edit when a final draft is completed on the computer. 5. encourage students to edit a final draft before publishing. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

NINTH - TWELFTH GRADES

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. writes descriptive pieces which may include character sketches and descriptions of time, place, occasion, and object. 2. writes <i>narrative</i> pieces (e.g., personal <i>narratives</i>, <i>autobiographies</i>, and short stories). 3. writes <i>expository</i> pieces (e.g., research and informational writing). 4. writes <i>persuasive</i> pieces (e.g., speeches, critical evaluations, editorials, letters of application, resumes, position papers, letters to the editor, and essays). 5. writes <i>technical pieces</i> (e.g., business letters, charts, graphs, <i>technical reports</i>, manuals, and <i>technical</i> descriptions). 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. provides sample drafts for students which show a variety of ways in which to write about character, descriptions of time, place, occasion, and objects. 2. provides student with story map charts to organize ideas. 3. encourages summarizing of ideas for informational writing. 4. begins the class with a debate regarding a controversial <i>topic</i>. Once students have formed an opinion, the teacher provides the student with an opportunity to write a <i>persuasive</i> paper with support to their decision. 5. provides students with sample resume letters. Students use their information from their personal school experiences (e.g., G.P.A., courses taken, and extracurricular activities) to compose a resume letter on their own. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 4: Research

NINTH - TWELFTH GRADES

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 1: The student uses effective research practices.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. generates relevant, investigating, and researchable questions in order to create a <i>thesis/hypothesis</i>. Uses knowledge, comprehension, application, analysis, synthesis, and evaluation levels of questioning. 2. locates appropriate print and non-print information using text and technical resources, periodicals, and book indices, including databases and internet. 3. verifies the accuracy, relevance, and completeness of information. 4. analyzes the complexities and discrepancies in information and systematically organizes relevant information to support central ideas, concepts, and <i>themes</i>. 5. presents organized statements, reports, and speeches using visuals or media to support meaning, as appropriate. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) allows students to work in pairs to revise questions for a <i>thesis</i>. 2. (a) provides access to a variety of media sources including, glossaries, indexes, tables of content, CD ROM, card catalogue, electronic mail, field trips, interviews. 3. (a) models for the students how to use an inquiry chart and research report. (b) allows students to use text organizers such as overviews, headings, and graphic features to locate and categorize information. 4. (a) guides students to use formal note-taking, outlining, and <i>graphic organizers</i>. 5. (a) has students organize and record new information in systemic ways such as notes, charts, and <i>graphic organizers</i>. (b) in World History, has the students prepare a report about the Columbian Exchange as the "big idea". The teacher will divide the students into cooperative groups and assign each group a <i>topic</i> about which to prepare a saturation report. <i>Topics</i> may include but should not be limited to: colonialism, growth of slavery, advances in navigation and other technologies, influence of Christianity, rise of mercantilism, and the advent of capitalism. Each group will present the <i>topic</i> about which they saturated their knowledge and will include handouts and assignments to support their information.

6. analyzes, organizes, and converts information into different forms (e.g., charts, graphs, drawings).
7. documents sources of information using standard format.
8. uses a manual or form such as *Modern Language Association (MLA)* or *American Psychological Association (APA)*.

6. (a) provides students access to technology.
7. (a) provides students with a model of documents with source of information.
8. (a) provides models using the MLA or the APA style.

(The instructional examples provided in this document are **only** examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

Standard 4: Research

NINTH - TWELFTH GRADES

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 2: The student uses ethical research practices.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. analyzes and understands implications and consequences of <i>plagiarism</i> (e.g., ethical, legal, professional). 2. expresses information in own words using appropriate organization and grammar, word choice, and <i>tone</i> sufficient to the audience. 3. cites references for all sources of information including summarized and paraphrased ideas from other authors. 4. constructs a <i>bibliography</i> with author, title, publisher, year, website name and address, and copyright date using standard style format (e.g., <i>MLA</i>, <i>APA</i>). 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) assigns students a task to write about penalties for <i>plagiarism</i>. 2. (a) promotes the use of role-play to express information in own words to peers. <i>(b) in social studies, has students divide into groups. Students do research on the important court cases (e.g., eminent domain). Each group must present their findings in a predefined manner (teacher decision). Examples: project boards, oral presentations, etc.</i> 3. (a) provides students with models for summarizing and paraphrasing references cited. 4. (a) provides a model of a finished <i>bibliography</i> for students to follow. Encourages students to complete a task using his/her own ideas, thoughts, and design. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	