Standard 1: Reading **THIRD GRADE**

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

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

Third Grade Knowledge Base Indicators	Instructional Examples
The student… 1. recognizes the differences between *narrative*, *expository*, *technical*, and *persuasive texts*.	The teacher… 1. (a) reads two sections to the class, one *narrative* and one *expository* regarding a specific *topic*/concept. Students discuss the differences between the texts in cooperative group, then, share their ideas with the class. (b) provides samples of different text types. Students analyze the author's purpose in writing the text.
2. ▲ understands the purpose of text features (e.g., ▲title, ▲graphs and charts, ▲table of contents, ▲pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.	2. (a) in science class, using the science text book, has students look through the science text book chapters, reading only the headings, the first and last sentences of paragraphs, and graphic captions. In small groups, students 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*. (b) and students look at the table of contents and discuss where in the book the student might find an answer to a question. (c) explains to students that chapters in science class contain many text features, such as boldface type, pictures/illustrations, etc.
3. uses prior knowledge and content to make, revise, and confirm predictions.	3. (a) has the students identify the clues the author has given in the title, pictures, book summary, etc. to make predictions about the text. (b) has the students make text-to-self and text-to-text connections. (c) guides students during reading to use the text to identify key elements and how they can be used to make predictions. (d) directs the students to evaluate their own predictions after reading the entire text.

	(e) directs students to explain the reasoning behind their predictions. A *T-Chart* could be used. (f) uses *graphic organizers* such as KWL and prediction maps. (g) encourages collaborative reading with the students. The teacher randomly selects a student to pick out a story book. The teacher asks the students to predict what will happen in the story based on the title. The teacher reads the story using proper intonation and rate. After a few pages, the students are encouraged to read out loud and follow along with the story. As the story progresses, the teacher encourages prediction by asking the students, "What do you think will happen next?" "Do you agree with what the character did?" The students read the story several times with the teacher. Once the students are familiar and comfortable with the story, the students are encouraged to read the story alone. At this time, the teacher prompts the students, if help is necessary. (h) leads the students in a discussion through a story about using the Directed Reading-Thinking Activity. The teacher discusses with the students what they predict the author will have happening in the story. The teacher and students discus the responses.
4. generates and responds logically to literal, inferential, and *critical thinking* questions before, during, and after reading the text.	4. (a) models *self-questioning* while reading aloud to the students. (b) has students read a short amount of text and create two questions that target higher level thinking about the text. Then, continue to read to look for clues and the answers to their questions. (c) has the student use the *QAR Framework* and poses questions to assist students in their understanding of the text. This process 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. ▲ uses information from the text to make inferences and draw conclusions.	5. (a) will model the use of a graphic organizer containing two large circles at the top of the page and a rectangle at the bottom (Labels in the circles are: In My Head, In The Text and in the rectangle, Conclusions.). The teacher prepares written checks for the students

Standard 1: Reading **SIXTH GRADE**

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

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

Sixth Grade Knowledge Base Indicators	Instructional Examples
The student… 1. identifies characteristics of *narrative, expository, technical*, and *persuasive texts*.	The teacher… 1. (a) guides students through the creation of *semantic web* listing students' prior knowledge of characteristics of *technical text* (e.g., concise text, steps to follow, directions, procedures, illustrations, diagrams, etc.). Next, the teacher provides students with a variety of specific examples of *technical texts* (e.g., assembly manual, recipe, memo, e-mail, instructions, web pages, brochures, newsletters, fliers, etc.) for students to analyze. Students use the sample texts to more fully develop a *semantic web* with their own understanding of characteristics of *technical text*. This activity could be repeated for *narrative, expository, and persuasive texts*.
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) and uses such features to locate information in and to gain meaning from appropriate-level texts.	2. (a) asks students to look through a science text 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*. (b) in social studies, has the students use data and a variety of symbols and colors to create thematic maps and graphs of various aspects of the student's local community, state, country, and the world. The teacher then has the students practice learning locations related to their area of study through games such as "baseball" or a "Location Bee" using a map with numbers in place of names for the assigned locations. The incentive of competition could be added by keeping track of team scores the last day of each week, reshuffling teams after several weeks and tracking scores again. (c) models skimming and scanning of a text that contains a variety of text features and discusses their purposes. Students then skim and scan a different text containing similar text features and explain how each feature contributed to their understanding of the text.

	(g) provides the student with a *technical piece* about assembling a skateboard, bicycle or airplane. The student creates a concept map to identify the concept of physics presented in the *technical text*.
	(b) in science or biology, explains that there are many cause-effect relationships. For example, experiments are often performed to test the effects as a result of changing a single variable.
	(i) in biology, emphasizes that finding a cure for a disease is a problem-solution.
	(j) in science, has the students compare and contrast the science context from within a science fiction novel to actual science.
8. ▲ explains *cause-effect* relationships in appropriate-level *narrative*, *expository*, *technical*, and *persuasive texts*.	8. (a) models the use of cause-effect organizers. Students complete the organizer based on passages from multiple text types.
	(b) directs students to use a yellow highlighter to mark the cause and a green highlighter to mark the effects on a copy of a passage. Students discuss how one cause can have multiple effects.
9. ▲ uses *paraphrasing* and organizational skills to *summarize* information (e.g., stated and implied *main ideas*, main events, important details) from appropriate-level *narrative*, *expository*, *technical*, and *persuasive texts* in logical order.	9. (a) guides students to complete a example for *graphic organizer* after reading a nonfiction essay or newspaper article. The students will place the *topic* and *main idea* in the center circle and will place details that tell more about the *main idea* on spokes going out from the center.
	(b) encourages students to visualize the text while reading. This skills should be used throughout all content areas.
	(b) provides students with text and students state the *main idea* of a paragraph and give three supporting details.
	(c) models how to use and gives the students a example of *graphic organizer* on which to record *main idea* and supporting details after reading a short story in class.
	(d) provides an article (e.g., gravity on the moon) for students to read with a partner. (While reading the article, one student summarizes

Standard 1 - Reading: The student reads and comprehends text.

For the purposes of the extended standards: "Reads" is broadly defined and includes receptive communication.
Receptive communication is the processing of a message mediated through one or more of the senses.
"Text" is broadly defined and includes a variety of materials for a variety of purposes.

Benchmark 1: The student demonstrates observable responses to a variety of relevant stimuli.

Extended Knowledge Base Indicators	Extended Clarifying Examples
The student… 1. has a level of alertness that is influenced by external events. 2. responds to olfactory / gustatory stimuli. 3. responds to kinesthetic stimuli. 4. responds to tactile stimuli. 5. responds to visual stimuli. 6. responds to an auditory stimuli. 7. understands *object permanence*. 8. uses imitation. 9. understands cause and effect. 10. discriminates similarities and/or differences. 11. matches. 12. follows directions.	The student… 1. alerts when school announcements are given through the intercom system. 2. identifies particular locations in the school by their scents. 3. grasps pencil or object when offered by a peer. 4. enjoys moving hands in clay in art class. 5. utilizes light scanning cues to select item on communication device. 6. matches animals and their sounds. 7. searches for book that has been misplaced. 8. copies a new dance. 9. understands classroom rules. 10. sorts by multiple features (shape & size, color & shape, etc.). 11. matches picture to object (picture of book to actual book.) 12. puts completed class work in proper basket on teacher's desk.

Special Notes
A variety of clarifying examples that illustrate the range of application possibilities is included in chapter ___

The extended standards are written to address a wide variety of response and communication modalities or methods used by students who qualify for the alternate assessment. These are individually determined by the IEP team.

Module II Part 2: Differences among Content Standards - Reading

Instruction examples are color coded by content?

True or False

The correct answer is (True)

The standards, benchmarks, and indicators were written by the educational consultant at the Kansas State Department of Education with no input from Kansas teachers?

True or False

The correct answer is (False)

The delta represents an assessed indicator and the small deltas specify which item within a list or parenthesis is subject for assessment?

True or False

The correct answer is (True)

The instructional examples listed are the only strategies teachers should use with instruction?

True or False

The correct answer is (False)

Graphic organizers are highlighted throughout the right-side column?

True or False

The correct answer is (True)

The standards document is a new reading standards document?

True or False

The correct answer is (False)