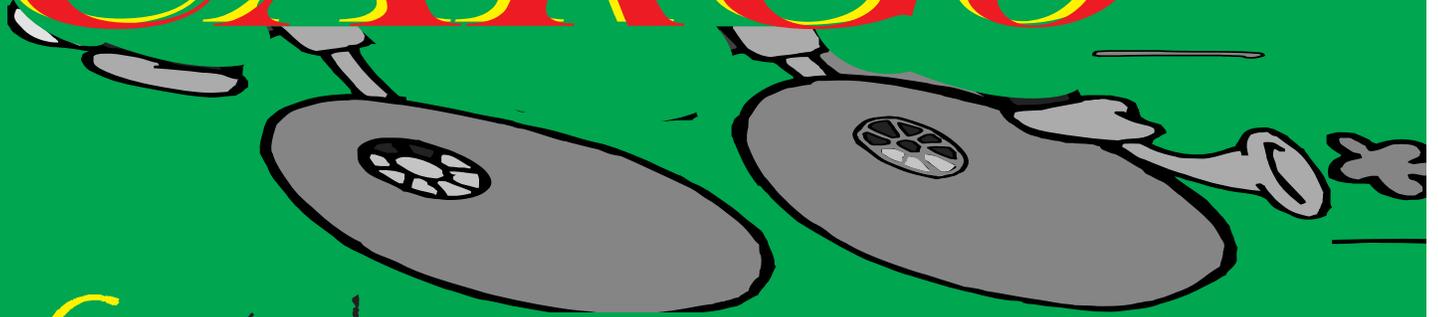


Sandy Garrett  
State Superintendent of Public Instruction  
Oklahoma State Department of Education

# CARGO



Curriculum

Access

Modified



Resource

Guide

**A Modified Approach to Teaching  
Priority Academic Student Skills  
(PASS)**

## Reading

Grades 6-End-of-Instruction

oklahoma state department of education



special  
education  
services

"changing times in special education"

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**A Message from**

**State Superintendent**

**Sandy Garrett**



**Curriculum Access Resource Guide – Modified  
CARG-M**

It is with great pleasure as Oklahoma’s State Superintendent of Public Instruction, that I present to you the new Curriculum Access Resource Guide that is aligned to *Priority Academic Student Skills (PASS)* standards for students with disabilities. The Oklahoma State Department of Education, Special Education Services, is always striving to provide curriculum that is challenging and appropriate for our students on Individualized Education Programs (IEPs).

The CARG-M is intended to provide access to the general curriculum for students with disabilities, who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students, even after receiving the best designed instructional interventions from highly trained teachers.

## *Priority Academic Student Skills*

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### **Adapted for Grade 6**

## **Reading**

**Reading/Literature: The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**Standard 1: Vocabulary - The student develops and expands knowledge of words and word meanings to increase vocabulary.**

### **Modified Academic Indicators (MAI's):**

#### 6.1.1 Words in Context

- a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word) to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of words in fiction and nonfiction text.
- b. Use prior experience and context to explain and/or identify figurative use of words, similes (comparison that use like or as), metaphors, and multiple meaning words.

#### 6.1.2 Word Origins

- a. Recognize the origins and meanings of foreign words frequently used in English.
- b. Apply knowledge of root words to determine the meaning of unknown words within a passage
- c. Recognize word origins and word parts from Greek and Latin to help define the meaning of complex words.

### **Classroom Activities:**

The student:

- 6.1.1a Completes cloze procedure activities.
- 6.1.1a Highlights clue words in the text that give meaning to a specific word.

- 6.1.1b Sorts examples of similes, metaphors, and multiple meaning words.
- 6.1.1b Illustrates examples of figurative language.
- 6.1.1b Highlights signal words for similes (like or as).
- 6.1.1b Completes the beginning or end of a simile or metaphor.
- 6.1.2a Adds specialized words to spelling/writing activities.
- 6.1.2a Participates in activity themes focusing on foreign words (e.g., cooking, clothes, art, etc.).
- 6.1.2a Highlights foreign words from stories/literature and incorporates them into writing activities.
- 6.1.2b Completes sorting activities and participates in word trivia games, etc.
- 6.1.2b Participates in center activities (flip charts, flashcards, games, etc.).
- 6.1.2c Participates in Word Vine or Word Wall activities to learn Greek and Latin word parts (bio, tri, graph, auto, logos, etc.).
- 6.1.2c Highlights less common words found in text.

**Standard 2: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.**

**Modified Academic Indicators (MAI's):**

- 6.2.1 Read regularly in independent-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.
- 6.2.2 Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader).
- 6.2.3 Increase silent reading speed through daily independent reading.
- 6.2.4 Read silently for increased periods of time.

**Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning.**

## **Modified Academic Indicators (MAI's):**

### 6.3.1 Literal understanding

- a. Use prereading strategies with assistance (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).
- b. Read and comprehend both fiction and nonfiction that is modified for individual reading level.
- c. Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.
- d. Use the text's structure or progression of ideas, such as cause and effect or chronology to locate or recall information.

### 6.3.2 Inferences and Interpretation

- a. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
- b. Make inferences or draw conclusions about characters' qualities and actions (i.e., based knowledge of plot, setting, characters' motives, characters appearances, other characters' responses to a character).

### 6.3.3 Summary and Generalization

- a. Summarize information including the main idea and significant supporting details of a reading selection.
- b. Make generalizations based on information gleaned from text.
- c. Support reasonable statements and conclusions by reference to text examples.
- d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.

### 6.3.4 Analysis and Evaluation

- a. Recognize the believability of a character and the impact they have on the plot.
- b. Explain the main problem or conflict of the plot and explain how it is resolved.
- c. Contrast the actions, motives, and appearances of characters in a work of fiction.
- d. Make observations and connections, and raise questions about text.
- e. Identify cause/effect, problem/solution, and sequential order found in text.

- f. Distinguish among stated facts, inference, supported evidence, and opinions in the text.

**Classroom Activities:**

The student:

- 6.3.1a Illustrates a cover page based on the title of the story.
- 6.3.1a Renames the story based on pictures/subtitles.
- 6.3.1a Writes a prediction of the story content based on the title (inference).
- 6.3.1a Picture walks the story before reading it.
- 6.3.1a Matches short passage with purpose for reading.
- 6.3.1a Uses an anticipation guide (questions to activate prior knowledge).
- 6.3.1b Dramatizes major events of the story.
- 6.3.1b Participates in listening centers (tape/cd/headphones).
- 6.3.1b Combines reading of related fiction and nonfiction stories in a thematic unit.
- 6.3.1b Retells the story to show comprehension.
- 6.3.1b Answers “Who, What, Where, When, Why” questions.
- 6.3.1c Highlights supporting details of the main idea.
- 6.3.1c Eliminates details that do not support the main idea.
- 6.3.1d Completes a graphic organizer or timeline.
- 6.3.1d Matches cause and effect in worksheets or games.
- 6.3.2a Shares personal experiences related to the topic.
- 6.3.2a Highlights evidence/details that support the conclusion.
- 6.3.2a-b Writes/dictates a plausible alternate ending to story.
- 6.3.2b Completes a graphic organizer.
- 6.3.2b Participates in the dramatization of characters’ actions that demonstrate character traits.
- 6.3.2b Creates illustrations which justify conclusions (cartoon strip, poster, art activities, etc.).
- 6.3.3a Creates a poster board depicting main ideas.
- 6.3.3a Completes a graphic organizer.
- 6.3.3a Writes main idea in a one sentence summary using “W” questions.

- 6.3.3a Places sentence strips containing details under the appropriate main idea.
- 6.3.3b Answers multiple choice questions regarding generalization.
- 6.3.3b Matches generalizations with details from the text.
- 6.3.3b Makes appropriate generalizations from a list of details.
- 6.3.3c Highlights details that support the argument.
- 6.3.3d Identifies placement of events on a timeline.
- 6.3.3d Completes a graphic organizer or timeline.
- 6.3.4b Explains how a given problem was resolved (orally, written, dramatized, etc.).
- 6.3.4b Illustrates a cartoon of the problem and solution.
- 6.3.4b Share alternate solutions to problems in texts.
- 6.3.4c Cuts pictures from magazines to illustrate appearances/actions of characters.
- 6.3.4c Completes a character analysis grid and/or appropriate charts.
- 6.3.4c Illustrates a given character's actions and/or appearance.
- 6.3.4d Completes a KWL chart ("what you Know, what you Want to know, and what you Learned").
- 6.3.4d Writes/dictates questions for other peer groups to answer.
- 6.3.4e Matches causes and results from the story.
- 6.3.4e Highlights the events that motivated the character's actions.
- 6.3.4e Creates a timeline of events in a story.
- 6.3.4e Sequences major story events using sentence strips.
- 6.3.4f Sorts facts, opinions, and inferences from sentences selected from the text.
- 6.3.4f Highlights facts and/or opinions in a newspaper.

**Standard 4: Literature - The student reads, constructs meaning, and responds to a wide variety of literary forms.**

**Modified Academic Indicators (MAI's):**

- 6.4.1 Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature.
- a. Identify the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.
  - b. Identify characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.
- 6.4.2 Literary Elements - The student will demonstrate knowledge of literary elements and techniques.
- a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.
  - b. Identify and explain internal and external conflict in the development of a story.
  - c. Determine the author's purpose (persuade, inform, entertain) and point of view.
  - d. Compare and contrast ideas, themes, and issues across texts.
- 6.4.3 Figurative Language and Sound Devices - The student will identify figurative language and sound devices.
- a. Identify figurative language, including symbolism, imagery, metaphor, personification, and simile.
  - b. Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.
  - c. Recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
  - d. Identify and describe imagery and symbolism. Imagery: the use of language to create vivid pictures in the reader's mind. Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.

**Classroom Activities:**

The student:

- 6.4.1a Sorts/matches characteristics of various genres (fiction/nonfiction, poetry, drama, fables/fairy tales).
- 6.4.1b Reads book reviews of literature from various genres.
- 6.4.1b Completes a graphic organizer.

- 6.4.2a. Illustrates/describes one of the elements of fiction in the story.
- 6.4.2a. Sequences main events of story.
- 6.4.2a. Completes a graphic organizer.
- 6.4.2a. Dramatizes the events of the story (e.g., puppets, cartoon strips, acting, etc.).
- 6.4.2c Matches a short passage with author's purpose/point of view.
- 6.4.2c Reads newspaper articles and determines author's purpose.
- 6.4.2c Gives oral or written presentation to persuade, inform, or entertain.
- 6.4.2d Identifies similarities and differences using a graphic organizer.
- 6.4.3a Sorts/matches examples of similes, metaphors, and personification.
- 6.4.3a Illustrates examples of similes, metaphors, and personification.
- 6.4.3a Highlights signal words for similes (like or as).
- 6.4.3a Completes the beginning or end of a simile or metaphor.
- 6.4.3a Locates pictures (in magazines, books, etc.) that illustrate imagery and/or symbolism.
- 6.4.3a Uses five senses for clues to identify imagery.
- 6.4.3b Highlights rhyme, alliteration, and onomatopoeia in a familiar poem.
- 6.4.3b Writes/dictates silly sentences using alliteration or rhyme.
- 6.4.3c Matches a poem with its style.
- 6.4.3c Writes a poem in a certain style using a template.

**Standard 5: Research and Information - The student conducts research and organizes information.**

**Modified Academic Indicators (MAI's):**

- 6.5.1 Accessing Information - The student will select the best source for a given purpose.
  - a. Use card catalog and computer databases to locate sources for research topics.
  - b. Access information from a variety of sources to gather information for research topics.

- c. Use organizational strategies as an aid to comprehend increasingly difficult content material.
  - d. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.
  - e. Recognize reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.
- 6.5.2 Interpreting Information - The student will use information from a variety of sources.
- a. Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards).
  - b. Identify and credit the reference sources used to gain information.
  - c. Determine the appropriateness of an information source for a research topic.
  - d. Summarize information from multiple sources for a research topic.

**Classroom Activities:**

The student:

- 6.5.1a Utilizes computer search engines to locate research topics.
- 6.5.1a Locates information using given key words or sites.
- 6.5.1b Gathers information from a variety of sources for research topics.
- 6.5.1c Completes graphic organizers for research topics.
- 6.5.1e Participates in a scavenger hunt to locate information from citations, endnotes, and bibliographies.
- 6.5.2a Uses color-coded note cards to organize information from different sources.
- 6.5.2a Creates a graph.
- 6.5.2a Records relevant information from at least two sources.
- 6.5.2b Uses a template to record source information.
- 6.5.2d Transfers details from color-coded note cards to create a paragraph.
- 6.5.2d Records summary on tape recorder.

## *Priority Academic Student Skills*

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### **Adapted for Grade 7**

#### **Reading**

**Reading/Literature: The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.**

#### **Modified Academic Indicators (MAI's):**

- 7.1.1 Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.
- 7.1.2 Word Origins
  - a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing. Example: Understand and use in speaking and writing foreign words that are often used in English such as lasagna (Italian), sauerkraut (German), and déjà vu (French).
  - b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary. Example: Analyze the roots, prefixes, and suffixes of subject-area words such as telescope, geography, and quadrant.
- 7.1.3 Comparisons - Identify and explain comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
  - a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *the apple of his eye* or *beat around the bush*.
  - b. Analogies: comparisons of the similar aspects of two different things
  - c. Metaphors: implies comparisons, such as, *The street light was my security guard*.

- d. Similes: comparisons that use *like* or *as*, such as *A gentle summer breeze feels like a soft cotton sheet.*

**Classroom Activities:**

The student:

- 7.1.1a Highlights clue words in the text that give meaning to a specific word.
- 7.1.1b Completes a modified Lexicon (with or without template).
- 7.1.2a Adds specialized words to spelling/writing activities.
- 7.1.2a Participates in activities with cultural themes (cooking, clothes, art, etc., of a specific culture).
- 7.1.2a Highlights foreign words from stories/literature and incorporates them into vocabulary activities.
- 7.1.2b Participates in center activities (flip charts, flashcards, games, etc.).
- 7.1.2b Highlights foreign word parts found in text and adds them to a foreign Word Wall.
- 7.1.2b Uses Greek and Latin word parts (bio, tri, graph, auto, logos, etc.) to create new words.
- 7.1.3b Finishes analogies using words from a word bank.
- 7.1.3c-d Sorts/illustrates examples of similes and metaphors.
- 7.1.3c-d Completes the beginning or end of a simile or metaphor.
- 7.1.3d Highlights signal words for similes (like or as).

**Standard 2: Fluency – The student will identify words rapidly so that attention is directed to the meaning of the text.**

**Modified Academic Indicators (MAI's):**

- 7.2.1 Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.
- 7.2.2 Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than 1 in 10 words is difficult for the reader).

- a. Increase silent reading speed and comprehension through daily, independent reading.
- b. Read silently for increased periods of time.
- c. Use punctuation as a cue for pausing and characterization while reading.

**Standard 3: Comprehension - The student interacts with the words and concepts in a text to construct an appropriate meaning.**

**Modified Academic Indicators (MAI's):**

7.3.1 Literal Understanding

- a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately modified.
  - Determine the purpose for reading such as to be informed, entertained, or persuaded.
  - Preview the material and use prior knowledge to make connections between text and personal experience.
- b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).
- c. Show understanding by asking questions and supporting answers with literal information from text.

7.3.2 Inference and Interpretation

- a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.
- b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.

7.3.3 Summary and Generalization

- a. Summarize the main idea and how it is supported with specific details.
- b. Recall major points in the text and make generalizations.
- c. Recognize the importance and relevance of details on the development of the plot.
- d. Support reasonable statements by referring to text examples.

#### 7.3.4 Analysis

- a. Identify points of view, such as first person and third person.
- b. Recognize events that advance the plot of a literary work.
- c. Examine character traits, conflicts, motivations, points of view, and changes that occur within the story.
- d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.
- e. Examine facts, reasoned judgments, and opinions in text.

#### 7.3.5 Monitoring and Correction Strategies

- a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.
- b. Make, confirm, and revise predictions when reading.
- c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.

#### **Classroom Activities:**

The student:

- 7.3.1a Previews the story and develops a prediction regarding the content or storyline.
- 7.3.1a Matches short passage with purpose for reading.
- 7.3.1a Uses an anticipation guide (questions to activate prior knowledge).
- 7.3.1b Locates and highlights transition words and phrases in a short passage.
- 7.3.1b Lists transition words (develops a chart, uses a specialized word wall).
- 7.3.1b Develops sentences using transition words from a word list.
- 7.3.1b Fills in missing transition words in a short passage.
- 7.3.1c Retells the story to demonstrate comprehension.
- 7.3.1c Answers “Who, What, Where, When, Why” questions.
- 7.3.1c Answers questions by highlighting supporting details that lead to the answer.
- 7.3.2a Shares personal experiences related to the topic.
- 7.3.2a Highlights evidence that supports the conclusion.

- 7.3.2b Dramatizes a character’s actions to help classmates infer specific character qualities.
- 7.3.2b Supports discussed inferences by locating appropriate details within the text.
- 7.3.3a Highlights specific details supporting the main idea.
- 7.3.3a Writes main idea in a one sentence summary using “Who, What, Where, When, Why” questions.
- 7.3.3b Makes generalizations from a list of details.
- 7.3.3b Summarizes the major events in the text by creating a comic strip/cartoon.
- 7.3.3d Highlights details in the text that support the argument.
- 7.3.4a Highlights/underlines pronouns in a selected passage.
- 7.3.4a Identifies and illustrates a first person narrator.
- 7.3.4a Develops a list of clue words that distinguish first and third person points of view.
- 7.3.4b Graphs or illustrates the events that advance the plot.
- 7.3.4b Sorts major events from a story in sequential order.
- 7.3.4c Completes a character analysis grid/chart.
- 7.3.4e Sorts facts and opinions.
- 7.3.4e Uses the newspaper to highlight facts or opinions.
- 7.3.4e Writes/develops facts and opinions about self, school, community, etc.

**Standard 4: The student reads, constructs meaning, and responds to a wide variety of literary forms.**

## **Modified Academic Indicators (MAI's):**

- 7.4.1 Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
  - a. Identify the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.
  - b. Identify characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.
- 7.4.2 Literary Elements - Demonstrate knowledge of literary elements and techniques.
  - a. Identify and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.
  - b. Identify techniques of direct and indirect characterization in fiction.
  - c. Describe how the author's perspective, argument, or point of view affects the text.
  - d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).
- 7.4.3 Figurative Language and Sound Devices - The student will identify figurative language and sound devices.
  - a. Identify the use of figurative language in literary works to convey images and meaning, including metaphor, personification, and simile.
  - b. Identify and explain the use of sound devices in literary works including alliteration, onomatopoeia, and rhyme.
  - c. Compare poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
- 7.4.4 Literary Works - The student will read and respond to historically and culturally significant works of literature.
  - a. Analyze and evaluate works of literature and the historical context in which they were written.
  - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
  - c. Compare similar characters, settings, and themes from varied literary traditions.

## **Classroom Activities:**

The student:

- 7.4.1a-b Sorts/matches characteristics of various genres or subgenres to complete a graphic organizer.
- 7.4.2a Constructs a literary wheel divided into the elements of fiction, for discussion/activity jumpstart with each new story.
- 7.4.2a Lists and sequences main events of story.
- 7.4.2b Matches character actions or details in the text with appropriate qualities.
- 7.4.2b Labels examples of characterization from the story as a direct or indirect technique.
- 7.4.2b Illustrates direct characterization, e.g., tall, short, blue eyes, black hair.
- 7.4.3a Labels examples of similes, metaphors, and personification.
- 7.4.3a Illustrates examples of similes, metaphors, and personification.
- 7.4.3a Highlights signal words for similes (like or as).
- 7.4.3a Completes the beginning or end of a simile or metaphor.
- 7.4.3a Provides a verb demonstrating personification in a phrase with a missing verb.
- 7.4.3b Highlights rhyme, alliteration, and onomatopoeia in a familiar poem.
- 7.4.3b Writes/dictates silly sentences using alliteration or rhyme.
- 7.4.3c Labels examples of poetic styles correctly.
- 7.4.3c Writes a poem in a certain style with or without a template.

**Standard 5: Research and Information - The student conducts research and organizes information.**

## **Modified Academic Indicators (MAI's):**

- 7.5.1 Accessing Information - Select the best source for a given purpose.
- a. Use card catalogs and computer databases to locate sources for research topics.
  - b. Access a variety of sources to locate information relevant to research questions.
  - c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).
  - d. Use organizational strategies as an aid to comprehend increasingly difficult content material.
  - e. Note instances of persuasion, propaganda, and faulty reasoning in text.
  - f. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.
- 7.5.2 Interpreting Information - The student will use information from a variety of sources.
- a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., graphic organizers or note cards).
  - b. Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.
  - c. Summarize information gathered from a variety of sources into a research summary.
  - d. Determine the appropriateness of an information source for a research topic.
  - e. Identify and credit the reference sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.

### **Classroom Activities:**

The student:

- 7.5.1a Utilizes computer search engines to locate research topics.
- 7.5.1a Locates information given key words or sites.
- 7.5.1b Gathers research information from a variety of sources for a chosen topic.
- 7.5.1c Develops a list of interview questions using “Who, What, When, Where, Why” as a start.
- 7.5.1c Tape/video records an interview with a chosen person related to a research topic.

- 7.5.1f. Participates in scavenger hunts to locate information from citations, endnotes, and bibliographies.
- 7.5.2a Uses color-coded note cards to organize information from different sources.
- 7.5.2a Records relevant information from at least two sources
- 7.5.2b Locates information from graphs, maps, etc., to answer a given set of questions.
- 7.5.2b Develops graphs relevant to their classmates (e.g., personal characteristics, neighborhood, favorites).
- 7.5.2c Transfers details from color-coded note cards to create a paragraph.
- 7.5.2c Records summary on tape recorder.
- 7.5.2e Uses a template to record source information.

## *Priority Academic Student Skills*

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### **Adapted for Grade 8**

#### **Reading**

**Reading/Literature: The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**Standard 1: Vocabulary – The student will expand vocabulary through word study, literature, and class discussion.**

#### **Modified Academic Indicators (MAI's):**

- 8.1.1 Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.
- 8.1.2 Word Origins - Recognize the influence of historical events on English word meaning and vocabulary expansion. Example: Identify how the early influences of Spanish explorers in North America impacted American English vocabulary by adding words such as *lasso*, *tortilla*, and *patio*.
- 8.1.3 Idioms and Comparisons - Identify idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
  - a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *Rush hour traffic moves at a snail's pace* or *as plain as day*.
  - b. Analogies: comparisons of the similar aspects of two different things.
  - c. Metaphors: implies comparisons, such as, *The cup of hot tea was the best medicine for my cold*.
  - d. Similes: comparisons that use *like* or *as*, such as, *The ice was smooth as glass before the skaters entered the rink*.

## *Classroom Activities*

The student:

- 8.1.1 Highlights clue words in the text that give meaning to a specific word.
- 8.1.1 Completes a modified Lexicon using a template.
- 8.1.2 Adds specialized words to spelling/writing activities.
- 8.1.2 Participates in activities with multicultural themes (cooking, clothes, art, etc., from around the world).
- 8.1.2 Highlights words from stories/literature and incorporates them into vocabulary/writing activities.
- 8.1.3a Illustrates common idioms to display.
- 8.1.3a Plays idiom charades.
- 8.1.3b Finishes analogies using words from a word bank/multiple choice answers.
- 8.1.3b Participates in cloze procedure activities (e.g., Brick is to house as \_\_\_\_\_ is to car.).
- 8.1.3c-d Sorts/illustrates examples of metaphors and/or similes.
- 8.1.3c-d Completes the beginning or end of metaphors and/or similes.
- 8.1.3c-d Creates metaphors/similes for objects pulled from a “grab bag” of various items.
- 8.1.3d Highlights signal words for similes (like/as).
- 8.1.3d Illustrates similes (e.g., soft as a pillow, hard as a rock).

**Standard 2: Fluency – The student will identify words rapidly so that attention is directed to the meaning of the text.**

### **Modified Academic Indicators (MAI’s):**

1. Read regularly in independent-level materials (text in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.
2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader).
3. Increase reading speed and comprehension through daily, independent reading.

4. Read silently for increased periods of time.
5. Use punctuation as a cue for pausing and characterization while reading.

**Standard 3: Comprehension - The student interacts with the words and concepts in a text to construct an appropriate meaning.**

8.3.1 Literal Understanding

- a. Apply prereading strategies with assistance when reading both fiction and nonfiction that is appropriately designed for grade level. Determine the purpose for reading such as to be informed, entertained, persuaded, understand. Preview the text and use prior knowledge and experience to make connections to text.
- b. Show understanding by asking questions and supporting answers with literal information from text.

8.3.2 Inferences and Interpreting

- a. Make inferences and draw conclusions supported by text evidence and student experiences.
- b. Connect, compare, and contrast ideas, themes, and issues across texts.

8.3.3 Summary and Generalization

- a. Determine the main (or major) idea and how those ideas are supported with specific details.
- b. Paraphrase and summarize text to recall, inform, or organize ideas.

8.3.4 Analysis and Evaluation

- a. Distinguish between stated fact, reasoned judgment, and opinion in various texts.
- b. Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).
- c. Compare/contrast to determine similarities and differences.
- d. Problem/solution - offer observations, make connections, react, speculate, interpret, and raise questions in response to text.
- e. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.
- f. Recognize the structural elements of the plot and climax.

### 8.3.5 Monitoring and Correction Strategies

- a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.
- b. Make, confirm, and revise predictions when reading.
- c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.

#### **Classroom Activities:**

The student:

- 8.3.1a Illustrates a cover page based on the title of the story.
- 8.3.1a Renames the story based on pictures/subtitles.
- 8.3.1a Matches short passage with purpose for reading.
- 8.3.1a Utilizes an anticipation guide (questions to activate prior knowledge).
- 8.3.1b Verbally retells the story to show comprehension.
- 8.3.1b Answers and/or composes for others “Who, What, When, Where, Why” questions.
- 8.3.2a Demonstrates Student Think Aloud to arrive at inferences from the text.
- 8.3.2a Tells personal experiences related to a text to classmates (small group or entire class).
- 8.3.2a Highlights evidence that supports the inferences.
- 8.3.2a Completes a KWL chart (“what you Know, what you Want to know, and what you Learned”).
- 8.3.2b Compares/contrasts short texts by completing a Venn Diagram.
- 8.3.2b Completes a graphic organizer.
- 8.3.3a Creates a poster board depicting main ideas.
- 8.3.3a Completes a graphic organizer.
- 8.3.3a Writes main idea in a one sentence summary using “Who, What, When, Where, Why” questions.
- 8.3.3a Creates a “cluster” diagram with main idea in center and details surrounding.
- 8.3.3b Retells a story in “under 60 seconds.”
- 8.3.3b Uses timelines to help organize summaries.

- 8.3.4a Answers multiple choice questions regarding fact, judgment, and opinion.
- 8.3.4a Sorts/matches facts, judgments, and opinions.
- 8.3.4a Highlights facts or opinions in the newspaper or magazines.
- 8.3.4a Writes/develops facts and opinions about. . . (self, school, community, etc.).
- 8.3.4b Sequences events from a story correctly.
- 8.3.8.3.4b Creates comic strip, timeline, mobile, paper chains, etc., demonstrating chronology.
- 8.3.4b Matches causes with reasonable effects.
- 8.3.4c Creates a Venn diagram noting similarities and differences.
- 8.3.4c Creates a T-chart.
- 8.3.4d Completes journal free-writes in response to texts.
- 8.3.4d Discusses plausible alternate endings to a story.
- 8.3.4d Develops and writes questions for others to answer.
- 8.3.4e Completes a character analysis grid and/or charting activities.
- 8.3.4e Illustrates characters from details in the text.
- 8.3.4e Creates a body billboard with characters/traits on one side and conflict/resolution on the other.
- 8.3.4e Chooses a character other than the narrator and describes/writes the conflict from that character’s point of view.
- 8.3.4f Completes a graphic organizer such as the “Bell curve” timeline with climax at peak and resolution following.
- 8.3.4f Chooses appropriate music to set the tone for certain plot elements (e.g., conflict, climax, resolution) to develop a classroom “soundtrack” for a story.

**Standard 4: The student reads, constructs meaning, and responds to a wide variety of literary forms.**

### **Modified Academic Indicators (MAI's):**

- 8.4.1 Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature.
  - a. Examine the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.
  - b. Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.
- 8.4.2 Literary Elements - Demonstrate knowledge of literary elements and techniques.
  - a. Identify and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.
  - b. Identify and explain various points of view and how they affect a story's interpretation.
- 8.4.3 Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
  - a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.
  - b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.
  - c. Identify and interpret literary devices such as flashback, symbolism, and imagery.
- 8.4.4 Literary Works - The student will read and respond to historically and culturally significant works of literature.
  - a. Analyze and evaluate works of literature and the historical context in which they were written.
  - b. Analyze and determine distinctive and common characteristics of literature from various cultures to broaden cultural awareness.
  - c. Compare similar characters, settings, and themes from varied literary traditions that cross cultures.

### **Classroom Activities:**

The student:

- 8.4.1a-b Sorts/matches characteristics of various genres (fiction/nonfiction, short story, etc.).
- 8.4.1a-b Writes an original piece in a specified genre, given a story starter.
- 8.4.1a-b Participates in a class dramatization of a story as a play.
- 8.4.2a Lists and sequences main events of story.
- 8.4.2a Completes a graphic organizer.
- 8.4.2a Dramatizes the story with classmates.
- 8.4.2a Illustrates the main character, setting, etc., based on details from the text.
- 8.4.2a Views video clips depicting suspense, humor, fear, happiness, and correctly labels mood.
- 8.4.2b Role plays the part of the narrator.
- 8.4.2b Retells the story from a different character's point of view.
- 8.4.2b Highlights/underlines pronouns in the text.
- 8.4.2b Rewrites ending from a different character's point of view/perspective.
- 8.4.3a Writes and illustrates a metaphor, personification, and/or simile.
- 8.4.3a Fills in the blank using a metaphor (e.g., The pond was a \_\_\_\_\_).
- 8.4.3a Lists words from the story that convey mood.
- 8.4.3a Highlights the signal words for similes (like or as).
- 8.4.3a Finishes a partial simile or metaphor (beginning or end).
- 8.4.3b Highlights rhyme, alliteration, and onomatopoeia in a familiar poem.
- 8.4.3b Writes/dictates silly sentences using alliteration and/or rhyme.
- 8.4.3b Listens to music to feel or keep time to the beat.
- 8.4.3b Claps out the rhythm in a poem, song, or rap.
- 8.4.3c Uses five senses to describe an object, place, person, event, etc.
- 8.4.3c Identifies the beginning and end of a flashback in a story.

**Standard 5: Research and Information: The student conducts research and organizes information.**

## **Modified Academic Indicators (MAI's):**

- 8.5.1 Accessing Information - Select the best source for a given purpose, locate information relevant to research questioning.
- Access information from a variety of sources.
  - Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.
  - Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record.
  - Note instances of persuasion.
- 8.5.2 Interpreting Information - Analyze and evaluate information from a variety of sources.
- Record, organize, and display relevant information from multiple sources in systematic ways
  - Summarize information from a variety of sources into a research paper.
  - Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix).
  - Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive as well as test-like questions, such as multiple choice, true/false, and short answer.
  - Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.

## **Classroom Activities:**

The student:

- 8.5.1a Utilizes computer search engines to locate research topics.
- 8.5.1a Locates information given key words or sites.
- 8.5.1b Locates information in a variety of texts to answer scavenger hunt questions.
- 8.5.1d Highlights persuasive words in an appropriate text.
- 8.5.1d Role plays/debates topic to persuade classmates.
- 8.5.1d Creates a list of pros and cons for a chosen topic stance.

- 8.5.1d Writes a letter persuading someone to change a rule or law.
- 8.5.1d Views commercials or collects magazine ads to illustrate the power of persuasion.
- 8.5.2a Organizes information using color-coded note cards, outlines, timelines, or graphic organizers.
- 8.5.2b Transfers details from color-coded note cards to create a paragraph.
- 8.5.2a-b-c Records summary information/sources using a tape recorder.
- 8.5.2a-b-c Dictates summary information to a transcriber.
- 8.5.2c Uses a template to record source information.
- 8.5.2d Answers multiple choice questions with decreased number of possible answers (e.g., 2 or 3 answer choices instead of 4).
- 8.5.2d Completes an oral/written open-ended response.
- 8.5.2d Constructs true/false questions for classmates.
- 8.5.2e Locates information using graphs and maps.
- 8.5.2e Develops graphs relevant to self or classroom (favorites, personal characteristics, etc.).
- 8.5.2e Creates a school year timeline depicting events throughout the year.

## *Priority Academic Student Skills*

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### **Adapted for Grade 8**

#### Writing

**Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.**

**Standard 1:** Writing Process - The student will use the writing process to write coherently.

Modified Academic Indicators (MAIs):

- 8.1.1 Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.
- 8.1.2 Use details, examples, reasons, and evidence to develop an idea.
- 8.1.3 Use spatial, chronological, and climactic organizational patterns.
- 8.1.4 Use precise word choices.
- 8.1.5 Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
- 8.1.6 Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.

#### **Classroom Activities:**

The student:

- 8.1.1a Utilizes daily teacher-prompted journal entries to write, revise, edit, and share responses.
- 8.1.1b Uses graphic organizers for brainstorming for prewriting of topic(s) and details.
- 8.1.2a Uses prewriting strategies such as brainstorming and clustering to develop topic and ideas.
- 8.1.2b Shares personal experience related to the writing topic with classmates to activate prior knowledge.
- 8.1.2c Utilizes a template to aid in paragraph development.

- 8.1.3 Utilizes outlines, compare/contrast charts, Venn Diagrams, story boards, story maps, or teacher-constructed templates to organize writing ideas/topics.
- 8.1.4 Expands everyday word choices by utilizing a thesaurus and/or a portable word wall.
- 8.1.5a Combines simple sentences to make a compound sentence.
- 8.1.5b Counts and labels the numbers of words in sentences in a paragraph, then alters the sentences to create variation.
- 8.1.5c Uses a beginning subordinate clause to complete a sentence by adding an independent clause.
- 8.1.6a Use an editing checklist to correct writing responses.
- 8.1.6b Participate in peer reviews of writing, utilizing a rubric as a guideline.
- 8.1.6c Becomes familiar with electronic resources for editing written documents.

**Standard 2:** Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

Modified Academic Indicators (MAIs):

- 8.2.1 Write biographical or autobiographical narratives or short stories that:
  - a. Tell about an incident, event, or situation by using well-chosen details.
  - b. Reveal the significance of, or the writer's attitude about the subject.
  - c. Include descriptive strategies, such as specific actions, physical description, and background information. Example: Write an autobiographical account of one of your most memorable first days of school. Describe the day and its importance clearly enough so the reader can see and feel the day from your perspective.
- 8.2.2 Write research reports that:
  - a. Define a thesis (a statement of position on the topic).
  - b. Include important ideas, concepts, and direct quotations from significant information sources, including print reference material and the Internet, and paraphrase and summarize all perspectives on the topic, as appropriate.
  - c. Identify a variety of primary and secondary sources.

- d. Organize and display information on charts, tables, maps, and graphs.
  - e. Document sources with reference notes and a bibliography.
- 8.2.3 Write persuasive compositions that:
- a. Include a well-defined thesis.
  - b. Present detailed evidence, examples, and reasoning to support effective arguments.
  - c. Provide details, reasons, and examples, arranging them effectively.
- 8.2.4 Write technical documents that:
- a. Identify the sequence of activities needed to design a system, operate a tool, or explain laws or rules.
- 8.2.5 Write reflective papers that may address one of the following purposes:
- a. Express the individual’s insight into conditions or situations.
  - b. Compare a scene from a work of fiction with a lesson learned from experience.
  - c. Complete a self-evaluation on a class performance.
- 8.2.6 Use appropriate essay test-taking and timed-writing strategies that:
- a. Address and analyze the question (prompt).
  - b. Use organizational methods required by the prompt.
- 8.2.7 Write responses to literature that:
- a. Demonstrate careful reading and insight.
  - b. Connect responses to the writer’s techniques and to specific textual references.
  - c. Make supported inferences about the effects of a literary work on its audience.
  - d. Support judgments through references to the text, other works, other authors, or to personal knowledge.
- 8.2.8 Write for different purposes and to a specific audience or person. Example: Write stories and reports, or review a favorite book or film.
- 8.2.9 Write friendly letters and business letters and continue to produce other writing forms introduced in earlier grades.
- 8.2.10 Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.

## **Classroom Activities:**

The student:

- 8.2.1a Completes an autobiographical account of a memorable event using story starters.
- 8.2.1b Chooses an event, completes a story web or graphic organizer, and writes an autobiographical paragraph(s) of a memorable event.
- 8.2.2a Locates information on a chosen topic from two sources.
- 8.2.2b Summarizes, records, and organizes information on color-coded cards.
- 8.2.2c Records sources on a template.
- 8.2.2d Compiles information from color-coded cards into a short report.
- 8.3.3a Chooses a position on a specific topic and debates it within a group.
- 8.3.3b Uses a graphic organizer to categorize arguments/evidence and write a composition containing at least three paragraphs.
- 8.3.3c Writes a letter persuading someone to fulfill a request such as changing the school menu, making the school day shorter, etc.
- 8.4.4a Uses a graphic organizer to sequence steps needed to explain instructions for an activity or appliance.
- 8.4.4b Dictates the steps involved in performing an activity such as making macaroni and cheese or a peanut butter sandwich.
- 8.4.5a Generates ideas/viewpoints through journal activities.
- 8.4.5b Constructs a T-chart comparing a scene from a book or movie to a personal experience.
- 8.4.5c Composes a reflective response after a field trip, special assignment, etc.
- 8.4.5d Completes a self-evaluation after completing a task or assignment.
- 8.4.6a Practices prewriting strategies with daily journal activities.
- 8.4.6b Uses Venn Diagrams, character mapping, story webs, etc., to organize ideas.
- 8.4.6c Restates the question in the first sentence of the prompt response.
- 8.4.7a Highlights answers in the text to a given set of questions.
- 8.4.7b Writes a response supporting their judgments citing evidence in the text or personal experience.

- 8.4.8 Utilizing daily writing prompts, a student will be introduced to descriptive, informative, persuasive, and reflective topics for specific audiences.
- 8.4.9a Writes letters to a pen pal, friend, or relative.
- 8.4.9b Composes an invitation for a class-sponsored activity or event.

**Standard 3: Grammar/Usage and Mechanics: The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.**

Modified Academic Indicators (MAIs):

- 8.3.1 Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.
  - a. Use the principal parts of verbs and progressive verb forms.
  - b. Make subjects and verbs agree.
  - c. Use nominative, objective, and possessive pronouns correctly.
  - d. Make pronouns agree with their antecedents.
  - e. Use correct pronoun reference.
  - f. Correctly form and use the comparative and superlative forms of adjectives.
  - g. Identify and use appositives and appositive phrases.
  - h. Use infinitives, gerunds, and participles to vary sentence structure in writing.
  - i. Correctly use conjunctions for coordination and subordination.
  - j. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).
- 8.3.2 Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.
  - a. Apply the capitalization rules appropriately in writing.
  - b. Punctuate correctly in writing, including:
    - i. Commas
    - ii. Quotation marks
    - iii. Apostrophes
    - iv. Colons

- v. Conventions of letter writing
  - c. Distinguish correct spelling of commonly misspelled words and homonyms.
- 8.3.3 Sentence Structure - Demonstrate appropriate sentence structure in writing.
- a. Correct sentence run-ons and fragments.
  - b. Correct misplaced and dangling modifiers.
  - c. Differentiate between dependent and independent clauses.
  - d. Write simple, compound, and complex sentences.

### **Classroom Activities**

The student:

- 8.3.1a Uses “Mad Libs” to practice parts of speech.
- 8.3.1b Designs a Parts of Speech Poster by cutting out or drawing pictures that demonstrate different parts of speech.
- 8.3.1c Creates a list of common words that demonstrate different parts of speech.
- 8.3.1d Recognizes and uses various parts of speech in a paragraph.
- 8.3.1e Creates a Word Wall with different parts of speech.
- 8.3.2a Locates and highlights proper nouns in magazines, newspaper, and text.
- 8.3.2b Uses a highlighter to locate and mark all punctuation in a passage.
- 8.3.2c Recognizes and corrects punctuation and capitalization errors in a short passage.
- 8.3.3a Recognizes sentence fragments/run-ons in sample sentences.
- 8.3.3b Corrects fragments/run-ons.
- 8.3.3c Highlights independent clauses, underlining the subject and predicate.
- 8.3.3d Combines simple sentences to create a compound sentence.

## *Priority Academic Student Skills*

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### **Adapted for High School**

#### **English II-Reading/Literature**

**Reading/Literature: The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussions.**

#### **Modified Academic Indicators (MAI's):**

- EII.1.1 Apply knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
- EII.1.2 Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.
- EII.1.3 Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
- EII.1.4 Discriminate between connotative and denotative meanings.
- EII.1.5 Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

#### **Classroom Activities:**

The student:

- EII.1.1a Completes cloze procedure activities.
- EII.1.1b Creates “Mad Libs” (i.e., booklets or teacher-made “stories” where a missing word is replaced with a noun, verb or adjective to make a silly story).

- EII.1.3a Tells which reference material would best be used to answer given questions
- EII.1.3b Participates in a scavenger hunt to locate information in reference materials.
- EII.1.3-5 Completes lexicons that may be modified to decrease steps.
- EII.1.5 Adds newly learned words to a Vocabulary Journal for future use as a reference material.

**Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.**

**Modified Academic Indicators (MAI's):**

EII.2.1 Literal Understanding

- a. Identify the structures and format of various informational documents.
- b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
- c. Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, sub-vocalizing, consulting resources, questioning).
- d. Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).

EII.2.2 Inferences and Interpretation

- a. Use elements of the text to defend responses and interpretations.
- b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
- c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shapes by age, gender, class, nationality).

EII.2.3 Summary and Generalization

- a. Determine the main idea and locate minor or subtly stated details in modified passages.

- b. Use text features and elements to support inferences and generalizations about information.
- c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.

#### EII.2.4 Analysis and Examination

- a. Discriminate between fact and opinion and fiction and nonfiction.
- b. Examine deceptive and/or faulty arguments in persuasive texts.
- c. Recognize the structure and format of informational and literary documents and observe how authors use the features to achieve their purposes.
- d. Recognize techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.

#### **Classroom Activities:**

The student:

- EII.2.1c Keeps a reader’s notebook while reading texts, noting confusing parts, or asking questions.
- EII.2.1c Highlights portions of a text not understood.
- EII.2.1c Consults resources for aid in understanding texts.
- EII.2.1d Locates and highlights transition words and phrases in a short passage.
- EII.2.1d Lists transition words in a chart or specialized Word Wall.
- EII.2.1d Develops a paragraph using transition words from a word list.
- EII.2.1d Completes a short passage by filling in appropriate missing transition words.
- EII.2.2a Highlights evidence or details in a text that supports inferences.
- EII.2.2a Completes a KWL chart (“what you Know, what you Want to know, and what you Learned”).
- EII.2.2b Shares personal experiences related to the story.
- EII.2.2b Makes generalizations from a list of details.
- EII.2.2b Shares predictions of story outcomes before reading the ending, noting details that lead to the prediction.
- EII.2.3a Highlights the supporting details, given the main idea of a text or passage.

- EII.2.3a Eliminates details from a list that do not support the main idea.
- EII.2.4a Sorts fact and opinion, fiction and nonfiction.
- EII.2.4a Highlights fact and opinion in separate colors in a short passage.
- EII.2.4b Highlights details that support the argument.
- EII.2.4b Identifies placement of events on a timeline.
- EII.2.4b Completes a graphic organizer.
- EII.2.4b Brainstorms or brings examples of deceptive and/or faulty reasoning in commercials, advertisements, etc.

**Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.**

**Modified Academic Indicators (MAI's):**

- EII.3.1 Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
  - a. Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay.
  - b. Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.
- EII.3.2 Literary Elements - Demonstrate knowledge of literary elements.
  - a. Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood, point of view.
  - b. Explain how an author's viewpoint, or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.
  - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
  - d. Recognize various literary devices and techniques, including imagery, irony, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme).

- e. Examine the author’s purpose and the development of time and sequence, including the use of literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

EII.3.3 Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing.

- a. Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.
- b. Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.
- c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.

EII.3.4 Literary Works - The student will read and respond to historically and culturally significant works of literature.

- a. Examine works of literature and the historical context in which they were written.
- b. Examine literature from various cultures to broaden cultural awareness.
- c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

**Classroom Activities:**

The student:

- EII.3.1a Sorts/matches characteristics of various genres and subgenres (fiction/nonfiction, short story, etc.).
- EII.3.11a Completes a graphic organizer.
- EII.3.11a Reads book reviews.
- EII.3.11a Presents book reports (oral, written, demonstrated).
- EII.3.11a Acts out a story as a play with classmates.
- EII.3.11a Writes a narrative poem in a small group.
- EII.3.12a Illustrates the setting (time, place, and mood) of story.
- EII.3.12a Lists and sequences main events of story.
- EII.3.12a Creates a poster demonstrating a particular literary element.
- EII.3.12a Completes a graphic organizer.

- EII.3.12a Dramatizes elements of the story (e.g., puppets, cartoon strips, acting).
- EII.3.12a Draws the main character based on details from the text.
- EII.3.12a Matches a short passage with author’s purpose (inform, entertain, persuade, etc.).
- EII.3.12c Highlights information a character reveals about him/herself and matches it to a character trait from a word bank.
- EII.3.12c Writes a short paragraph summarizing what the character seems to be like.
- EII.3.12c Analyzes inner and outer qualities and shares a personal soliloquy.
- EII.3.12d Matches devices and techniques with their characteristics.
- EII.3.12d Creates a graphic organizer.
- EII.3.12e Highlights hints/clues (foreshadowing) from the story.
- EII.3.12e Creates a timeline and participates in a class discussion of the function of flashbacks within the regular sequence of events.
- EII.3.13a Illustrates a hyperbole (e.g., “I’m grounded for life!”).
- EII.3.13a Highlights figurative language in a familiar poem.
- EII.3.13a Illustrates a simile or metaphor.
- EII.3.13a Finish a partial simile or metaphor (beginning or end).
- EII.3.13a Creates metaphors, similes, and other figurative language examples for objects pulled from a “grab bag” of various items.
- EII.3.13b Uses music to feel or keep time to the beat.
- EII.3.13b Claps out the rhythm.
- EII.3.13b Chooses alphabet letter and writes a sentence with alliteration.
- EII.3.13b Highlights alliteration in a poem.
- EII.3.13b Creates a comic strip using onomatopoeia.
- EII.3.14a-b Participates in an “introduction” to era or culture of text before a lesson begins (e.g., class discussion, video, speakers, etc.).
- EII.3.14a-b Researches historical context or culture of a text and shares one fact with the class.
- EII.3.14a-b Participates in thematic units using costumes, props, or food related to era or culture of the text(s).

**Standard 4: Research and Information: The student will conduct research and organize information.**

**Modified Academic Indicators (MAI's):**

EII.4.1 Accessing Information - Select the best source for a given purpose.

- a. Access information from a variety of primary and secondary sources with guidance.
- b. Skim text for an overall impression and scan text for particular information.
- c. Use organizational strategies as an aid to comprehend content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).

EII.4.2 Interpreting Information - Examine information from a variety of sources.

- a. Summarize, paraphrase, and/or quote relevant information.
- b. Examine the author's viewpoint to evaluate source credibility and reliability.
- c. Use information from multiple sources to draw conclusions.
- d. Identify inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

**Classroom Activities:**

The student:

- EII.4.1 1a Locates information given key words or sites.
- EII.4.1a Becomes familiar with libraries and other resource centers.
- EII.4.1c Completes graphic organizers.
- EII.4.1c Utilizes color-coded note cards for organizing information.
- EII.4.2a Gives an oral presentation summarizing the main points of a text or passage.
- EII.4.2a Creates note cards for recording relevant information learned from different sources.
- EII.4.2a Compares and contrasts information from a variety of sources in a graphic organizer.

- EII.4.2a Records information with a tape recorder, computer, etc.
- EII.4.2c Compiles note cards related to a specific topic and draws conclusions based on the information.
- EII.4.2c Constructs a graphic organizer.

## *Priority Academic Student Skills*

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### **Adapted for High School**

#### English II - Writing

**Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.**

**Standard 1: Writing Process - The student will use the writing process to write coherently.**

Modified Academic Indicators (MAIs):

- W.1.1 Use a writing process to develop and refine composition skills.
  - a. Use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.
  - b. Develop multiple drafts both alone and collaboratively to categorize ideas organizing them into paragraphs, and blending paragraphs into larger text.
  - c. Organize and reorganize drafts to suit occasion, audience, and purpose.
  - d. Proofread writing for appropriateness of organization and content.
  - e. Edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
  - f. Refine selected pieces frequently to publish for general and specific audiences.
- W.1.2 Use extension and elaboration to develop an idea.
- W.1.3 Demonstrate organization, unity, and coherence by using transitions and sequencing.
- W.1.4 Use precise word choices, including figurative language, that convey specific meaning.
- W.1.5 Uses a variety of sentence structures, types, and lengths to contribute to fluency and interest.

- W.1.6 Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).

**Classroom Activities:**

The student:

- W.1.1a Utilizes daily teacher-prompted journal entries to write, revise, edit, and share their responses.
- W.1.1b Utilizes outlines, compare/contrast charts, Venn Diagrams, story maps, color-coded cards, or teacher-constructed templates to organize writing ideas/topics.
- W.1.1c Uses a graphic organizer to construct a rough draft containing multiple paragraphs.
- W.1.1d Uses an editing checklist to correct writing responses.
- W.1.1e Completes peer review of writing
- W.1.1f Edits writing response given a modified rubric.
- W.1.1g Participates in student-teacher writing conferences.
- W.1.1h Creates student newsletters, flyers, or anthologies.
- W.1.2a Improves writing by combining sentences and inserting descriptive details.
- W.1.2b Creates a list of adjectives and adverbs for use with descriptive writing.
- W.1.3a Creates a list of transition words and phrases.
- W.1.3b Writes, describes or demonstrates a real life activity in sequential order (e.g., how to send a text message, how to download music, how to set an alarm).
- W.1.4a Expands everyday word choices by utilizing a thesaurus and/or a portable word wall.
- W.1.4b Uses similes, idioms, metaphors, and personification to write a story.
- W.1.4c Completes similes or metaphors.
- W.1.5a Combines simple sentences to make a compound sentence.

- W.1.5b Counts and labels the numbers of words in sentences in a paragraph, then alters the sentences to create variation.
- W.1.5c Uses a beginning subordinate clause to complete a sentence by adding an independent clause.
- W.1.6a Uses a rubric for peer reviews.
- W.1.6b Completes self-evaluation of writing using a rubric.
- W.1.6c Shares one positive comment about classmates' writing, and one suggestion for improvement.
- W.1.6d Participate in student-teacher writing conferences.

**Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.**

**Modified Academic Indicators (MAIs):**

- W.2.1 Write biographical or autobiographical narratives or short stories that:
  - a. Identify a real person, living or not, who has had a special influence on other people.
  - b. Provide a sequence of factual events and communicate the significance of the events to the person.
  - c. Isolate specific scenes and incidents in times and places significant to defining the person's influence.
  - d. Use anecdotes or describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the person.
  - e. Present action segments to accommodate changes in time and mood.  
Example: After reading an example of an autobiography, use the structure to compose an autobiography of your own.
- W.2.2 Write expository compositions, including analytical essays and research reports that:
  - a. Include evidence in support of a thesis.

- b. Communicate information and ideas from primary and secondary sources.
- c. Show distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include a variety of references.
- e. Include visual aids using technology to organize and record information on charts, data tables, maps, and graphs.
- f. Identify and address reader’s potential misunderstanding, biases, and expectations.
- g. Use terms and notations accurately. Example: italicize, underline, use quotation marks.

W.2.3 Write persuasive compositions that:

- a. Present ideas and appeals with the strongest emotion first and the least powerful last.
- b. Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating to a personal anecdote, case study, or analogy
- c. Clarify and defend positions with evidence, including facts, opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- d. Address reader’s concerns, biases, and expectations.

W.2.4 Write business letters that:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.
- c. Emphasize main ideas or images.
- d. Follow conventional style with page formats, fonts (typeface), and spacing that contribute to the document’s readability and impact.  
Example: Write a letter of support or complaint in response to service

that you received at a store or restaurant. Address the letter to the manager. Include a clear account of the incident and request that he or she take appropriate action in response.

- W.2.5 Write reflective papers that may address one of the following purposes:
- a. Express the individual’s insight into conditions or situations.
  - b. Compare a scene from a work of fiction with a lesson learned from experience.
  - c. Complete a self-evaluation on a class performance. Example:  
Write a reflective paper that gives reasons for selections used in a portfolio of works that demonstrate appropriate skills in different subjects.
- W.2.6 Use appropriate essay test-taking and time-writing strategies that:
- a. Address and analyze the question.
  - b. Use organizational methods required by the prompt.
- W.2.7 Write responses to literature that:
- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
  - b. Support important ideas and viewpoints through reference to the text.
  - c. Demonstrate awareness of author’s style.
  - d. Identify ambiguities, nuances, and complexities within the text.
  - e. Extend writing by changing mood, plot, or characterization.
- W.2.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate and continue to produce other writing forms introduced in earlier grades. Example: Write stories, reports and letters showing a variety of word choices, or review a favorite book or film.
- W.2.9 Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.

## **Classroom Activities:**

The student:

- W.2.1a Completes an autobiographical account of a memorable event using sentence starters.
- W.2.1b Chooses an event, completes a story web or graphic organizer, and writes an autobiographical paragraph(s) of a memorable event.
- W.2.1c Develops a “Life Tribute,” a written or pictorial story (with captions) describing a person.
- W.2.1d Writes about a family tradition or cultural event.
- W.2.1e Creates a timeline of events (life, historical, scientific) and uses as an outline for narrative writing.
- W.2.1f Relates certain scents to life events (cookies/grandma, sweat/locker room, flowers/spring).
- W.2.1g Uses five senses to write about a moment, place, or memory.
- W.2.2a Locates information from two sources for a chosen topic.
- W.2.2b Creates research questions which utilize primary and secondary sources.
- W.2.2c Records/summarizes/organizes information on color-coded cards.
- W.2.2d Records sources on a template.
- W.2.2e Compiles information from color-coded cards into a brief research/analytical report.
- W.2.2f Practices accurate notations in Daily Oral Language (DOL) activities.
- W.2.3a Chooses a position on a given topic and debates it within a group.
- W.2.3b Uses a graphic organizer to categorize arguments/evidence in proper order and writes a composition containing multiple paragraphs.
- W.2.3c Using facts, opinions, and an emotional appeal, creates a commercial or advertisement to sell a product or service.
- W.2.3d Writes letters, songs, or poems using emotional appeal.
- W.2.5a Generates ideas/viewpoints in journaling topics.
- W.2.5b Compares a scene from a movie or a book to a personal experience in a T-chart or other graphic organizer.
- W.2.5c Composes a reflective response about a recent experience.
- W.2.5d Completes a self evaluation of an assignment or activity using a rubric.

- W.2.6e Given prompts, practices writing within limited time frame (e.g., student journals, essay questions connected to literature).
- W.2.6 f Uses Venn Diagrams, character mapping, story webs, etc., to organize ideas.
- W.2.7a Create a one-sentence summary of a text or passage.
- W.2.7b Highlights details in the text that supports inferences, and refers to these citations in writing.
- W.2.7c Writes a plausible alternate ending to a story.
- W.2.8 Creates a portfolio of various types of writing attempted throughout the school year.

**Standard 3: Grammar/Usage and Mechanics: The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.**

**Modified Academic Indicators (MAIs):**

- W.3.1 Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.
  - a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
  - b. Use correct verb forms and tenses.
  - c. Use correct subject-verb agreement.
  - d. Distinguish active and passive voice.
  - e. Use correct pronoun/antecedent agreement and clear pronoun reference.
  - f. Use correct forms of comparative and superlative adjectives .
- W.3.2 Mechanics and Spelling - The student will demonstrate appropriate language mechanics in writing.
  - a. Demonstrate correct use of capitals.
  - b. Use correct formation of plurals.

- c. Demonstrate correct use of punctuation.
- d. Distinguish correct spelling of commonly misspelled words and homonyms.
- e. Demonstrate correct use of punctuation.
- f. Distinguish correct spelling of commonly misspelled words and homonyms.

W.3.3 Sentence Structure - The student will demonstrate appropriate sentence structure in writing.

- a. Use parallel structure.
- b. Correct dangling and misplaced modifiers.
- c. Correct fragments.
- d. Correct run-on sentences.

**Classroom Activities:**

The student:

- W.3.1a Creates “Mad Libs” from an age-appropriate piece of literature.
- W.3.1b Designs a Parts of Speech Poster by cutting out or drawing pictures that demonstrate different parts of speech.
- W.3.1c Creates a Word Wall that demonstrates different parts of speech.
- W.3.1d Recognizes and highlights various parts of speech in a paragraph.
- W.3.1e Writes a guide for a younger reader that describes parts of speech and gives picture examples.
- W.3.1f Uses visual comparisons to show differences between comparative and superlative.
- W.3.2a Locates and highlights correctly capitalized proper nouns, beginning words in a sentence, etc., in magazines, newspapers, and text.
- W.3.2b Uses a highlighter to locate and mark all punctuation in a passage.
- W.3.2c Given a short paragraph and the number of errors, recognizes and corrects mistakes in punctuation and capitalization.
- W.3.2d Identifies misspelled words from a group of words, sentences, or in a passage using dictionary, thesaurus, and/or spell check.
- W.3.2e Creates homonym word trees, walls, or charts.

- W.3.3a Given examples of correct and incorrect sentences, recognizes fragments/run-ons.
- W.3.3b Corrects fragments/run-ons in a passage with errors.