

Priority 3: Literacy Technique Matrix – VOTING 4-26-17

ROSE STANDARD ONE

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. The Kansas definition of college and career ready advocates for employability skills through the subset of Basic Skills. These Basic Skills encompass reading, writing, listening, speaking and performing math computations.

- **Reading comprehension** is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.
- The main goal when providing reading **vocabulary instruction** is to develop an association between the printed form of a word and its meaning or meanings, in the case of a word with more than one meaning.
- **Grammar skills** are the ability to understand how sentences are constructed and how different types of sentences are formed. Students should have an understanding of how to punctuate each type of sentence correctly and how to combine different sentence types for effective written communication.
- **Critical thinking** is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it.
- **Real-world connections** draw from, or upon, actual objects, events, experiences and situations to effectively address a concept, problem or issue. It allows students to actually experience or practice concepts and skills, as opposed to learning that is theoretical or idealistic.

LITERACY TECHNIQUES	READING COMPREHENSION	GRAMMAR	VOCABULARY	CRITICAL THINKING	REAL WORLD APPLICATION
1. Stretch It #13 (14 votes) (FG) p. 169(TLC) p. 108 <i>Unit 2</i> Reward “right” answers with harder questions QUESTIONING	5 votes	4 votes	5 votes	24 votes	5 votes
2. Everybody Writes #37 (8 votes) (FG) p.385(TLC) p. 137 <i>Unit 3</i> Give students the chance to reflect in writing before you ask them to discuss.	5 votes	1 vote	5 votes	14 votes	12 votes
3. Control the Game #23 (8 votes) (FG) p. 271(TLC) p. 172 <i>Unit 2</i> Ask students to read aloud frequently, but manage the process to ensure expressiveness, accountability & engagement.	9 votes	2 votes	9 votes	1 vote	6 votes
4. Own & Track #10 (6 votes) (FG) p. 127(TLC) p. 77 <i>Unit 1</i> Students track their corrections after studying their errors. REFLECTION	2 votes		7 votes	9 votes	16 votes
5. Art of the Sentence #38 (5 votes) (FG) p. 395(TLC) p. 285 <i>Unit 3</i> Ask students to synthesize a complex idea in a single, well-crafted sentence. The discipline of having to make one sentence do all the work pushes students to use new syntactical forms.	5 votes	18 votes	6 votes	13 votes	6 votes
6. At Bats #25 (4 votes) (FG) p. 287(TLC) p. 188 <i>Unit 2</i> Succeeding once or twice won’t bring mastery; give students lots & lots of practice mastering knowledge or skills. ACADEMIC DISCOURSE	1 vote	3 votes	1 vote	12 votes	16 votes