

### III. Standards and Thinking Strategies in English/Language Arts

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PEBC staff developers work alongside teachers to implement classroom practices that address the Colorado Model Content Standards for Reading and Writing, as well as the standards established by the National Council for the Teaching of English (NCTE) in cooperation with the International Reading Association (IRA). The thinking strategies directly support these standards, and are an integral part of instruction as secondary students develop their abilities to read, write and communicate effectively.

#### **Students read and understand a variety of materials.**

*(Colorado Model Content Standard 1, NCTE/IRA Standards 1, 2)*

We encourage teachers to use a wide variety of texts from different media and genres to support literacy instruction. As students apply reading strategies and skills to different types of text, they gain much greater flexibility as readers.

#### **Students write and speak for a variety of purposes and audiences.**

*(Colorado Content Standard 2, NCTE/IRA Content Standards 4 and 5)*

We help teachers develop instructional strategies that help students construct text that meets a wide range of purposes for writing, their own as well as those prompted from outside sources. We also help teachers work with students to develop the fluency and flexibility needed to address the organizational and content demands of various writing forms and audiences, and to develop a strong voice and sense of ownership in their writing, no matter what the purpose or audience.

#### **Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.**

*(Colorado Content Standard 3, NCTE/IRA Content Standard 6)*

We help teachers develop inquiry-based writing instruction that engage students in meaningful thinking about compelling topics, and help students show all they can do as writers, both in terms of effective writing process and producing high quality finished products. We demonstrate how students can assess their own writing and set appropriate standards for themselves. We offer strategies for students to give and receive constructive feedback during the editing stage of writing.

#### **Students apply thinking skills to their reading, writing, speaking, listening and viewing.**

*(Colorado Model Content Standard 4, NCTE/IRA Standard 3)*

We support teachers as they teach their students to think critically about material by questioning, inferring, synthesizing, and evoking sensory images across grade levels and disciplines.

Below we highlight how students use specific thinking strategies in English Analysis & Interpretation.

Thinking Strategy	Cognitive Behaviors
Monitoring for Meaning	<ul style="list-style-type: none"> <li>➤ Readers pause, consider the meanings in text, and use strategies to enhance understanding.</li> <li>➤ Writers pause to consider the impact of their work and make conscious decisions about revisions such as; turning a small piece into a larger project, when revisions are complete, or when to abandon a piece.</li> </ul>
Activating, Using and Building Background Knowledge	<ul style="list-style-type: none"> <li>➤ Readers use schema about authors and genre to better understand text.</li> <li>➤ Writers think about and use what they know about genre, text structure, and conventions as they write.</li> </ul>
Asking Questions	<ul style="list-style-type: none"> <li>➤ Readers ask questions to clarify meaning; to make predictions; to determine an author's style, content or forma; and to locate a specific answer in text or consider rhetorical questions.</li> <li>➤ Writers' questions lead to revision in their own pieces and in the pieces to which they respond for other writers.</li> </ul>
Drawing Inferences	<ul style="list-style-type: none"> <li>➤ Readers know when and how to combine text with their own background knowledge to seek answers to questions.</li> <li>➤ Writers carefully consider their audience in making decisions about what to describe explicitly and what to leave to the readers' interpretation.</li> </ul>
Determining Importance	<ul style="list-style-type: none"> <li>➤ Readers use their knowledge of important and relevant parts of text to prioritize what to remember and synthesize text for others.</li> <li>➤ Writers study other authors' techniques for highlighting important points in their texts.</li> </ul>
Creating Sensory Images	<ul style="list-style-type: none"> <li>➤ Readers adapt their images as they read to incorporate new information revealed through the text and to create new interpretations.</li> <li>➤ Writers create images by selecting powerful words and strong nouns and verbs.</li> </ul>
Synthesizing Information	<ul style="list-style-type: none"> <li>➤ Readers develop holistic/thematic statements that encapsulate the text's overall meaning.</li> <li>➤ Writers include cues in their text to help readers determine essential themes and ideas that would need to be included in any synthesis statement.</li> </ul>