



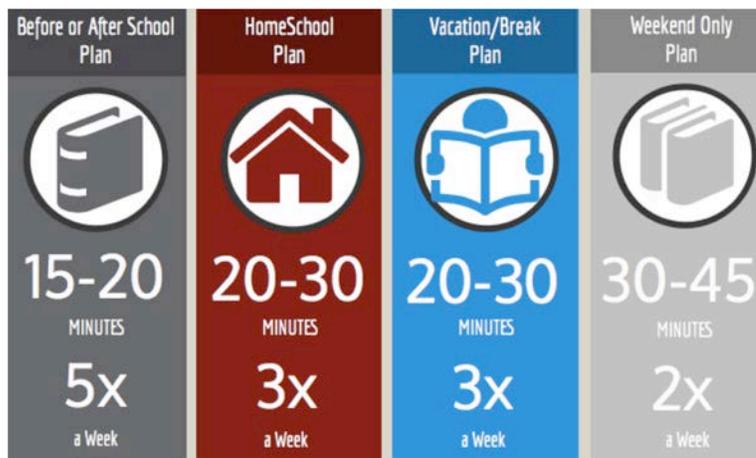
Welcome

Thank you for choosing *Language Arts and Writing*. This adaptive digital curriculum provides students working at grade levels 2-7 with instruction and practice in English grammar, usage, and writing as well as in literary, informational reading, and reading comprehension. The focus, coherence, and rigor of *Language Arts & Writing* adhere to current standards of reading and writing for integrated literacy.

The following pages provide an overview of the *Language Arts & Writing* digital curriculum as well as the course's structure, its adaptive motion system, and the student's experience.

Recommended Course Use

To most effectively use this course, a study plan targeting 60+ minutes each week is recommended. Several study plans that have been successful for many GiftedandTalented.com students are shown.



Course Overview

Language Arts & Writing provides students with rigorous practice and instruction in grammar, usage, and conventions. Students also progressively gain skills in forming sentences, writing paragraphs, and reading texts of increasing complexity.

The course generates immediate evaluation and individualized feedback for student responses to exercises within lessons and thematic units. Advancement through the course occurs along a pathway based on each student's personal performance.

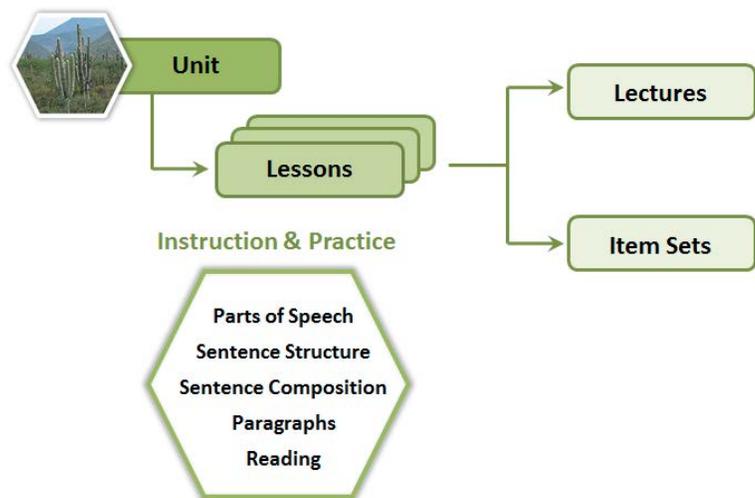


Course Content		
Language: Grammar and Vocabulary	Writing	Reading
Noun Phrases and Verb Phrases	Simple, Compound, Complex, and Compound-Complex Sentences	Purpose, audience, text structure such as cause and effect
Subject-Predicate Agreement	Declarative, Interrogative, Exclamatory, and Imperative Mood	Prefixes, suffixes, vocabulary acquisition
Phrases and Clauses as Modifiers	Topic, Opinion Statement, Supporting, and Concluding Sentences in paragraphs	Character, plot, argument, counter-argument, evidence, and steps of a procedure
Vocabulary	Narrative, Expository, and Persuasive paragraph types	Inference, tone, and interpreting visual information

Course Components

Language Arts & Writing organizes instruction and assessment in grades 2-7 around three main components promoting literacy and fluency in English:

- **Lectures** in grammatical concepts with opportunities for practice and assessment following each lecture
- **Item Sets** that provide a mix of grammar and reading comprehension items throughout each lesson. The items require a variety of answers such as multiple choice, sorting, matching, and fill-in-the-blank that prepare students for high-stakes testing. Reading comprehension items are built around thematic passages testing the strategies of prediction, preparation, comprehension, and reflection.
- **Writing Prompts** that guide student-composed answers of different sentence types by providing real-time feedback



Each unit covers *language (grammar and vocabulary)*, *writing (sentence composition and paragraph composition)*, and *reading*, providing students with instruction and practice opportunities within variety of language arts concepts. As students learn new grammatical concepts, they also work on their writing and reading comprehension. The concepts, writing tasks, and reading comprehension items are organized to ensure students have the knowledge they need before encountering new material.

Adaptive Motion

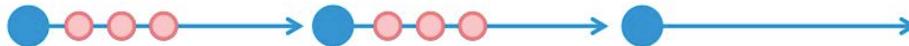
Built on over 25 years of research at Stanford University into personalized learning, the adaptive motion engine in *Language Arts & Writing* ensures students are challenged with the right level of material. The adaptive motion engine continually evaluates student's mastery of concepts and either advances the student forward or provides additional practice. In this way the course moves students at an appropriate pace, accelerating where appropriate to prevent students from becoming bored with unnecessarily repetitive items.

Personalized Exercise Sets

When a student is reviewing material they already know, and answering each item correctly, the program recognizes the student is proficient and quickly moves them along to their zone of proximal development.



If a student is not solving items correctly, additional similar items are added to the set to expand the practice. When students demonstrate proficiency, the item sets contract to present fewer items. The adaptive motion algorithm determines the number of items presented.



Formative Writing Assessment

Unique to *Language Arts & Writing* is its ability to analyze student writing and provide error-specific feedback. Decades of research at Stanford's Center for the Study of Linguistics and Information (CSLI) have gone into this feature, which can immediately determine whether or not a submitted sentence is grammatical for a variety of sentence structures. Students are provided a constrained word-list and in some cases can add basic vocabulary to their sentences in order to construct unique sentences. As a result, *Language Arts & Writing* can offer what no other language arts program does: **real-time evaluation of student compositions with targeted and instructive feedback.**

Below is an example of a student's lead sentence for a narrative paragraph. Note that this writer entered the lead sentence and received written feedback. While the writing tasks are designed to teach students how to write effective paragraphs and stay on topic, they also allow for a great degree of creativity and flexibility.

Imagine that your soccer team won a championship game, and you scored the winning goal!

Write a **lead sentence** that could begin a narrative paragraph about this experience.

I won awesome game.

You are missing an article, like "the" or "a", or a possessive, like "his" or Sarah's", before the word "awesome". Correct any mistakes, and add a period at the end of the sentence again.



When a grammatical error is evaluated, specific feedback is provided on what corrections need to be made to the sentence.

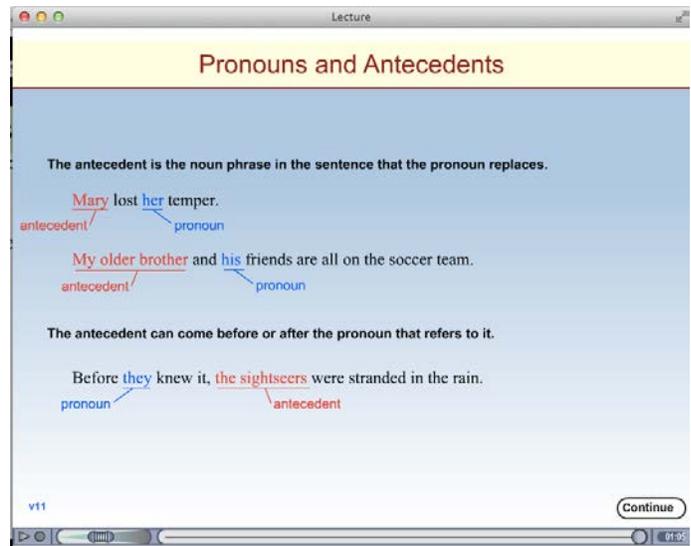


Student Experience

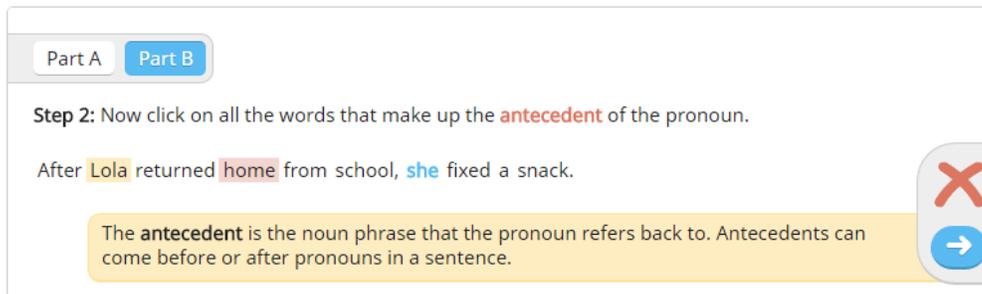
The central goal of the *Language Arts & Writing* course is to enable students to express themselves clearly and communicate effectively.

Grammar

Students receive regular, iterative practice on progressively more complex material. Often an animated lecture will introduce an item set. When students have demonstrated mastery of a concept, the adaptive motion-engine will advance them onto a higher level of material. Also, this motion will adaptively show continued instruction and items in those concepts that students need to practice more before achieving mastery.



Video lecture illustrating the relationship between pronouns and their antecedents.



Students receive instructive feedback when they choose an incorrect answer. The incorrect answer is highlighted red and the correct answer is highlighted in yellow.

Writing

To practice writing, students respond to writing prompts covering such topics as:

- Sentence Structure
- Narrative Paragraphs
- Opinion Paragraphs
- Reading Comprehension

The sentence composition items organize given words by parts of speech, providing guidance in constructing a grammatically correct sentence. By labeling the parts of speech, students are encouraged to understand the deeper structure of a sentence as they write it. Composition items progress from bounded word lists to open student-generated word choice, allowing for more flexibility in word choices as students progress through grade levels.

In this writing exercise, students practice the use of conjunctions to create a compound subject.

On Monday, Wednesday, and Friday, Jenny feeds the horses. On Tuesday, Thursday, Saturday, and Sunday, Mark feeds them.

Who feeds the horses? Use the **conjunction "or"** to connect your **two subjects**.

Article the	Conjunction or	Noun horses Jenny Mark Robert Saturday	Pronoun them they we	Verb be feed feeds were
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CHECK

On Monday, Wednesday, and Friday, Jenny feeds the horses. On Tuesday, Thursday, Saturday, and Sunday, Mark feeds them.

Who feeds the horses? Use the **conjunction "or"** to connect your two subjects.

Read the setup and the question carefully. Answer the question with a **complete sentence**, and be sure to end it with a period.

Article the	Conjunction or	Noun horses Jenny Mark Robert Saturday	Pronoun them they we	Verb be feed feeds were
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CHECK

Clicking over the “?” button offers support with explicit directions for how to enter answers.

Reading Comprehension

Students encounter a variety of reading passages—including familiar classics and diverse modern works—with accompanying item sets in order to improve reading comprehension.

Units → Grades ↓	1	2	3	4	5	6	7	8	9+
2	Fable	Fable	Poetry	Realistic Fiction	History Text	Fairytale	Fairytale	Science Text	Persuasive Writing; Step-by-Step Directions
3	Folktale	Drama	Poetry	Myth	Science Text	Step-by-Step Directions	Realistic Fiction	Historical Document	Persuasive Writing; History Text
4	Myth	Narrative	Drama	Legend	Fiction	Firsthand and Secondhand Accounts; Problems and Solutions	Persuasive Writing; Poetry	Technical Steps	Science Text
5	Drama	Adventure Fiction	Poetry	Science Text; Step-by-Step Directions	Historical Speech; Autobiography; History Text	Realistic Fiction; Persuasive Writing	Government Documents	Historical Accounts	Poetry
6	Autobiography	Science Fiction	Science Text; Step-by-Step Directions	Firsthand and Secondhand Accounts	Realistic Fiction	Poetry; Drama	Historical Fiction; First-Person Historical Account	Historical Document	Historical Document
7	Autobiography	Historical Fiction; First-Person Historical Account	Historical Fiction	Biography; Historical Document	Fiction	Persuasive Writing	Historical Accounts; Poetry	Technical Directions; Science Text	Drama; Fiction



In the first few item sets, students build on prior knowledge and acquire the vocabulary needed to navigate the reading passage. Students then receive instruction related to the passage, including historical or scientific background and subject-domain language. In later item sets, students have access to the annotated, grade-level passage with items that check for comprehension and promote reflection.

Read the text below. Then click on the answer choice that belongs in the blank.

One type of rock you will read about is metamorphic rock. The word "metamorphic" comes from "metamorphosis". This word has two components: "meta" and "morphosis". The prefix "meta" has several meanings, but one meaning is "after". The root, "morphosis", means "change". Therefore, the literal meaning of "metamorphosis" is "after a change".

A **synonym** is a word that means the same thing as another word.

Now, complete the sentence with the closest synonym of "metamorphosis":

A caterpillar turns into a butterfly, and it is an amazing _____.

- transformation
- insect
- communication

CHECK

This Grade 5 item is based on the text *Life Cycle of a Mineral Deposit*. It prepares students for the reading by teaching and testing subject-area vocabulary.

Students can open the annotated text by clicking on the book icon. If needed, students can listen to audio by clicking the speaker icon.

Read the text below. Then click on the answer choice that belongs in the blank.

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A **synonym** is a word that means the same thing as another word.

Now, complete the sentence with the closest synonym of "metamorphosis":

A caterpillar turns into a butterfly, and it is an amazing _____.

The Life Cycle of a Mineral Deposit

The Rock Cycle

Rocks are made out of minerals. The building blocks of minerals are elements and compounds. When the minerals on Earth combine together we get rocks (just like when you combine ingredients you get cookies). The process by which rocks are formed is called "The Rock Cycle." The rock cycle is driven by plate tectonics. Due to the driving forces of plate tectonics, rocks do not remain in **equilibrium** and are forced to change as they encounter new environments.

Different rocks can be made by the same minerals, and so **geologists** classify rocks based on how they form. As with the water cycle and other natural cycles, the rock cycle does not occur only in one direction. Instead, depending on what conditions a rock is subjected to, it can transform into any of the other rock types. A rock can even re-form as the same type of rock. Following is an explanation of the different alterations that each rock type can undergo.

CHECK

This is a diagram of the rock cycle. It shows both the different kinds of rocks and the processes that create those different rocks. What is the process that creates igneous rocks? Click on the best answer choice.

- Rocks go through erosion and sedimentation to form igneous rocks.
- Magma goes through crystallization to form igneous rocks.
- The metamorphism of sediments forms igneous rocks.

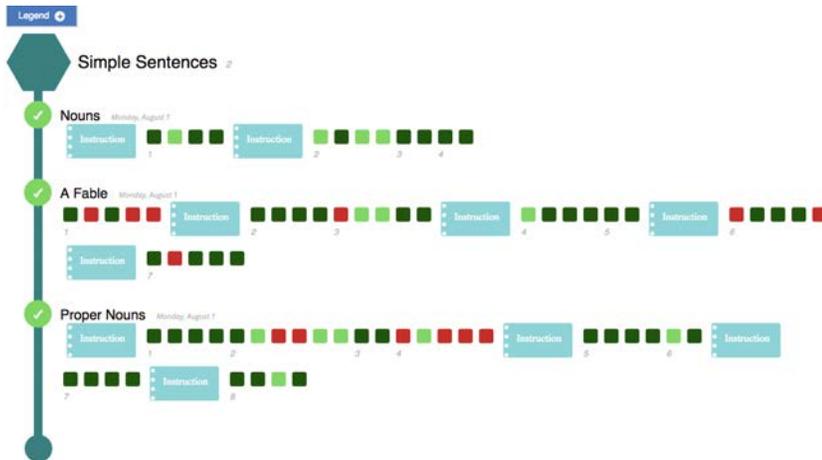
Correct.

Students interpret visual information by analyzing text features. Students demonstrate comprehension by answering relevant questions.

Reporting

Student Progress

As students work with the course their activity and performance is constantly monitored and recorded. By clicking **View Progress** from the top right corner of the Unit Cover, a complete report can instantly be accessed, showing the student’s pathway through the curriculum.



Within each lesson, correctly answered items are shown in green and incorrect in red. Numbers indicate the item set within a lesson. The occurrences of lecture instruction are also shown. All reports have a Legend that explains components within the report.

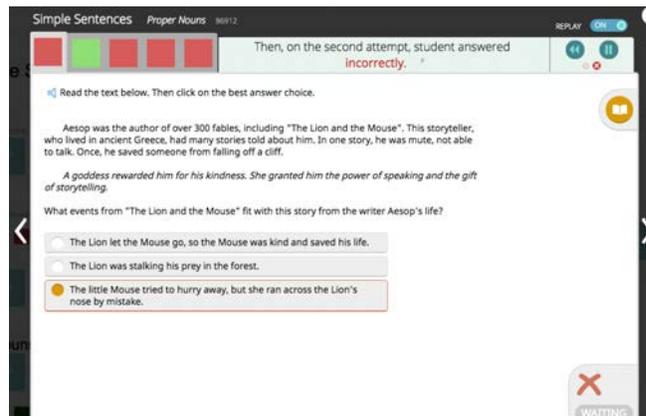
Parents: To see this report, sign into your parent account, locate your child’s course, and click the Reports button. Then click the Snapshot tab.

Replay

A replay of actual student responses to items can be accessed from the progress view. Clicking any section will launch a replay of the items in the set or instruction.

The replay will start automatically and show every action taken by the student, including typing/editing answers and using on-screen controls. Watching a replay provides the same experience as watching a student interact with the curriculum, and offers valuable insight into student thinking.

When viewing multiple items in a group, clicking on the green and red boxes in the upper left of the replay control will enable replay of specific items. Navigation controls in the upper right enable you to pause and rewind the replay. Clicking the arrows on either side of the replay interface will move to the previous/next component in the student’s pathway, and clicking the ‘X’ control in the upper right will close the interface.



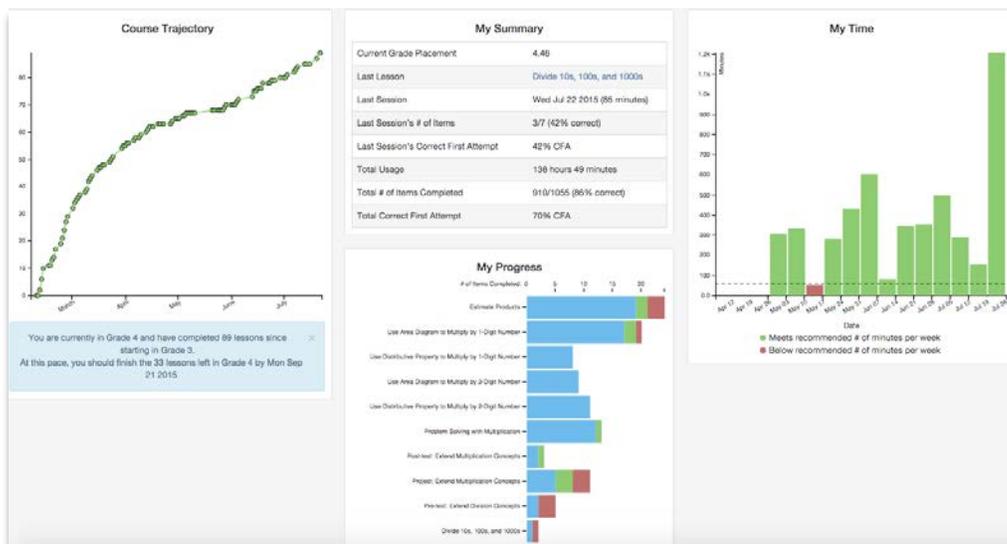
Parents: To see this report, sign into your parent account, locate your child’s course, click the Reports button, and click the Snapshot tab. Then click on a green or red square to replay how your child solved the problem.





Learning Center

A parent can sign into GiftedandTalented.com with their parent account. Select the student. Then select the course called *Language Arts & Writing*. Click on the “Reports” tab. Here you have access to the following reports: Course Trajectory, My Summary, My Time and My Progress.



Email Alerts

Once a student completes a unit, the parent will receive a real-time email notification. The email states what was covered in the unit and prompts the parent to sign in for more details in the Learning Center.

For **Questions or Support**, please contact us at:

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