

LEARNING STANDARD PERFORMANCE INDICATOR	LITERACY OUTCOMES	LITERACY SKILLS The student will be able to:	LITERACY STRATEGIES The teacher will:	ASSESSMENT TASKS/QUESTIONS
<p><b><u>Standard 3: Critical Analysis and Evaluation</u></b></p> <p>As <b>listeners and readers</b>, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As <b>speakers and writers</b>, they will present, in oral and written language and from a variety of perspectives their opinions and judgments on experiences, ideas, information and issues</p>	<p><b>3.1 Evaluating Text</b></p> <ul style="list-style-type: none"> <li>• Distinguish between real and imaginary stories as well as distinguishing between important and unimportant ideas</li> <li>• Identify story elements such as: main character, sequence of events and theme</li> <li>• Compare and contrast characters and plots between/among books</li> <li>• Evaluate books and performances and explain opinions</li> </ul> <p><b>3.2 Evaluating Criteria</b></p> <ul style="list-style-type: none"> <li>• Evaluate and select books or tapes based on subject interest, prior knowledge, personal choice or favorite author</li> </ul>	<p>Create a graphic organizer that distinguishes between important and less important ideas with given stories.</p> <p>Create a time line of events</p> <p>Create a Venn Diagram to compare and contrast characters and plots</p> <p>Identify real vs. imaginary events.</p> <p>Defend opinions through oral and written responses.</p> <p>State, through book reviews and share time, reasons that a book is a personal favorite.</p> <p>Select books based on personal preference for leisure reading</p> <p>Contribute to KWL Chart; specifically stating what is known (or thought to be known) about a topic.</p>	<p>Provide several sources of reading material to students.</p> <p>Review story elements.</p> <p>Model retelling.</p> <p>Model to demonstrate sequencing using sentence strips – putting events in order.</p> <p>Provide varied versions of same text.</p> <p>Expose child (activate prior knowledge) to a variety of literature.</p> <p>Do an “author study”.</p> <p>Encourage and model use of library skills .</p> <p>Develop a KWL chart utilizing student input.</p>	<p>Oral presentation supporting your opinion</p> <p>What happened first, second, last etc. in the story?</p> <p>What did you like about this book?</p> <p>What didn't you like - and why?</p> <p>Book Reviews</p> <p>Literature response and discussions.</p> <p>Why did you select book -What is your connection with this story?</p> <p>What did you know about the subject before?</p> <p>What do you know now?</p> <p>Have you read anything by this author before?</p> <p>Why did you choose this author?</p>

<p><b><u>Standard 3: Critical Analysis and Evaluation</u></b></p> <p>As <b>listeners and readers</b>, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As <b>speakers and writers</b>, they will present, in oral and written language and from a variety of perspectives their opinions and judgments on experiences, ideas, information and issues.</p>	<p><b>3.3 Point of View</b></p> <ul style="list-style-type: none"> <li>Form an opinion about a book read aloud by using established criteria to judge books, such as the choice of title and vocabulary</li> <li>Compare story characters to real people</li> </ul> <p><b>3.4 Strategies of Critical Analysis</b></p> <ul style="list-style-type: none"> <li>Analyze and evaluate the content of imaginative and informational text in order to discuss theme, author's purpose, details and to judge the truthfulness and accuracy of content</li> <li>Change a character's action or behavior in a story or change an element of plot to create a new story ending</li> <li>Compare situations in texts of similar genre or those written by a common author</li> </ul>	<p>Establish a list of criteria for the purpose of evaluating a book.</p> <p>Listen to stories; form opinions using criteria and express them verbally.</p> <p>Provide input for graphic organizer to draw comparison between story character and real people.</p> <p>Participate actively in class book talks.</p> <p>Write a response to literature.</p> <p>Share response with classmate.</p> <p>In response journal, re-write story ending in a concise, logical manner.</p> <p>Read Choice books – ones to compare.</p> <p>Construct chart noting comparisons.</p>	<p>Guide children in the development of criteria.</p> <p>Conduct daily read-alouds to familiarize student with judging criteria.</p> <p>Provide opportunity for oral response.</p> <p>Provide strategies and guidance for completion of graphic organizer.</p> <p>Conduct book talks with whole class.</p> <p>Model idea of identifying purpose etc., using think along strategy.</p> <p>Guide a class re-write to illustrate concept, then assign as independent task.</p> <p>Provide similar texts and/or same author texts for independent reading.</p> <p>Construct a whole class comparison chart from a read along as a model.</p>	<p>Verbal response to text, supported with new and independent ideas</p> <p>How does your opinion reflect the criteria?</p> <p>Response to prompts for completion of graphic organizer</p> <p>Note taking on student response</p> <ul style="list-style-type: none"> <li>- was topic identified</li> <li>- was author's purpose set</li> <li>- was the response appropriate</li> </ul> <p>Review response journals noting</p> <ul style="list-style-type: none"> <li>- is sequence logical</li> <li>- are events connected</li> <li>- is there a smooth transition from beginning to middle to end</li> </ul> <p>Oral sharing of comparison charts encouragement of peer questions</p>
---	---	---	--	--

<p><b>Standard 3: Critical Analysis and Evaluation</b></p> <p>As <b>listeners and readers</b>, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As <b>speakers and writers</b>, they will present, in oral and written language and from a variety of perspectives their opinions and judgments on experiences, ideas, information and issues.</p>	<p><b>3.5 Conventions</b></p> <ul style="list-style-type: none"> <li>Stay on topic when speaking</li> <li>Speak in complete sentences</li> <li>Seek constructive feedback to revise and edit writing</li> <li>Use prewriting tools, such as maps and webs, to organize stories</li> <li>Use details from stories or informational texts to predict, explain or demonstrate relationships among characters</li> </ul> <p><b>3.6 Meeting Criteria</b></p> <ul style="list-style-type: none"> <li>Use age appropriate vocabulary in speaking and writing</li> <li>Use signal or linking words (first, next, then) to organize stories ideas in logical order</li> <li>Correctly punctuate sentences and capitalize proper nouns</li> <li>Spell word wall words, sight words and assigned words correctly in writing</li> <li>Write with voice; vary sentence types in writing</li> </ul>	<p>Orally respond to give topic (response speaking) in complete sentences.</p> <p>Edit and revise piece of writing from folder.</p> <p>Use story webs to organize pre-writing.</p> <p>Create a chart listing characters and relationships being prepared to orally support conclusions.</p> <p>Demonstrate use of sight words, word walls.</p> <p>Produce logical, sequential stories displaying correct use of key sequencing words.</p> <p>Correctly use punctuation and capitalization in writing.</p> <p>Reflect correct spelling of targeted or assigned words.</p> <p>Make use of a variety of sentence types.</p>	<p>Provide opportunities for children to speak orally (one-on-one, large group).</p> <p>Conference with students on revision and editing.</p> <p>Model use of story webs to guide writing.</p> <p>Construct and model games using the word wall.</p> <p>Model continued use of word-wall vocabulary.</p> <p>Model use of sequencing words in writing and speaking.</p> <p>Model and provide direct instruction in punctuation and capitalization.</p> <p>Guide students to become self sufficient in use of correct spelling.</p>	<p>Establish checklist for public speaking (i.e. topic maintained, complete sentences, accepting of feedback)</p> <p>Conferences with students on writing pieces</p> <p>Review story webs prior to writing then compare completed piece to web</p> <p>Who is your favorite literary character and why? How is the character in the story like you?</p> <p>Students will present charts to class and respond to feedback and/or questions posed by classmates</p> <p>Bingo games, concentration</p> <p>Find the word “what” on the word wall; use it continually throughout the day</p> <p>Which transition word would you use to start your story?</p> <p>Using pre-written sentence strips of a sequenced text – rearrange transition word cards to change story meaning</p> <p>Informal assessment of daily journal writing</p>
<p><b>Standard 3: Critical Analysis and Evaluation</b></p> <p>As <b>listeners and readers</b>, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As <b>speakers and writers</b>, they will</p>	<p><b>3.7 Presenting Arguments</b></p> <ul style="list-style-type: none"> <li>Differentiate between real or imaginary experiences</li> <li>Provide rationale (supportive statements) to defend an opinion</li> <li>Defend opinions by using text (character dialogue; story events)</li> </ul>	<p>Form opinions in response to material read aloud or self selected.</p> <p>Support rationale through an oral or written response.</p> <p>Distinguish between real and imaginary events and characters</p>	<p>Elicit personal responses seeking student opinion.</p> <p>Model expressing an opinion on text, character, story elements.</p> <p>Provide repeated readings and exposure to literature both real and imaginary</p>	<p>Review student response journals</p> <p>What is your opinion? Why do you feel that way? What supports your feeling? What did you think about the book? Why? Has that ever happened to you?</p> <p>What characteristics of that character made you decide it was real (imaginary)</p>

<p>present, in oral and written language and from a variety of perspectives their opinions and judgments on experiences, ideas, information and issues.</p>	<ul style="list-style-type: none"> <li>elements)</li> <li>Expand thoughts by incorporating feedback from peers and adults</li> </ul> <p><b>3.8 Standards of Genre</b></p> <ul style="list-style-type: none"> <li>Compare characters, settings, events in two or more stories</li> <li>Define characteristics of a genre (This is a poem because....)</li> <li>Express opinion about text and illustrations</li> <li>Make real life connections to stories/articles</li> </ul>	<p>and characters.</p> <p>Conference with peers and adults.</p> <p>Participate in constructing a Venn diagram.</p> <p>Distinguish among a variety of genre.</p> <p>Formulate personal opinions related to text and Illustrations.</p> <p>Relate text to self orally and/or in written form.</p> <p>Relate personal point of view.</p> <p>This is a poem because (state criteria)</p>	<p>and imaginary</p> <p>Generate Venn diagram based on real and imaginary text.</p> <p>Guide and record student response in comparing elements from 2 stories.</p> <p>Provide a variety of read alouds and student choice books across the genre.</p> <p>Model expression of personal opinion in oral and written form.</p> <p>Model text-to-self connection.</p> <p>Teach elements of poetry.</p>	<p>Venn diagram</p> <p>Who are the characters? What is the setting? Can you name the problem? How did they solve it?</p> <p>Why is this a poem?</p> <p>What makes this story fiction?</p> <p>How can a Venn diagram or other organizer help you to organize for writing?</p>
---	---	--	--	--