

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 4: Social Interaction</u></b></p> <p>Students will use <b>oral and written</b> language for effective social communication with a wide variety of people. As <b>readers and listeners</b>, they will use the social communications of others to enrich their understanding of people and their views.</p>	<p><b>4.1 Conversation</b></p> <ul style="list-style-type: none"> <li>• Respond respectfully and with tolerance of others’ ideas or points of view</li> <li>• Initiate communication and speak loudly enough to be heard by the audience while participating in group discussion</li> </ul> <p><b>4.2 Audience</b></p> <ul style="list-style-type: none"> <li>• Speak audibly and use both complete sentences and age appropriate vocabulary while speaking</li> <li>• Follow oral directions during transitions (moving from circle time to independent work)</li> </ul>	<p>Speak thoughtfully and respectfully with responses that tolerate others’ viewpoints.</p> <p>Actively listen and express opinions regarding tolerance.</p> <p>Participate in group discussion on tolerance and varying view points.</p> <p>Orally respond to scenarios presented by teacher that could allow for varying views.</p> <p>Contribute to constructing a public speaking rubric.</p> <p>Address whole class during “circle time”, using appropriate voice, volume and expression.</p> <p>Perform a puppet show, play or skit reflecting proper speaking etiquette.</p>	<p>Model thoughtful and respectful responses to others’ ideas or point of view.</p> <p>Read aloud books that focus on tolerance of other’s’ viewpoints.</p> <p>Model proper public speaking etiquette.</p> <p>Using student input construct a rubric on public speaking.</p> <p>Model appropriate behaviors and speech during circle time.</p> <p>Immerse students in a variety of performance- based activities.</p>	<p>Informal assessment of listening and speaking</p> <p>Why do you feel that way?</p> <p>What would you have done in the same instance?</p> <p>Can you think of another possible solution?</p> <p>Peer evaluation utilizing student generated rubric</p> <p>Observation</p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Speaking audibly</li> <li>• Clear speech</li> <li>• Voice inflection</li> </ul> <p>Informal assessment of Listening and Speaking</p> <p>What could I have done better? (Teacher mumbled)</p> <p>What did I do well?</p>

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