

LEARNING STANDARD PERFORMANCE INDICATOR	LITERACY OUTCOMES	LITERACY SKILLS The student will be able to:	LITERACY STRATEGIES The teacher will:	ASSESSMENT TASKS/QUESTIONS
<p><u>Standard 1: Information and Understanding</u></p> <p>As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.</p>	<p>1.1 Constructing Meaning</p> <ul style="list-style-type: none"> Listen and read to acquire and connect information by drawing on prior knowledge and experience Listen and read to draw conclusions and summarize ideas from text <p>1.2 Text Understanding</p> <ul style="list-style-type: none"> Use graphic organizers to identify main ideas and supporting details from informational texts and literary works Recognize and use organizational features of text 	<p>Relate text to self, text to text and text to world both orally and in writing when responding to stories, articles, poems, etc.</p> <p>Summarize main idea of story in 1-2 sentences, accurately and succinctly.</p> <p>Create story maps, frames and webs before/during/and after text reading/listening.</p> <p>Understand and explain features of narrative (problem/solution) and non-narrative text (Chapter headings, subheadings, italicized words, graphics, captions, thesis/supporting details)</p>	<p>Use graphic organizers such as Venn Diagrams to help students visualize literary connections.</p> <p>Use T-charts and KWL charts to collect background before/during/after text reading.</p> <p>Use think-alouds and think alouds as a summarization strategy.</p> <p>Introduce students to various methods for organizing text information.</p> <p>Assist students in focusing on what the question is asking them to do.</p> <p>Teach students note taking strategies, using the Alphabox or similar format.</p>	<p>What did you learn about the character from your reading?</p> <p>How did setting influence the mood of the story?</p> <p>Have you ever been in a situation similar to that of the character in the story?</p> <p>Think about a time when you had an important decision to make.</p> <p>Identify three reasons why sport fishing should be outlawed in protected waters.</p> <p>Create a character map identifying four traits of Christopher Columbus and evidence to support the selected traits.</p> <p>Let's talk about the layout of this article....</p>
<p><u>Standard 1: Information and Understanding</u></p> <p>As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.</p>	<p>1.3 Interpreting and Analyzing Information</p> <ul style="list-style-type: none"> Locate information from a variety of print media and electronic sources to increase text understanding Identify and interpret significant facts from visuals to support text understanding <p>1.4 Synthesizing Information</p>	<p>Use a glossary, table of contents, chapter headings, dictionary, search engines, educational websites to collect information about a selected topic.</p> <p>Explain the function of each of the text features and how each supports comprehension.</p> <p>Search for and make</p>	<p>Teach students features of narrative and non-narrative text.</p> <p>Demonstrate research strategies using text and electronic text, providing students practice to hone skills.</p>	<p>Identify the italicized words in the text, using both the glossary and context clues for word meaning.</p> <p>What purpose do subheadings have in non-fiction text?</p> <p>Have I ever been in a situation similar to that of the character in the story?</p>

	<ul style="list-style-type: none"> Locate text information needed to solve a problem Compare and contrast information on one topic from two different sources 	<p>connections from one's own personal experiences in the world and from read text.</p> <p>Synthesize text information and background knowledge in order to create new understandings and different perspectives.</p>	<p>Use the think-aloud strategy to inform students how to work through the process of responding to text.</p> <p>Facilitate students in gaining a deeper understanding by integrating new knowledge with prior knowledge.</p>	<p>What information from the text did I already know before reading?</p> <p>What did I learn about (this topic) from this text source?</p>
<p><u>Standard 1: Information and Understanding</u></p> <p>As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.</p>	<p>1.5 Text Features</p> <ul style="list-style-type: none"> Listen in order to determine the sequence series of steps given Organize and categorize text information in both fiction (imaginative text) and non fiction (expository text) <p>1.6 Fact and Opinion</p> <ul style="list-style-type: none"> Differentiate between statements of fact and opinion 	<p>Recall and retell information from text in a logical and sequential fashion.</p> <p>Identify text genre and organize information through note taking (ie. a web, a data chart, an organizer)</p> <p>Identify the difference between real and imaginary; fact and fiction; truth and one person's truth.</p> <p>Identify the language of opinion – according to me, I think, it always is.....</p>	<p>Use a variety of text materials for the purpose of notetaking.</p> <p>Explain to students that notes can be taken in different formats and structures depending on the genre read or listened to.</p> <p>Identify key words in factual vs. opinion or non-factual statements.</p> <p>Read non-fiction text as a way of introducing students to factual information.</p>	<p>When we take notes from a narrative text – what words might we be looking for (plot, character, problem, solution)?</p> <p>When we take notes from a non-narrative text – what words might we be looking for (captions, headings, summarize the main idea, subtopics)?</p> <p>Write a persuasive essay stating your opinion on a topic.</p> <p>How believable is your story? Are the details of your story accurate? What information do you need to add to your story? Where can you locate additional information to include in your story?</p>
<p><u>Standard 1: Information and Understanding</u></p> <p>As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.</p>	<p>1.7 Supporting Evidence</p> <ul style="list-style-type: none"> Use at least two sources of information in writing a report Locate details that support the main idea of text <p>1.8 Process Writing</p> <ul style="list-style-type: none"> Take notes to record data, facts and ideas Use steps of the writing 	<p>Write a report, using information from two or more sources.</p> <p>Locate important details to by highlighting, circling and underlining (i.e. Biography = early life, family, schooling, accomplishments, trials, contributions, etc.)</p>	<p>Provide students with resources for writing, including texts, articles, reviews, newspaper clippings to be used as information sources as well as mentor texts.</p> <p>Provide students opportunity to examine texts and to record main ideas and supporting details, using index cards or a graphic organizer to collect and sort information.</p>	<p>How do the two authors describe an event? What facts are the same? What facts are different?</p> <p>Does each author write using the same point of view?</p> <p>Does the writer state only facts or are there examples of the author's opinion in a piece of writing?</p> <p>Let's review the Writing Cycle....</p>

	<p>process in publishing final product</p> <ul style="list-style-type: none"> Maintain a writing portfolio of student work 	<p>Record data, facts, and take notes on a variety of genres independently.</p> <p>Select appropriate graphic organizers to organize information.</p> <p>Maintain a portfolio collection of writing, which includes samples of revised, edited and proofread work.</p> <p>Move through all the stages of the writing process.</p>	<p>Model the use of graphic organizers to help students organize and visualize their ideas (problem-solution chart, T chart, story map and web, etc.)</p> <p>Demonstrate how to collect various samples of published pieces to include into the portfolio (variety of genre)</p>	<ul style="list-style-type: none"> We generate notebook entries We choose an idea We develop that idea We draft We revise We edit We publish <p>Let's look at the Rubric to assess our writing for Meaning, Development, Organization, Language Use and Conventions.</p>
<p><u>Standard 1: Information and Understanding</u></p> <p>As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.</p>	<p>1.9 Conventions</p> <ul style="list-style-type: none"> Adhere to the conventions of written English State a main idea and support it with facts and details in paragraph development <p>1.10 Text Structure</p> <ul style="list-style-type: none"> Use organizational patterns for age-appropriate expository or non-narrative writing 	<p>Correctly spell high frequency and assigned spelling words, including those words that are displayed in classroom visuals and word walls.</p> <p>Use appropriate punctuation and capitalization in all writing.</p> <p>Use grade-level vocabulary in sentence writing.</p> <p>Self-check and self-edit writing.</p> <p>Organize topical information into coherent paragraphs.</p> <p>Organize writing into topics and subtopics; key or important ideas and supporting details.</p>	<p>Utilize word walls to increase automaticity and fluency of high frequency words.</p> <p>Model the use of dictionaries, the thesaurus and computer programs for spell check.</p> <p>Model proper use of conventions. Teach paragraph organizational structure.</p> <p>Familiarize students with text organizational structures by reading them a variety of fictional and factual texts (narrative and non-narrative).</p> <p>Model writing structures as a way to provide students a visual representation and scaffold for their own writing.</p>	<p>Two-minute Edits</p> <p>Daily Oral Language exercises</p> <p>Interactive peer editing</p> <p>Rubrics and checklists for conventions</p> <p>Explain the way that you organized your writing piece.</p> <p>Did you model your writing after a particular author? Why?</p>
<p><u>Standard 1: Information and Understanding</u></p> <p>As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, generalizations; and use</p>	<p>1.11 Reports</p> <ul style="list-style-type: none"> Present an oral report using at least two sources Produce clear, well organized and well-developed explanations 	<p>Use oral language and tools such as illustrations, charts and diagrams as well as artifacts to communicate meaning to an audience.</p>	<p>Conduct mini-lessons as warranted on topics such as conducting an interview, using reference</p>	<p>Rubrics for oral presentations (www.rubistar.com)</p> <p>Provide a rationale for topic selection to the audience.</p> <p>Self-evaluate, using a</p>

<p>knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.</p>	<p>that demonstrate understanding of a topic</p> <p>1.12 Point of View</p> <ul style="list-style-type: none"> • Speak and write in order to express reasoning or opinion • Offer personal viewpoint in connecting one's own experience and observations to a line of reasoning 	<p>Discuss concepts, themes and characters in a story.</p> <p>Discuss the meaning of words and explain how one can find out what a word means – use context, remembering the same word from another story, by root or prefix, etc.</p> <p>Connect story vocabulary to self; make new meaning by personalizing the use of a word.</p> <p>Express opinions and the rationale for those opinions.</p>	<p>resources, planning the steps of a presentation, creating visual aids, using the library for research, etc.</p> <p>Teach standards for oral presentations: making eye contact, respecting the audience, speaking articulately and with authority, using note cards effectively, pacing the report delivery, etc.</p> <p>Model think alouds and think-pair-share strategies.</p> <p>Encourage conversations about books and reading.</p> <p>Involve students in discussions about topics that are current and controversial – those which allow for dissenting opinions or viewpoints.</p>	<p>checklist or rubric, the effectiveness of your oral report.</p> <p>What is your opinion about the book that we just read?</p> <p>Support your opinion about a character with sound reasoning. Remember to express why you think a certain way and how you came to this line of reasoning.</p> <p>What did you notice that the author said that made you believe that he was correct or incorrect in his opinion?</p>
---	---	--	--	---