

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>• Listen and evaluate author's purpose in order to form personal opinion based on criteria such as character, plot and setting</li> <li>• Sequence events, distinguish between fact and opinion, compare and contrast characters, plot, and setting</li> </ul> <p><b>3.2 Evaluating Criteria</b></p> <ul style="list-style-type: none"> <li>• Evaluate personal interpretation of ideas, and judge accuracy of content using opinions and reactions of teachers and classmates</li> </ul>	<p>Create story maps and frames during and after text reading and listening.</p> <p>Summarize author's purpose in 1-2 sentences.</p> <p>Compare and contrast two or more literary works.</p> <p>Retell information in logical order and sequence.</p> <p>Evaluate text based on text or world experiences.</p> <p>Form and articulate a substantiated opinion.</p> <p>Effectively conference with peers about:</p> <ul style="list-style-type: none"> <li>• What others like about the piece</li> <li>• Places to add more information</li> <li>• Suggestions for text improvement</li> </ul> <p>Self-edit own writing based on personal ideas and shared conference ideas from the teacher or peers.</p>	<p>Use think alouds to summarize author's purpose.</p> <p>Ask students to compare any aspect or element of the story with what they know about the topic.</p> <p>Teach students to assess the merit of the work according to an established criteria –</p> <ul style="list-style-type: none"> <li>• Source of the information</li> <li>• Believability of the author</li> <li>• Effectiveness of the writer in communicating an idea or emotion</li> </ul> <p>Logic of the characters' behaviors Timeliness of the piece</p> <p>Use "Turn and talk" strategy to have students exchange ideas about a situation, character, motive, plot twist.</p> <p>Focus students on strategies to incorporate feedback from others into their own writing.</p> <p>Model the use of resources to collect feedback information- charts, note cards, or note.</p>	<p>What is the author's purpose?</p> <p>What is the author's message?</p> <p>What is the author's opinion about...?</p> <p>What is the author's perspective?</p> <p>How credible is the author's writing?</p> <p>Make a list of reasons why a character acted a particular way during the story that you read; wrote.</p> <p>Write an alternative behavior or ending to a story.</p> <p>Change a key element of the story or the point of view of the story.</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 Critical Analysis</b></p> <ul style="list-style-type: none"> <li>Read orally and silently with increasing fluency and confidence from a variety of texts, questioning the author's message, intent, or bias</li> </ul> <p><b>3.4 Point of View</b></p> <ul style="list-style-type: none"> <li>Recognize how language and illustrations of varied text and multi-media sources are used to persuade</li> </ul>	<p>Read a variety of texts, in both the narrative and non-narrative genre with accuracy and automaticity.</p> <p>Comprehend text, as evidenced by retellings and comprehension questions after oral and silent reading.</p> <p>Complete comprehension tasks, including completion of short answer responses and graphic organizers.</p> <p>Build reading rate for fluency and comprehension.</p> <p>Defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.</p> <p>Listen in order to form an opinion about the message of advertisements based on the language.</p> <p>Recognize how language and illustrations are used to persuade in print and film advertisements, such as a letter to the editor.</p> <p>Identify the perspective of the text and draw conclusions.</p>	<p>Model fluent reading.</p> <p>Model think alouds and think alongs.</p> <p>Discuss author's purpose after silent and oral reading.</p> <p>Furnish students with a library of classroom reading resources.</p> <p>Tape record student's oral reading.</p> <p>Model think alouds and pair-share strategies.</p> <p>Encourage conversations about books and reading.</p> <p>Involve students in discussions which allow for dissenting opinions and viewpoints.</p> <p>Organize classroom libraries by genre and interest – establish expectations for each library configuration.</p>	<p>Re-read stories to build fluency.</p> <p>Complete prompts such as these in the Response notebook:  Today, we read about...  This reminded me of ....  I understood the part about ...  One question I am going to think about....  I wondered about...  I think ____ will happen next, because.....</p> <p>Create double entry journals  Critical point I Response</p> <p>Use responses as the basis for discussion.</p> <p>Report and discuss local, community and school news using the 5 W's and H as a framework</p> <p>Defend, with sound reasoning, a point of view</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</p>	<p><b>3.5 Meeting Criteria</b></p> <ul style="list-style-type: none"> <li>Use effective gestures, posture and eye contact in presentations and responses</li> <li>Maintain a portfolio of student-selected work that has been critically analyzed and evaluated ("I have chosen to include this piece in my portfolio because...")</li> </ul>	<p>Speak with a clear voice, at a reasonable pace and with expression appropriate to the topic.</p> <p>Use papers or notes effectively.</p> <p>Remain still while reading.</p> <p>Respond to the audience respectfully.</p>	<p>Work with students to establish guidelines and expectations for effective presentations.</p> <p>Provide students with constructive feedback.</p> <p>Assist students in the selection of pieces for the writing portfolio.</p>	<p>Student self-evaluation of best writing</p> <p>Rubrics designed to measure both content and conventions</p> <p>Self reflection on growth witnessed by the student as a writer; as a speaker</p> <p>Two things I have done well so far this year...  My best work is ___ because...  One goal I have set for myself for the rest of the year...  This is what I need to do to accomplish this goal...</p>

<p>perspectives their opinions and judgments on experiences, ideas, information and issues.</p>	<p>because...)</p> <p><b>3.6 Presenting Arguments</b></p> <ul style="list-style-type: none"> <li>Use personal experience and knowledge, analyze and evaluate new ideas, state and defend personal position by providing details, examples, words or pictures to illustrate that opinion</li> </ul>	<p>Gain confidence over time in oral presentation.</p> <p>Using literature across several genres to develop and defend a personal opinion.</p> <p>Use secondary as well as primary sources.</p> <p>Use oral language and visuals to support presentation of materials to others.</p> <p>Defend a point of view orally and in writing.</p>	<p>Use observation to inform teaching.</p> <p>Teach standards for oral presentations.</p> <p>Involve students in discussions about how to argue a point efficiently.</p> <p>Use think alouds to recall and retell known facts.</p> <p>Help students logically organize thinking into main topics and subtopics</p>	<p>will explain to the class why and how I formed my opinion on (topic)</p> <p>This is my rationale for taking this side in the argument...</p> <p>I used the following materials in my research to support my argument...</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>3.7 Genre</b></p> <ul style="list-style-type: none"> <li>Express opinion or demonstrate a personal point of view orally or in writing about the accuracy and content of literary works, editorials, reviews, advertisements and/or school or community issues</li> </ul> <p><b>3.8 Conventions</b></p> <ul style="list-style-type: none"> <li>Write logical and clear paragraph(s) using effective vocabulary, grammatically correct sentences, and varied sentence structure in all types of writing</li> </ul>	<p>Use ideas from more than one source and synthesize information to draw conclusions (cause and effect).</p> <p>Express a substantiated opinion about a school or community issue.</p> <p>Express an opinion or judgment about a character, setting, plot in a work of literature.</p> <p>Relate character experiences to self experiences.</p> <p>Revise writing for content and conventions based on teacher and peer support in conferences.</p> <p>Use all steps of the writing process, developing an idea through to publication with support.</p> <p>Adhere to conventions of Standard English in all published writing.</p> <p>Experiment with sentences of different lengths and types to add variety and voice to writing pieces</p>	<p>Expose students to all types of writing, across many genre.</p> <p>Review criteria for public speaking, including respect for audience and those with varying viewpoints.</p> <p>Share personal experiences with students that have relevance to a topic in an editorial.</p> <p>Use graphic organizers to demonstrate how a viewpoint was developed.</p> <p>Deliver mini-lessons focusing on conventions.</p> <p>Conduct strategy groups for students who are experiencing difficulty with grammatical concepts.</p> <p>Set expectations for spelling and paragraphing.</p> <p>Provide models for paragraph and essay development.</p> <p>Do daily word work exercises with students.</p> <p>Have students keep a personal dictionary of frequently used words.</p>	<p>Using the newspaper, let's look to find topics that can provide us information on....</p> <p>Looking at the text, do we know –</p> <ul style="list-style-type: none"> <li>Who the author is</li> <li>What the person's motive for writing was</li> <li>What might change as a result of the article being written</li> <li>How each of us might be affected by what we just read</li> </ul> <p>Interactive edits</p> <p>Spelling tests on assigned words</p> <p>Self-reflections i.e. what I do well in my writing; what I need help with</p> <p>Rubrics for paragraph and essay writing</p>
---	--	---	---	---