

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 Strategies</p> <ul style="list-style-type: none"> Follow guided instructions which provide information about a task or assignment Identify essential details for note taking using strategies such as graphic organizers, Cornell note taking, Harvard outline or other Locate and use school, public library and electronic resources to acquire information <p>1.2 Fact and Opinion</p> <ul style="list-style-type: none"> Distinguish from fact and opinion Identify missing information 	<p>Use organizational strategies, (ie. clustering, using graphic organizers, outlining and note taking) as well as comprehension monitoring through visuals (KWL)</p> <p>Use rehearsal strategies such as repeated reading and outlining, as well as using 2 column notes strategies.</p> <p>Use secondary sources from which to take notes to add additional information to research collection.</p> <p>Identify the difference between real and imaginary; fact and fiction; personal reality from another person's truth</p> <p>Identify the language of opinion (I think so because; According to me)</p> <p>Form own opinions, being aware of what is a quality judgment based on substantiation and fact.</p>	<p>Lecture, drill, teach, and practice the use of effective note taking and the use of organizers.</p> <p>Use audio and video aides for repeated readings to support students in note taking.</p> <p>Create a repertoire of strategies for note taking, providing students with a variety of formats and constructs to extrapolate information.</p> <p>Provide students a timeline for tasks: note taking, organizing notes for writing, etc.</p> <p>Encourage students to become critical readers and to question: Author's perspective Author's historical context/ reliability Actual source of text information Authenticity of reported "facts" Accuracy of details Where can I locate other sources of information on the same topic to compare and contrast information?</p>	<p>Research rubrics</p> <p>Conferencing and teacher observation</p> <p>Self-assessments and self-reflections dealing with big ideas – How well was I organized? Did I work within the timeline and use my time wisely? Did I learn new information about my topic? How did I indicate in my report that this was new information?</p> <p>In looking at my notes, did I remember... To use short phrase To use only the most important ideas To use initials, abbreviations, coding That my notes are only for me to read, use and interpret</p> <p>Write a persuasive essay that is substantiated and supported with facts, using the non-narrative or expository writing structure.</p> <p>Discuss personal learning and value of information learned from research and investigation for future projects; for life.</p>
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	<p>multiple meanings of individual words and phrases</p>	<p>Make sense of text that they read based upon the information in the text and/or story and their own background and world experiences.</p> <p>Use comprehension strategy of summarizing after a small part of the reading to check understanding.</p> <p>Share personal responses and ask clarifying questions for confusions or perceptions.</p> <p>Discuss author's intent.</p>	<p>Encourage students to respond while reading in their journals instead of at the end of a reading.</p> <p>Create literature circle discussions for large and small groups.</p> <p>Develop word walls for classrooms with words that come from content area study as well as the literature.</p>	<p>your reading – Patterns Repeated scenes Situations that are reminiscent to you Characters that remind you of someone that you know</p>
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	<ul style="list-style-type: none"> Use at least three sources of information, and cite appropriately to develop reports 	<p>Demonstrate literal text understanding by extrapolating information.</p> <p>Retell as part of the story as a basis for providing evidence.</p> <p>Provide specific details as warranted. – text-supported response.</p>	<p>to find textual evidence.</p> <p>Demonstrate underlining or margin note taking to address a particular question or prompt.</p> <p>Encourage students to become actively engaged in literary response and reaction to text.</p> <p>Teach students the importance and techniques for clarifying, expanding, substantiating, and defending a statement related to prompt/question.</p>	<p>I disagree because... I'd like to add to that... I think that the author meant... I noticed that....</p> <p>Notebook entries</p> <p>Literary essays</p> <p>Report writing</p>
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