

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 2: Literary Response and Expression</u></p> <p>Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop and understanding of the diverse social, historical, and cultural dimensions the text and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.</p>	<p>2.1 Literary Elements</p> <ul style="list-style-type: none"> Recognize and state flashback, foreshadowing, and dialect in a variety of literary works Recognize and state climax and distinguish between simile and metaphor in a variety of literary works <p>2.2 Variety of Genre</p> <ul style="list-style-type: none"> Identify elements of narrative: character, plot, movement through time Read and view books and magazines from a wide range of authors and subjects 	<p>Read beyond the words and literal meaning; use inferences to shape and drive thinking.</p> <p>Gain an awareness as to how the writer uses language, symbolism, or other literary devices to foreshadow events and outcomes.</p> <p>Write a friendly letter to a favorite author.</p> <p>Write a book review.</p> <p>Study a mentor author and write a reflective essay about what was learned about the author's craft and craft moves.</p> <p>Maintain a reading list, keeping a record of books read.</p> <p>Use what is known about the characteristics of text to write in a variety of genre.</p> <p>Self-select reading materials by identifying favorite books by favorite authors.</p>	<p>Provide high quality texts that offer many levels of meaning.</p> <p>Help students make connections during interactive read alouds.</p> <p>Create and build a daily literary discussion opportunity, where literary elements are taught explicitly through literature.</p> <p>Create and build a classroom library. Help students understand the narrative genre – how good writers write in this genre.</p> <p>Model text selection – how to select books for independent reading.</p> <p>Teach students how to locate books in the classroom, school and public libraries.</p>	<p>What is a flashback? Where in the text did we see an example of this literary element? (use the same line of questioning with each element identified in the Literacy Outcome).</p> <p>Conferences with students about books that they are reading independently to assess knowledge and application of literary elements.</p> <p>Assess student on the elements of a narrative text and how each is essential to the crafting of an excellent story</p> <p>Literary essays on teacher-selected and student-selected authors</p> <p>Discussions in guided reading groups</p>
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<p><u>Standard 2: Literary Response and Expression</u></p> <p>Students will read and listen to oral, written, and electronically produced</p>	<p>2.8 Creating Literary Works</p> <ul style="list-style-type: none"> • Write original imaginative work, providing a title and a lead that attracts the readers' interest. • Write original imaginative work and determine the intended audience and use 	<p>Pick an issue and create characters that have troubles and issues.</p> <p>Develop the plot and other elements in stories</p>	<p>Model and demonstrate process from notebook</p> <p>Immerse students in read alouds – especially in the genre of realistic fiction</p>	<p>Independent teacher and peer edits</p> <p>Assessment rubrics and checklists</p> <p>Published writing samples</p>

<p>texts and performances, relate texts and performances to their own lives, and develop and understanding of the diverse social, historical, and cultural dimensions the text and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.</p>	<p>intended audience and use tone and language appropriate for the audience.</p> <ul style="list-style-type: none"> • Understand the purpose for writing; for example, explain, describe, narrate, persuade and express feeling. • Use prewriting activities (i.e., brainstorming, free writing, note taking, outlining) and the writing process (prewriting, drafting, revising, proofreading, editing) along with dictionaries, thesauruses, style manuals and word processing skills. • Observe rules of punctuation, capitalization and spelling such as, punctuation of simple and compound sentences, of dialogue, of titles of articles, spelling of commonly misspelled words, homonyms and content vocabulary. • Speak in order to present original works such as stories, poems and plays. • Use notes or outlines appropriately in presentations. • Use organizing structures such as stanzas, chapters, scenes and verses and vocabulary to create a desired effect. • Use examples of literary devices such as rhythm, rhyme, simile and personification and establish a consistent point of view (i.e., first or third person). • Use correct grammatical construction (i.e., parts of speech, simple, compound and complex sentences, correct subject/verb agreement, verb tense and pronoun/antecedent clarity). • Use tone, volume and body language (i.e., gestures, facial (expressions) to enhance performance/presentation. 	<p>stories.</p> <p>Read through Writer’s notebooks to generate lists of people that may turn into characters for writing.</p> <p>Write descriptive entries that reveal distinctive features of characters.</p> <p>Outline events that characters will experience along a timeline.</p> <p>Use a story map to craft stories.</p> <p>Write stories in first and third person narratives.</p> <p>Submit a story as a final piece that has been edited for content and conventions.</p> <p>Use classroom, library and technological resources for editing.</p>	<p>fiction.</p> <p>Teach mini-lessons on: Show don’t tell Revision strategies Developing leads Creating tension Editing Flashbacks and time ordering</p> <p>Model appropriate speech and body language for a presentation.</p>	<p>Transition notes from conference to be used in preparing published piece</p> <p>Effective evaluation of students’ ability to use resources for editing</p>
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