

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>• Evaluate information, ideas, opinions and themes in text by identifying statements of fact and opinion.</li> <li>• Evaluate information, ideas, opinions and themes in text by identifying a central idea and supporting details.</li> <li>• Listen in order to form an opinion about a subject based on information expressed in presentations.</li> <li>• Evaluate information, ideas, opinions, and themes in text by identifying precise and vague language and exaggeration.</li> <li>• Evaluate information, ideas, opinions and themes in text by identifying missing or unclear information.</li> </ul> <p><b>3.2 Evaluation Criteria</b></p> <ul style="list-style-type: none"> <li>• Use one's prior knowledge in order to more fully evaluate content of presentations.</li> <li>• Recognize persuasive presentations.</li> <li>• Evaluate the quality of the speaker's presentation by using criteria such as eye contact, posture, and poise.</li> <li>• Evaluate the quality of the speaker's presentation style by using criteria such as volume, tone of voice, rate and inflection.</li> </ul>	<p>Use self-monitoring to comprehend information in the text.</p> <p>Use graphic organizers to identify information about the text. Use Venn diagrams for fact and opinion.</p> <p>Make personal connections from one's life to relate to the text.</p> <p>Participate in classroom "book talks" to evaluate text an authors purpose/writing style.</p> <p>Write self- reflection logs after reading a text.</p> <p>Form an opinion about the text and write about it .</p> <p>Take notes after listening to a text read aloud.</p> <p>Use oral language and tools such as illustrations, charts, diagrams, and artifacts to communicate meaning to an audience.</p> <p>Arrange ideas in an interesting and informative sequence; introduce and summarize the topic.</p> <p>Engage the audience and answer questions that the audience asks about the topic.</p> <p>Learn how posture, tone of voice and gesture contribute to the effectiveness of a presentation.</p> <p>Evaluate own presentation and evaluate and provide feedback on presentation by peers to the teacher.</p>	<p>Create a classroom library with a variety of genres.</p> <p>Provide varied graphic organizers to students.</p> <p>Encourage book talks in the classroom.</p> <p>Model the use of self reflection logs.</p> <p>Model note taking strategies using graphic organizers.</p> <p>Work with student to develop criteria that best describes the levels of proficiency of a task.</p> <p>Teach the expectations for oral performance.</p> <p>Define the specific traits that are important to evaluate in a presentation.</p> <p>Model oral presentations and give feedback simulations.</p> <p>Describe the levels of quality one trait at a time</p>	<ul style="list-style-type: none"> <li>• Logs</li> <li>• Rubrics</li> <li>• Checklists</li> <li>• Class discussions</li> <li>• Teacher observation</li> <li>• Peer feedback</li> <li>• Graphic organizers</li> </ul> <p>Questions such as:</p> <p>What is the author's purpose? What did you enjoy about this book? What did you dislike about this book? What do you know about this topic? How does this book, article, topic remind you of other text you read? What have you experienced in your life that helps you understand this topic?</p> <p>Self-evaluation</p> <p>Rubrics</p> <p>Peer evaluation</p> <p>The most effective part of my presentation was...</p> <p>The response that I received was favorable...</p> <p>I need to improve in the following areas for my next presentation</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 Point of View</b></p> <ul style="list-style-type: none"> <li>• Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening.</li> <li>• Recognize the perspectives of others, including teachers and peers, to analyze and evaluate a presentation.</li> <li>• Recognize how one's own point of view contributes to forming an opinion about information.</li> <li>• Recognize how one's own point of view contributes to forming an opinion about ideas and information.</li> <li>• Recognize and employ one's point of view to evaluate and analyze presentations.</li> <li>• Recognize the perspectives of experts or other outside sources to analyze and evaluate a presentation.</li> </ul>	<p>Express opinions about a text and/or genre and support that opinion with data or story evidence.</p> <p>Discuss author's purpose, characters, themes in the text that has been read using graphic organizers.</p> <p>Connect literature to self drawing on personal experiences.</p> <p>Create writing logs to defend point of view on specific topic.</p> <p>Discuss in an oral presentation one's point of view on a topic.</p>	<p>Encourage students to participate in discussions before and after presentations.</p> <p>Expose students to a variety of literature with different perspectives on one topic.</p> <p>Encourage classroom debates, using sources, for students to defend their point of view on a topic.</p>	<p>Class discussions</p> <p>Self reflections</p> <p>Oral presentations</p> <p>Writing logs</p> <p>In my opinion..... My research has shown me that....</p> <p>Support your opinion with evidence from the text</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>3.4 Strategies for Critical Analysis</b></p> <ul style="list-style-type: none"> <li>• Listen respectfully and responsively</li> <li>• Identify own purpose for listening</li> <li>• Recognize the techniques used to persuade</li> <li>• Recognize the organization of presentations</li> <li>• Evaluate presentations for logic, clarity, and conventionality</li> <li>• Enumerate reading goals and accomplishments</li> <li>• Identify the techniques used to persuade, such as word choice and sound effects.</li> <li>• Evaluate presentations using the evaluate of comprehensiveness, conciseness, and originality</li> <li>• Evaluate the effectiveness of different approaches</li> <li>• Reflect on reading goals and accomplishments</li> <li>• Identify purpose for reading</li> <li>• Determine meaning of unfamiliar words by using context clues, a dictionary or a glossary</li> </ul>	<p>Take notes during a presentation to help organize information and to ask questions.</p> <p>Evaluate peer presentations using conferences and evaluation logs.</p> <p>Recognize authors writing style and point of view. Use graphic organizers to reflect on text purpose.</p> <p>Listen to ascertain as to whether the information presented is fact or opinion; listen for research references.</p> <p>Identify specific vocabulary used for persuasive pieces.</p> <p>Conduct honest and periodic evaluations on the personal growth that one has experienced as a writer; as a reader.</p>	<p>Model note taking strategies when responding to a text or presentation.</p> <p>Model peer evaluations using verbal feedback and discussions.</p> <p>Use think alouds and think alongs.</p> <p>Encourage class discussions after presentation.</p> <p>Teach the persuasive genre.</p> <p>Provide students with the standards for oral presentations.</p>	<p>Peer reflections</p> <p>What were the strengths of this presentation? How could the speaker have improved his presentation?</p> <p>Teacher feedback</p> <p>Graphic organizers</p> <p>What did you learn about ? _____</p> <p>Describe the author's writing style and or purpose.</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>3.5 Conventions</b></p> <ul style="list-style-type: none"> <li>• Use correct grammatical construction: complete simple and compound sentences using correct subject/verb agreement and verb tense; parts of speech: nouns, adjectives, adverbs, pronouns, conjunctions (coordinating) prepositions and prepositional phrases, and interjections</li> <li>• Use word processing skills</li> <li>• Use precise language</li> <li>• Use the writing process (prewriting, drafting, revising, proofreading and editing) to write expository essays and book reviews</li> <li>• Observe rules of punctuation, capitalization, and spelling: punctuation of simple and compound sentences; correct spelling of commonly misspelled words</li> <li>• Respond respectfully</li> <li>• Use language and grammar appropriate to the purpose for speaking</li> <li>• Use facial expressions and gestures to enhance communicability</li> <li>• Establish eye contact during presentations and group <i>discussion</i></li> <li>• Audible voice and pacing appropriate to content and audience</li> <li>• Use visual aids to support the presentation</li> </ul>	<p>Use technology as a resource for conventions check.</p> <p>Reread with a particular focus on one editing skill at a time.</p> <p>Engage in investigations of various topics and explore literature through focused conversations</p> <ul style="list-style-type: none"> <li>• Listening actively</li> <li>• Speeking directly</li> <li>• Articulating clearly</li> <li>• Taking turns being courteous</li> <li>• Responding to build on others' statements</li> <li>• Staying on topic</li> <li>• Sharing effectively</li> <li>• Summarize and extend the group conversations</li> <li>• Check whether others understand and are following the conversation</li> </ul>	<p>Deliver mini-lessons on topics related to editing for punctuation, grammar, spelling and sentence structure and construction.</p> <p>Put a student's work on the overhead and have him/her edit in front of class.</p> <p>Fishbowl a conversation between students who are engaged in editing each other's work.</p> <p>Remove the punctuation from a piece of writing and have student groups insert where necessary.</p> <p>Engage students in ongoing investigations using author's published work to teach spelling patterns, generalizations aimed at teaching proper usage and punctuation.</p> <p>Engage students in periodic dictation.</p> <p>Create word walls to encourage students to collect and pay attention to the words they use.</p>	<p>Editing checklists</p> <p>Daily oral language</p> <p>Rubrics</p> <p>Reflective Paragraphs</p> <p><u>Questions:</u></p> <p>What are the marks we see the writer using? How does the writer's choice of punctuation make his writing effective or dramatic?</p> <p>Interactive editing</p> <p><u>Mentor Authors:</u></p> <p>What I know about my author? What do I notice about my author's craft? Why do I think the writer used this crafting tool?</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>3.6 Meeting Criteria</b></p> <ul style="list-style-type: none"> <li>• Use note taking, semantic webbing or mapping to organize writing</li> <li>• Use teaching conferences and peer reviews to revise written work</li> <li>• Maintain a writing portfolio that includes writing for critical analysis and evaluation</li> <li>• Ask questions and respond to questions for clarification</li> <li>• Use role play as a strategy to analyze or evaluate an event</li> <li>• Use notes appropriately for presentation</li> <li>• Use role.play as a strategy to analyze or evaluate an issue.</li> <li>• Use notes and outlines appropriately for presentation.</li> <li>• Use note taking, semantic webbing or mapping to organize</li> </ul>	<p>Create semantic webbing, story frames, story maps, before, during and after listening to a text.</p> <p>Use notes in a writing project and in an oral presentation.</p> <p>Select appropriate graphic organizers when taking notes.</p> <p>Participate in classroom discussions when responding to literature.</p> <p>Ask questions before during and after listening or reading text.</p> <p>Move through the stages of the writing process.</p> <p>Summarize the main idea of the text using short and extended responses</p>	<p>Provide graphic organizers for students and model appropriate use and function.</p> <p>Encourage classroom discussions after reading or listening to a text.</p> <p>Encourage peer editing and conferences for the writing process.</p> <p>Demonstrate how to collect samples of writing pieces.</p> <p>Model think aloud and think-pair-share strategies.</p>	<p>How did my notes help me organize my information</p> <p>What did I learn about the literature I read?</p> <p>Reflect on your writing portfolio</p> <p>Rubrics</p> <p>Defend your point of view.</p> <p>Support your opinion with sound reasoning.</p> <p>What did you notice that the author said that made</p>

	<p>writing.</p> <p><b>3.7 Presenting Arguments</b></p> <ul style="list-style-type: none"> <li>• Use information from other content areas and personal experiences to form and express opinions.</li> <li>• Use organizational formats appropriate for critical analysis such as compare and contrast.</li> <li>• Use specific vocabulary in writing analysis and evaluation.</li> <li>• Persuade using volume and gestures.</li> <li>• Articulate a "controlling idea" and support it with details.</li> </ul>	<p>Speak/write in order to express reasoning or opinion</p> <p>Offer personal viewpoint in connecting personal experiences and observations to explain a line of reasoning.</p> <p>Use graphic organizers (Venn diagram) to organize ideas.</p> <p>Express opinions and explain rationale for opinions.</p>	<p>Involve students in discussions about topics that are current and controversial.</p> <p>Model appropriate use of graphic organizers (Venn diagrams, T-charts).</p> <p>Teach debate or point-counterpoint strategies.</p>	<p>you believe that he/she was correct/incorrect in this opinion?</p> <p>Oral presentation debate/mock trial</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>3.8 Standards for a Genre</b></p> <ul style="list-style-type: none"> <li>• Use supporting evidence of text (facts) to evaluate information and experiences.</li> <li>• Analyze literary elements such as plot, character, conflict and setting in order to evaluate the quality of text.</li> <li>• Analyze the impact of an event from personal, peer group, and school and community perspectives.</li> <li>• Use information and ideas from personal experience to form and express opinions.</li> </ul>	<p>Acquire language with which to talk about text.</p> <p>Learn how information is organized and presented.</p> <p>Use what is known about the characteristics of text to write in various genres.</p> <p>Anticipate the form texts in a particular genre will take.</p> <p>Identify favorite genres for personal reading.</p> <p>Make inferences based on personal experiences.</p> <p>Compare the strength of one author's work to that of another author who writes in the same genre.</p>	<p>Prompt students to recall prior knowledge or connections to lives.</p> <p>Question to elicit emotional response.</p> <p>Prompt students to think beyond the text by way of inferring.</p> <p>Help students explore deeper meaning through conversation and think-alouds.</p>	<p>What did you notice about the author's language?</p> <p>What did you mean when you said?</p> <p>What is the relationship between ___ and ___?</p> <p>Can you make a distinction between the different genres?</p> <p>What did you learn about_____?</p> <p>What is the author's message?</p> <p>What evidence can you find to support your thinking?</p> <p>What is the genre? How do you know?</p> <p>Is the text a good example of this genre? Why?</p> <p>How is this book like other books you've read this genre?</p> <p>What do you find difficult about reading books in this genre?</p>