

| LEARNING STANDARD PERFORMANCE INDICATOR | LITERACY OUTCOMES | LITERACY SKILLS The student will be able to: | LITERACY STRATEGIES The teacher will: | ASSESSMENT TASKS/QUESTIONS |
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| <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"> Transmit information through drawings, letters and words Recognize and identify letters of the alphabet Recognize and interpret familiar signs and symbols from the environment Write own name and some common sight words <p>1.2 Text Features</p> <ul style="list-style-type: none"> Identify main idea in stories and information text read aloud/read Identify phrases that are repetitive in text | <p>Write daily; create drawings with labeled pictures.</p> <p>Practice name writing.</p> <p>Review upper and lowercase letters and related sounds.</p> <p>Recognize and use sight word vocabulary in writing.</p> <p>Retell stories orally.</p> <p>Retell key story elements in pictures/text.</p> <p>Summarize main idea or story theme.</p> | <p>Use manipulatives including alphabet flash cards, alphabet charts, magnetic letters, white and chalk boards in the teaching of letters, sounds and words.</p> <p>Teach phonics as per instructional design and related resources.</p> <p>Provide Writing Workshop opportunities daily to build writing skill and stamina.</p> <p>Model retellings.</p> <p>Pose story questions during read alouds and guided reading that focus on key story elements.</p> | <p>Early Literacy Profile Tasks</p> <p>Letter test Letter/sound test Sight word review</p> <p>Name writing *Observation Survey Hearing and Recording Sounds in Words</p> <p>Writing samples (1 per unit of study)</p> <p>BASELINE</p> <p>Early Screening Inventory; Primary Assessment Test</p> <p>Early Literacy Profile</p> <p>Fluency and Comprehension assessments</p> <p>Informal assessment</p> |
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| | Clarifying text meaning; summarizing | | Elicit and record student responses on graphic organizers/ guide practice in summarizing Model retellings. | |
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| | <p>1.6 Fact and Opinion</p> <ul style="list-style-type: none"> Listen and read to identify similarities and differences about people, places characters, settings and events | <p>Differentiate fact from opinion by stating the criteria for each.</p> <p>Read and listen to a variety of texts that have factual information in them – primarily non-fiction or non-narrative selections.</p> <p>State reasons why something is a fact.</p> | <p>Model fact and opinion sentences.</p> <p>Explain the difference between fact and opinion.</p> <p>Provide examples of facts and opinions.</p> <p>Expose children to literature noting fact/opinion.</p> | <p>Which is a fact? Example: Snakes are reptiles. I like snakes. Why?</p> <p>Illustrate a fact/opinion.</p> <p>Why are these two things the same? How are they different?</p> |

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| | <p>1.8 Text Structure</p> <ul style="list-style-type: none"> Communicate story ideas in logical | | | |

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| | <ul style="list-style-type: none"> order and sequence Retell stories with a beginning, middle and end | <p>Orally retell stories in sequence.</p> <p>Retell beginning, middle and end across fingers/across pages.</p> | <p>Show students how to divide stories – the first part, the next part, the final part.</p> <p>Teach students time-order words – first, next, then, finally.</p> | |
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| | <ul style="list-style-type: none"> • Maintain a focus – stay on topic • Use prompts or visual aids to illustrate a concept or word when speaking • Use resources (dictionary, word lists) to spell unknown words | <p>collect data.</p> <p>Tell idea across fingers.</p> <p>Use writing format consistent with type of report.</p> | <p>through telling ideas across fingers.</p> <p>Demonstrate writing “how to” and “all about” books through mini lessons in daily writing. Assist students in gathering information for story research.</p> | <p>Turn to your friend and tell your idea across fingers.</p> |
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