

LEARNING STANDARD PERFORMANCE INDICATOR	LITERACY OUTCOMES	LITERACY SKILLS The student will be able to:	LITERACY STRATEGIES The teacher will:	ASSESSMENT TASKS/QUESTIONS
<p><b>Standard 2: Literary Response and Expression</b></p> <p>Students will <b>read and listen</b> to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the text and performances represent. As <b>speakers and writers</b>, students will use oral and written language for self-expression and artistic creation.</p>	<p><b>2.1 Literary Elements</b></p> <ul style="list-style-type: none"> <li>Identify characters, events and settings in stories</li> <li>Make connections between story content and experiences in their own lives</li> </ul> <p><b>2.2 Variety of Genre</b></p> <ul style="list-style-type: none"> <li>Read imaginative and informational text (or listen to them read aloud) such as concept books, books of rhymes and poetry, fiction stories and electronic books for beginning readers</li> </ul>	<p>Actively listen and contribute to completion of a graphic organizer.</p> <p>Comprehend story elements.</p> <p>Relate text to self.</p> <p>Articulate personal point of view.</p> <p>Read a variety of age appropriate materials from various genre.</p> <p>Identify and differentiate between various genre through oral and written responses.</p> <p>Participate in completing graphic organizers specific to a genre.</p>	<p>Model using graphic organizers (i.e. story maps).</p> <p>Activate prior knowledge.</p> <p>Read aloud texts with clear connections of text to self (i.e. <u>Peter's Chair</u> by Ezra Jack Keats).</p> <p>Provide guided practice in identifying story elements, making connections to self.</p> <p>Expose students to variety of genres.</p> <p>Provide a variety of literary materials: stories, books on tape, for example, for student review.</p> <p>Note features of different genres.</p> <p>Model completing graphic organizers.</p>	<p>Comprehension assessments (retellings and questions)</p> <p>Write and illustrate a response using pictures, labels, words and sentences</p> <p>Dramatic performances</p> <p>Have you ever been in a situation like the character in the story? Do you know someone like the character in the story?</p> <p>Comprehension assessments</p> <p>Written reader response</p> <p>Oral response through discussion; in literature circles</p> <p>Graphic organizers</p>

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