

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 Constructing Meaning</p> <ul style="list-style-type: none"> Listen and read to acquire and connect information by drawing on prior knowledge and experience Apply phonemic awareness and phonics strategies to identify unknown words Develop a sight word vocabulary of high frequency words Use context cues to uncover the meaning of unfamiliar vocabulary Understand and follow both oral and print directions Self-monitor while reading; self assess by asking three critical questions: “Does it look right?”; “Does it sound right?”; “Does it make sense?” Use cues of punctuation to guide in attaining meaning and fluency from reading aloud. <p>1.2 Interpreting and Analyzing Information</p> <ul style="list-style-type: none"> Interpret information and facts from a variety of sources such as maps, graphs, charts and other visual sources, for example; pictures, illustrations and webs Use library media resources and unfamiliar age appropriate text to collect and interpret data, facts and ideas. 	<p>Engage in brainstorming activities to share information and prior knowledge.</p> <p>Apply known decoding strategies to unknown words.</p> <p>Identify word chunks (onsets and rimes) (finger framing)</p> <p>Identify the name and function of simple marks of punctuation.</p> <p>Self-correct reading errors.</p> <p>Identify words that sound alike – rhyme.</p> <p>Follow 2-3 step directions.</p> <p>Point to the picture in a text and explain what is happening in the picture.</p> <p>Identify the reason that a graphic is in a book (a graph in a Weekly Reader article on apples);</p> <p>Know where to find books on topic of interest in the classroom and school libraries.</p>	<p>Introduce students to graphic organizers to record and sort information.</p> <p>Teach decoding strategies, including phonetic awareness.</p> <p>Practice phonemic awareness strategies (blending, stretching, rhyming, and segmenting) in daily reading work.</p> <p>Help students build sight word vocabulary through use of word walls and word analysis activities.</p> <p>Conduct oral direction drills and activities (contextual) “We will get up and move quietly to the rug with our partners”.</p> <p>Show students how text works – the purpose for text features such as pictures and captions, headings and tables, a glossary and the index, chapter headings, etc.</p> <p>Show students how to locate information on assigned topics or topics of interest.</p>	<p>What do we know about ____? Watch me write what we know in the K column of our K-W-L chart).</p> <p>Get your mouth ready to say the new word.</p> <p>Place your finger on the word that rhymes with swim.</p> <p>Say the words on the wall quickly with me.</p> <p>Show me a word that has two sounds.</p> <p>Listen carefully while I tell you what three things you will need to do next.</p> <p>“Let’s talk about the book – tell me about the picture. Let’s look at the information on the graph. Can you tell me why the author wrote a caption under the cartoon? Do the words match the picture?”</p> <p>“Let’s take a good look around this room we call the library...”</p>

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	<p>1.8 Point of View</p> <ul style="list-style-type: none"> • Connect personal experience to new information from non-fiction text • Share observations, opinions, data and facts from personal experiences • Use graphics (posters) to communicate information from personal experience 	<p>Relate text to self, both orally and in writing when responding to the author's message.</p> <p>Engage in class discussions sharing personal background knowledge.</p> <p>Create a poster displaying a personal experience.</p>	<p>Model think alongs and think alouds.</p> <p>Model and demonstrate personal experiences.</p> <p>Use biographies to illustrate the concept of personal experience.</p>	<p>written form</p> <p>Relate text to self and text to world</p> <p>Has this ever happened to you? (a story event) When, what and how?</p> <p>Class presentation of poster or visual</p> <p>Tell us about your poster.</p>
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