

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 3: Critical Analysis and Evaluation</u></p> <p>As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, 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>3.1 Evaluating Text</p> <ul style="list-style-type: none"> • Explain how the pictures support the text • Make story predictions • Identify what is known before reading/listening begins (prior knowledge) • Evaluate content by making comparisons to real life characters and events • Explain why two characters new the same action or event differently • Distinguish what can or cannot happen in the real world <p>3.2 Evaluating Criteria</p> <ul style="list-style-type: none"> • Listen in order to form an opinion or evaluate information based on what students know about their world 	<p>Form an opinion about the similarities and differences between events in a story and events in own lives.</p> <p>Distinguish what may or may not happen in the real world.</p> <p>Use illustrations to support text interpretation based upon reading or listening to informational and imaginative text.</p> <p>Create a pictorial representation of one's opinion.</p> <p>Believe that each has a story to tell based on life experiences.</p>	<p>Introduce the text to the students drawing attention to any unfamiliar words or phrasing.</p> <p>Expose students to the illustrations - discussing characters, setting, etc.....</p> <p>Engage in guided practice to support students in evaluating and analyzing text.</p> <p>Provide opportunities for students to listen to stories, hear books on tape to form an opinion.</p> <p>Engage students in text to world literature (i.e. Little Red Riding Hood).</p> <p>Model how to relate text to world.</p>	<p>Informal observations</p> <p>Small group inquiry</p> <p>How is this story like your own life story?</p> <p>How are the characters similar/different to you?</p> <p>Is this story real or imaginary?</p> <p>Express opinion to a friend, small group, large group during share time</p> <p>Writing pieces</p> <p>What do you know about talking to strangers?</p> <p>What did you think about Little Red Riding Hoods actions?</p> <p>Why was what she did a bad idea?</p> <p>What does it teach you?</p>
<p><u>Standard 3: Critical Analysis and Evaluation</u></p> <p>As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, 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>3.3 Point of View</p> <ul style="list-style-type: none"> • Explain characters actions and reactions in relation to individual view points • Recognize differences and similarities in two or more versions of a story, song, or finger play <p>3.4 Text Understanding</p> <ul style="list-style-type: none"> • Use reading 	<p>Compare and contrast two or more versions of a story, song or finger-play.</p> <p>Verbalize an opinion about a character's actions and reactions in a story, song or finger-play.</p> <p>Practice through daily reading strategies to determine meaning</p>	<p>Guide students through completion of a Venn diagram.</p> <p>Give students opportunities to express opinions.</p> <p>Model reading strategies that will guide students through text.</p> <p>Provide wait-time to allow students to develop</p>	<p>Venn diagram</p> <p>Verbal response</p> <p>Informal response</p> <p>How are these stories, songs and finger-plays alike?</p> <p>How are they different?</p> <p>Running record</p> <p>Cross checking strategies: Does it sound right? Does look right? Does it make sense?</p>

	<p>strategies such as sounding out words and using picture cues to determine meaning</p> <ul style="list-style-type: none"> • Avoid interrupting • Use story cues and illustrations to predict what will happen next 	<p>determine meaning and make predictions.</p> <p>Apply previously taught strategies to resolve text difficulties.</p> <p>Ask questions when confused about a word or about text meaning.</p>	<p>develop independent strategies to resolve text difficulty.</p>	
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<p><u>Standard 3: Critical Analysis and Evaluation</u></p> <p>Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.</p>	<p>3.5 Conventions</p> <ul style="list-style-type: none"> • Use left to right, top to bottom direction when writing • Form letters conventionally • Use spacing between letters and words • Use sound or invented spelling to write independently, applying phonics knowledge in process • Use effective vocabulary to explain topic <p>3.6 Communicating Ideas</p> <ul style="list-style-type: none"> • Respond respectfully • Respond thoughtfully • Share personal responses while in literature or discussion circles contributing ideas to a map or web 	<p>Write daily using conventions of print.</p> <p>Utilize sound spelling to demonstrate application of letter-sound association.</p> <p>Choose appropriate words to convey meaning.</p> <p>Apply phonics rules when sound spelling.</p> <p>Demonstrate respectful and thoughtful comments during share times.</p> <p>Share personal responses using respect and thoughtfulness during literature circles, mapping and webbing activities.</p>	<p>Provide demonstration during daily Writing Workshop.</p> <p>Provide guided practice during shared and interactive writing.</p> <p>Guide children through direct instruction in sound spelling.</p> <p>Model an appropriate respectful and thoughtful response.</p> <p>Demonstrate sharing personal responses during literature circles and mapping webbing activities.</p>	<p>Writing folders</p> <p>Did you make sure to:</p> <ul style="list-style-type: none"> • Start at top, go left to right • Leave spaces • Use punctuation • Use word wall • Sound spell <p>Where can you find help around the room?</p> <p>Did you re-read it?</p> <p>Informal assessment</p> <p>Rubric</p> <p>When we listen to a speaker we:</p> <ul style="list-style-type: none"> • Look at the speaker • Fold hands • Cross our legs • Lips closed • Think about what they're saying
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<p><u>Standard 3: Critical Analysis and Evaluation</u></p> <p>Students will use oral and written language for effective social communication with a wide variety of people. As readers and</p>	<p>3.7 Presenting Arguments</p> <ul style="list-style-type: none"> • Express personal preferences; share rationale for choices in response to text or classroom 	<p>Form opinions in response to material read-aloud or self-selected.</p>	<p>Elicit personal responses seeking students' opinions.</p> <p>Model expressing an opinion about a book, character or event.</p>	<p>Why did you choose this story for a read-aloud?</p> <p>Why did you choose to read this story to me?</p> <p>What did you think about the book? Why?</p> <p>What about the character made you</p>
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<p>listeners, they will use the social communications of others to enrich their understanding of people and their views.</p>	<p>events</p> <ul style="list-style-type: none"> • Explain personal criteria for selecting a story or poem • Construct an opinion about story, characters or events <p>3.8 Standards for a Genre</p> <ul style="list-style-type: none"> • Compare and contrast events or characters in a story with their own lives • Dramatize differences and similarities in characters 	<p>Perform interpretations of characters differences and similarities.</p> <p>Participate in completing a Venn Diagram.</p>	<p>Provide props and guidance in dramatizing characters in stories.</p> <p>Guide students through completion of a Venn Diagram.</p>	<p>feel.....?</p> <p>Venn Diagram</p> <p>Performances</p> <ul style="list-style-type: none"> • Puppet show • Play <p>How are these characters the same? How are they different?</p>
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