

FIRST GRADE

STANDARD # 4 Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

PERFORMANCE INDICATOR	WORK SAMPLING	PROFICIENCY TARGET	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	SUGGESTED ASSESSMENT
<p>4.2a Students will be able to respond to literary text and media using interpretive, critical, and evaluative process by making inferences about content, events, characters, setting.</p>	<p>B2 Uses oral language for a variety of purposes and audiences</p> <p>C6 Comprehends and interprets fiction and non-fiction text</p>	<p>Students will offer explanations, and share knowledge, ideas and opinions.</p> <p>Students will gain an initial understanding, develop an interpretation, extend and critically evaluate text.</p>	<ul style="list-style-type: none"> • Recommending a book during reading share • Respond to literature questions (available at conclusion of each selection) 	<p><i>Houghton Mifflin</i></p> <p><i>Teacher's Assessment Handbook</i>: p.107</p> <p><i>The Teacher's Guide to the Four Blocks</i></p> <p>Sharing p.34</p> <p>Responding p75</p> <p>Language Arts Cadre</p>	<p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Integrated Theme Tests</p>
<p>4.2b Students will be able to respond to literary text and media using interpretive, critical, and evaluative process by identifying the differences between genre.</p>	<p>C1 Shows interest in books and reading</p> <p>C6 Comprehends and interprets fiction and non-fiction text</p>	<p>Students are exposed to a wide-variety of genres and interest sometimes exceeds reading abilities.</p> <p>Students will gain an initial understanding, develop an interpretation, extend and critically evaluate text.</p>	<ul style="list-style-type: none"> • Searching for other books by the same author or topic • Distinguishing between fiction and non-fiction in Guided Reading and Self-Selected Reading • Teacher questioning about reality and fantasy before, during, and after reading in Guided Reading and/or Self-Selected Reading 	<p><i>Houghton Mifflin</i></p> <p><i>Teacher's Edition: Comprehension/Critical Thinking</i> in each story</p> <p><i>Teacher's Assessment Handbook</i>: p.107</p> <p><i>The Teacher's Guide to the Four Blocks</i></p> <p>Book choices p.32</p> <p>Questioning Pgs. 30-31, 72</p> <p>Balance in Book Baskets (A)</p>	<p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Integrated Theme Tests</p>

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				<p>List of books with genre of the Theme Selections (A)</p> <p>Language Arts Cadre</p>	
<p>4.3 Students will be able to demonstrate an appreciation for a broad range of culturally diverse literary texts and media created by historical, modern, and contemporary authors through responding to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions and disabilities as well as various nations and cultures.</p>	<p>C1 Shows interest in books and reading</p>	<p>Students are exposed to a wide-variety of genres and interest sometimes exceeds reading abilities.</p>	<ul style="list-style-type: none"> • Discussion before, during, and after teacher read-aloud • Taking a picture walk or text walk before reading in Guided Reading • Conferencing in Self-Selected Reading • Reading share 	<p><u>Houghton Mifflin</u></p> <p><u>Teacher's Assessment Hand Book</u>: p.107</p> <p><u>The Teacher's Guide to the Four Blocks</u></p> <p>Read-Aloud pgs. 22, 26</p> <p>Picture Walks p. 66</p> <p>Questioning pgs. 30-31</p> <p>Sharing p.34</p> <p>Language Arts Cadre</p>	<p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Integrated Theme Tests</p>

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<p>4.4a Students will be able to apply knowledge gained from literature as a basis for understanding self and society by using literature as a resource for shaping decisions and understanding social issues.</p>	<p>C6 Comprehends and interprets fiction and non-fiction text</p>	<p>Students will gain an initial understanding, develop an interpretation, extend and critically evaluate text.</p>	<ul style="list-style-type: none"> • Writing about a time where children felt like the main character • Read a book and discuss the fairness of the character's actions • Student writes about how he/she would have solved the problem in a reading selection (A) 	<p><i>Houghton Mifflin</i></p> <p><i>Teacher's Assessment Handbook</i>: pgs. 106, 107</p> <p><i>The Teacher's Guide to the Four Blocks</i></p> <p>Responding p.75</p> <p>Language Arts Cadre</p>	<p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Integrated Theme Tests</p>