**Student Learning Goals-Literature**

When you have mastered a goal, highlight it and add evidence (homework, picture, project, reflection, etc) to your binder. Make sure you write what goal it is at the top of the evidence. I want to see your PROGRESS so leave prior work in. You may have more than one piece of evidence for each goal. I will be checking these without warning, so please bring them with you to class each day!

**Collaborating in a Community of Readers and Writers**

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| Contributing to our Community | I contribute to maintaining a classroom community that feels safe and where everyone is able to take risks and grow |
| Collaborating Effectively | I work with partners and groups in ways that are both respectful and risk-taking |
| Participating Thoughtfully | I make my thinking count in discussions, as a speaker and listener. I share my reading confusions and understandings to get and give help. I listen and learn from the reading confusions and understandings of others |
| Building a Literacy Context | I understand and use the shared literacy vocabulary of our classroom |
| Being Open to New Ideas | I appreciate and evaluate alternative viewpioints |
| Developing a Literacy Agenda | I read to understand how literacy opens and closes doors in people’s lives |
| Sharing Books | I talk about books I am reading to involve others |
| Writing to Communicate | I write to communicate my ideas to others |

**Building Personal Engagement**

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| Knowing my Reader Identity | I am aware of my reading preferences, habits, strengths, weaknesses, and attitudes—my Reader Identity |
| Practicing | I put effort into practicing new reading strategies so that they become automatic |
| Digging In | I am increasing my confidence and persistence for digging into text that seems difficult or boring |
| Building Silent Reading Fluency | I read more smoothly and quickly, so I get more pages read |
| Building Oral Reading Fluency | I read aloud more frequently and expressively |
| Increasing Stamina | I set and meet stretch goals to read for longer periods of time |
| Increasing Range | I set and meet stretch goals for extending the range of what I read |
| Choosing Books | I use tools I have learned for choosing a book that’s right for me |
| Taking Power | I read to understand how and what I read applies to me and gives me power |
| Reflecting on my Evolving Reader Identity | I reflect in discussions and in writing on my growth as a reader—my evolving reader identity |
| Writing to Reflect | I use writing to step back and think about what I am learning |

**Making Thinking Visible**

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| Monitoring | I monitor my reading processes and identify problems |
| Repairing Comprehension | I know what strategies to use to get back on track |
| Talking to Understand Reading | I talk about my reading processes to understand them better |
| Writing to Understand Reading | I write about my reading processes to understand them better |

**Using Cognitive Strategies to Increase Comprehension: Literature**

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| Setting a Reading Purpose | I set a purpose for reading a text and keep it in mind while I read |
| Choosing a Reading Process | I vary my reading process to fit my reading purpose |
| Previewing | I preview a text that is long or appears to be challenging, to mobilize strategies for dealing with it |
| Identify and Evaluate Roadblocks | I Identify specific reading roadblocks and decide what to do |
| Tolerating Ambiguity | I tolerate ambiguity or confusion in understanding a text while I work on making sense of it |
| Clarifying | I work to clear up a reading confusion-whether it is a word, a sentence, an idea, or missing background information that I need to find |
| Using Context | I use context to clarify confusions by reading on and rereading |
| Making Connections | I make connections from texts to my experience and knowledge |
| Chunking | I break difficult text into smaller pieces to better understand the whole |
| Visualizing | I try to see in my mind what the author is describing |
| Listening for Voice | I listen for the author’s voice to help me engage with a text |
| Questioning | I ask myself questions when I don’t understand. I ask myself questions about the author’s idea, story, or text and I know where to find the answers-whether in my mind, the text, other texts, other people, or a combination. I ask inquiry questions when something I read makes me want to know more. |
| Predicting | I use what I understand in the reading to predict what might come next |
| Organizing ideas and Information | I use graphic organizers to sort out ideas or items of information to see how they are related |
| Paraphrasing | I restate a sentence or an idea from a text into my own words |
| Getting the Gist | I read and answer in my own words the question, “What do I know so far?” |
| Summarizing | I boil down what I read to the key points |
| Sequencing | I order events in time to understand their relationships |
| Compare/Contrast | I make comparisons to identify similarities and differences |
| Identifying Cause and Effect | I find conditions or events that contribute to or cause particular outcomes |
| Using Evidence | I use evidence to build and support my understanding of texts and concepts |
| Rereading | I reread to build understanding and fluency |
| Writing to Clarify Understanding | I write about what I think I know to make it clearer to myself |

**Building Knowledge: Literature**

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| Mobilizing Schema | I use my relevant networks of background knowledge, or schema, so that new information has something to connect to and is easier to understand |
| Building and Revising Schema | I add to and revise my schema as I learn more |
| Synthesizing | I look for relationships among my ideas, ideas from texts, and ideas from discussions |
| Writing to Consolidate Knowledge | I use writing to capture and lock in new knowledge |

 **Building Knowledge...about Text: Literature**

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| Text Structure | I use my knowledge of literary genres and subgenres to predict how ideas are organized |
| Text Features | I use my knowledge of text features such as chapter titles, stage directions, and dialogue to support my understanding |
| Point of View | I use my understanding that authors write with a purpose and for particular audiences to identify and evaluate the author’s point of view |

**Building Knowledge…About Language: Literature**

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| Word Analysis | I use my knowledge of word roots, prefixes, and suffixes to figure out new words |
| Referents | I use my knowledge of pronouns and other referents to find and substitute the word that a pronoun or other word is standing in for |
| Signal Words and punctuation (text signals) | I use my knowledge of signal words and punctuation to predict a definition, results or conclusions, examples, sequence, comparison, contrast, a list, or an answer |
| Contextual Redefinition | I know that when familiar terms are used in unfamiliar ways, I can redefine them in context to clear up confusion |
| Sentence Structure | I use my knowledge of sentence structure to help me understand difficult text |
| Word-Learning Strategies | I use strategies to learn new words in the texts I read |

**Building Knowledge…about Discipline of Literature**

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| Literary Genres | I can identify and use diverse literary genres and subgenres |
| Literary Themes | I recognize universal literary themes-such as good vs. evil, ideal vs. flawed behavior, and psychological growth and change—and I know how to trace their development |
| Literary Structures | I understand how different literary structures—such as plot, stanza, and act—organize and contribute to the meaning of a piece of literature |
| Literary Commentary | I recognize how literature may incorporate or promote social, historical, economic, political, and cultural commentary, either transparently or through figuration such as irony, allegory, and symbolism |
| Chronological Thinking | I know how to order events and assess their duration and relationships in time |
| Literary Movements | I can identify how a piece of literature is affected by literary movements such as transcendentalism, romanticism, realism, and feminism |
| Narrative Voice | I understand narrative voice (first-person, third person, third person omniscient, unreliable narrator) and authorial voice, including relationships between author and narrator |
| Language Choice | I can identify and use imagery, tone, dialogue, rhythm, and syntax to shape meaning |
| Language Inquiry | I understand that literature invites inference and interpretation within and across texts and experiences. I offer and also consider others’ evidence based inferences and interpretations |
| Language Identity | I am aware of my evolving identity as a reader and writer of literary forms |

**Your binder will be equal to 25 percent of your grade. You MUST show evidence of mastering the learning goals. This could be in the form of a reflection, homework assignment, reading log, test, project, or anything else that can be placed into this binder. If you are writing a reflection, it must explain how you mastered the goal and what you did to master it. What were you reading when you mastered it, etc. You may place more current pieces of work in your binder to show growth in the skill, but you must place the most current evidence in front of the last piece of evidence.**

**You may not master each and every goal. The more you master, a better reader you will be. Reading is essential in today’s world. If you have concerns or questions about the binder, please ask! I will be doing spot checks of the binders so be sure to bring them to class EACH DAY! You must determine if you have mastered a skill. I will help you to determine in the beginning, but I need you to be aware of your learning goals and be able to provide evidence that you’ve mastered a skill. You have already reached some of these goals. In our daily work, you’ll be reviewing some of them. Just be sure to give evidence that you have mastered the goal. Some evidence will cover more than one goal. That’s fine.**

**These goals align with College Readiness and the Common Core State Standards. These goals are what good readers do naturally. It is my intent, as your teacher, to give you the necessary tools in order to be good readers.**