

The following indicators are what practitioners and students show as evidence of implementation in Literature. These are not to be considered an exhaustive list.

Indicators of Literature Standards Implementation	
<p>Teachers are:</p> <ul style="list-style-type: none"> ○ Asking questions that give students opportunities to share evidence from literary texts. ○ Creating writing tasks so students can write about literature. ○ Modeling and teaching strategies to use when reading literature. ○ Providing routine and continuous writing opportunities about literature. ○ Modeling and providing scaffolds in order to access complex literature when listening and/or reading. ○ Providing an accessible classroom library that consists of literature in a wide variety of genres for students to engage with independently. ○ Presenting literary texts in a multitude of formats: written, spoken, video, and other forms of multimedia. ○ Identifying the words that will be explicitly taught (Tier 2 and Tier 3). ○ Using a research based method of teaching vocabulary (e.g., Marzano’s Six Steps, Frayer Model, etc.). ○ Offering opportunities for students to revisit the words previously taught. ○ Using the gradual release of responsibility model when teaching comprehension/fix-up/monitoring strategies. ○ Listening to students read and engage in conversations about the text. ○ Explicitly teaching students to monitor their thinking using: <ul style="list-style-type: none"> ○ Analysis, reflection, evaluation ○ Activation of schema ○ Inference ○ Visualization ○ Questions (generating and asking questions before, during and after reading) 	<p>Students are:</p> <ul style="list-style-type: none"> ○ Writing, dictating, and/or drawing frequently about literature they are hearing and/or reading. ○ Speaking and listening about the texts they read and/or hear. ○ Reading/hearing challenging/complex literature and applying strategies to persevere and comprehend those texts. ○ Understanding and applying reading strategies specific to literary text. ○ Comparing and contrasting types of literature and texts from the same genre. ○ Learning techniques that foster discussion (speaking & listening) about literary texts. ○ Writing about what has been read or learned from literature. ○ Having opportunities to self-select texts. ○ Recording words learned (notebook, key ring, journal, etc.). ○ Discussing words and playing with words in the classroom. ○ Creating descriptions and visuals of vocabulary words. ○ Practicing the strategies to monitor their thinking. ○ Recognizing when they are and are not comprehending. ○ Learning reading strategies with their peers. ○ Using graphic organizers/semantic maps as needed to aid in comprehension. ○ Asking and answering questions while reading. ○ Creating summaries orally and/or written in words/pictures. ○ Persevering when reading/listening to challenging texts using comprehension/fix-up strategies when needed.