



Creative Literacy Lessons

This full-day interactive training focuses on the creation and delivery of an innovative multi-sensory, standards-based literacy lesson unit through a series of text sets. Participants will learn how to incorporate strategies for building comprehension, fluency, vocabulary, speaking and listening, as well as writing. Optimal learning models will also be explored, as well as the use of technology, and a variety of other resources geared toward the 21st century learner. Finally, teachers will explore the development of Performance Tasks for assessing student learning.

LANGUAGE ARTS FLORIDA STANDARDS (LAFS) K12: Creative Literacy Lessons

LA Strand:	READING	WRITING	SPEAKING & LISTENING	LANGUAGE
	Cluster 1: Key Ideas and Details	Cluster 1: Text Types and Purposes	Cluster 1: Comprehension and Collaboration	Cluster 1: Conventions of Standard English
Standard 1	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Standard 2	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
				Cluster 2: Knowledge of Language
Standard 3	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	Cluster 2: Craft and Structure	Cluster 2: Production and Distribution of Writing	Cluster 2: Presentation of Knowledge and Ideas	Cluster 3: Vocabulary Acquisition and Use
Standard 4	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Standard 5	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Demonstrate understanding of word relationships and nuances in word meanings.

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	READING	WRITING	SPEAKING & LISTENING	LANGUAGE
Standard 6	6. Assess how point of view or purpose shapes the content and style of a text.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
	Cluster 3: Integration of Knowledge and Ideas	Cluster 3: Research to Build and Present Knowledge		
Standard 7	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
Standard 8	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
Standard 9	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	Cluster 4: Range of Reading and Level of Text Complexity	Cluster 4: Range of Writing		
Standard 10	10. Read and comprehend complex literary and informational texts independently and proficiently	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		