



Assessing Student Learning

Goal	Comprehension
Strategy	Recognize Literary Elements (genre, plot, character, setting, problem/resolution, theme)
Common Core Alignment	RL.1.3, RL.1.5, RL.1.7 RL.2.3, RL.2.7 RL.3.3 RL.4.3, RL.4.4, RL. 4.5 RL.5.2 RL.6.3
Possible Text Selections	<i>Children Make Terrible Pets</i> by Peter Brown <i>Click, Clack, Moo Cows that Type</i> by Doreen Cronin <i>Dog Breath</i> by Dav Pilkey <i>Spoon</i> by Amy Krouse <i>That Book Woman</i> by Heather Henson <i>The True Story of the Three Little Pigs</i> by John Scieszka <i>Wemberly Worried</i> by Kevin Henkes <i>Mufaro's Beautiful Daughters: An African Tale</i> by John Steptoe <i>Pink and Say</i> by Patricia Polacco
Instruction	See Ready Reference Guide
Possible Options for Assessment	<p>Story Map (example below) Story maps assist students in organizing their thoughts about literary elements. This visual organization will aid students in remembering and comprehending the story. A story map will also allow teachers to quickly assess which literary element(s) a student may be struggling with identifying.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask if them to identify the literary elements they have encountered so far in their text. Listen to see if the student accurately identifies those elements. • Ask students to read a portion of their good fit book. • After listening to the student read, ask if they can identify any additional literary elements. <p>If the student seems to be struggling with identifying literary elements, provide further instruction.</p>

** These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*



Recognize Literary Elements Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Genre	Student identified the correct genre and verbalized why they selected that genre.	Student identified the correct genre.	Student identified a genre but not the correct one.	Student identified no genre.
Characters	Student accurately identified the main characters of the text and verbalized why they were the main characters.	Student accurately identified the main characters of the text.	Student identified characters from text, but included characters that were not main characters.	Student identified no characters.
Setting	Student accurately identified the setting of the text, including when and where the story took place.	Student identified either the when or where of the story, but not both.	Student identified an incorrect setting.	Student identified no setting.
Plot	Student accurately identified important events from the story in the correct sequence.	Student identified important events from the story.	Student identified some events from the story, but left important events out.	Student identified no events from the story.
Problem/Resolution	Student accurately described the main problem and resolution of the story.	Student described a problem and resolution of the story.	Student described either the problem or resolution of the story, but not both.	Student identified no problem or resolution from the story.
Theme	Student accurately identified and described the theme of the story.	Student accurately identified the theme of the story.	Student identified a theme, but was not accurate.	Student identified no theme.



Recognize Literary Elements

Name: _____ Date: _____

Title: _____ Genre: _____

Main Characters

Setting

Problem _____

Story Event

Story Event

Story Event

Resolution _____

