

Building a Learning Progression & Assessment Planning Template

Unit/Topic: **Animal Adaptations**

Essential Standard(s) Being Addressed (list full standard here):

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Give evidence from the text)
- RI.4.2 Examine a grade-appropriate informational text.
 - Provide a summary.
 - Determine the main idea of a text and explain how it is supported by key details
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- SL.4.4 Report on a topic or text, tell a story, or recount an experience to support main ideas or themes.
 - Organize ideas logically.
 - Use appropriate facts.
 - Use relevant, descriptive details.
 - Speak clearly at an understandable pace.

Supporting Standard:

- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Project Goal: Students will become an expert on an animal's adaptation. Students will create a visual representation of their learning, using key details to support their responses to the project questions.

Engaging Questions:

1. What are the physical and behavioral characteristics of an animal? (notice)
2. What is the purpose of an animal's adaptation? (infer)
3. Why are the adaptations essential to that animal's survival? (drawing conclusion)

Learning Targets:

1. I can cite explicit evidence from the text using quotes that support my reasoning.
2. I can identify key details from the text that support my answer.
3. I can explain the text evidence through written expression including how it supports my answer.
4. I can describe key details in a text, using a complete sentence, that explain my thinking.
5. I can summarize evidence gathered from multiple resources to support my topic.
6. I can write in a style that clearly communicates my thinking to the reader.
7. I can effectively categorize information to state multiple main ideas.
8. I can use appropriate facts and relevant, descriptive details to report on a topic.
9. I can organize ideas logically.

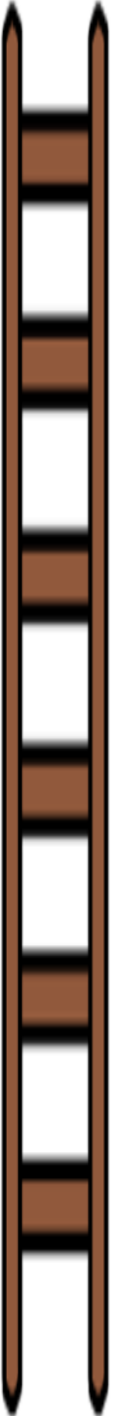
10. I can restate questions to locate the main ideas about my topic.

Pre-Req: I can distinguish between details that are important versus interesting.

How we find the evidence	How we communicate the evidence
<p>I can summarize evidence gathered from multiple resources to support my topic.</p> <p>I can cite explicit evidence from the text, using quotes, that supports my answers.</p> <p>I can identify key details from the text that answer my research questions.</p> <p>I can restate questions and locate main ideas about my topic.</p>	<p>I can write in a style that clearly communicates my thinking to the reader.</p> <p>I can explain the text evidence through written expression including how it supports my answer.</p> <p>I can describe key details in a text, using a complete sentence, that explain my thinking.</p> <p>I can organize ideas logically using a graphic organizer or outline.</p> <p>I can effectively categorize information to state multiple main ideas.</p> <p>I can use appropriate facts and relevant, descriptive details to report on a topic.</p>

Common Mistakes or Errors (where does it all go sideways for kids?):

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Complex	Learning Target (highlight the verb in the standard)	Assessment Method that matches the verb	Possible Questions or Tasks (for high-leverage targets)
	I can write in a style that clearly communicates my thinking to the reader.	Revision of research paper	
	I can summarize evidence gathered from multiple resources to support my topic.	Summarize paired informational texts	
	I can organize main ideas and key details logically using a graphic organizer or outline.	Empowering Writers Informational Pillar (check Seesaw)	
	I can effectively categorize my information.	Random animal facts; students sort into graphic organizer based on research questions (do an irrelevant column)	
	I can explain how the text evidence supports my answer, using complete sentences.	Explain evidence from Animal Adaptations workbook / "RACE" acronym materials	
	I can cite explicit evidence from the text, using quotes, that supports my answers.	Cite evidence from Animal Adaptations workbook	
	I can describe key details in a text, using a complete sentence, that explain my thinking.	"	
	I can identify relevant key details from the text that answer my research questions.	"	
	I can restate questions and locate main ideas about my topic.	"	

Expository Rubric

CATEGORY	4	3	2	1
Organization	<p>Introduction, body, conclusion</p> <p>Distinct main ideas</p> <p>Powerful supporting details</p> <p>Clear focus</p> <p>Strong connection and linking words</p>	<p>Introduction, body, conclusion</p> <p>Distinct main ideas</p> <p>A number of supporting details</p> <p>Clear focus</p> <p>Some connections and linking words</p>	<p>Shows a beginning, middle, and end, but the body is in random order</p> <p>Vague or overlapping main ideas</p> <p>Lack of focus</p> <p>No apparent connections and linking words</p>	<p>Shows no organizational strategy and is hard to follow</p> <p>No clear focus due to the lack of main ideas and related supporting details</p>
Introduction	<p>Compelling lead</p> <p>Topic clearly stated with main ideas skillfully identified</p>	<p>Adequate lead</p> <p>Topic sentence names topic and adequately states main ideas</p>	<p>Lacks a compelling lead</p> <p>Attempts to name topic, but main ideas are vague, unclear, and/or unstated</p>	<p>Lacks a clear introduction</p> <p>Very brief</p>
Main Idea	<p>Clearly stated broad yet distinct main ideas</p> <p>Interesting word choice and sentence variety</p>	<p>Clearly stated broad yet distinct main ideas</p> <p>Some evidence of interesting word choice and sentence variety</p>	<p>Overly general main ideas</p> <p>Main ideas might be stated in a redundant fashion</p>	<p>Main ideas not included</p> <p>Reader is left wondering what the piece is about</p>
Supporting Details	<p>Specific, powerful details clearly focused on the topic</p> <p>Details are fully elaborated using the productive questions</p>	<p>A mix of general and specific details focused on the topic</p> <p>Details are elaborated using the productive questions</p>	<p>Some general details focused on the topic</p> <p>Details are stated as facts, but not developed with the productive questions</p>	<p>Few general details that may or may not be linked to the topic</p>
Conclusion	<p>Conclusion paragraph has creatively restated main ideas using a variety of techniques</p>	<p>Conclusion paragraph restates main ideas</p>	<p>Ends abruptly with minimal attempt to restate the main ideas</p>	<p>Lacks a conclusion or provides a vague concluding sentence</p>
Vocabulary, fluency, mechanics	<p>Precise and appropriate vocabulary</p> <p>Thorough understanding of mechanics with few errors in spelling, usage, punctuation, or capitalization</p> <p>Fluent response</p>	<p>Adequate vocabulary</p> <p>Average understanding of mechanics with adequate spelling, punctuation, capitalization, or usage</p> <p>Errors do not interfere with the readability</p>	<p>Simplistic and general vocabulary</p> <p>Incomplete understanding of mechanics with frequent errors in spelling, punctuation, capitalization, or usage</p> <p>Errors affect the readability</p>	<p>Vague and inappropriate vocabulary</p> <p>Frequent errors in spelling, punctuation, capitalization, or usage</p> <p>Difficult to read or understand</p>

Which learning target(s) require a common team-created assessment? List below or highlight above.

