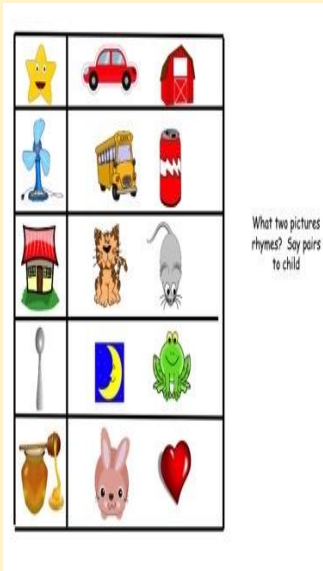

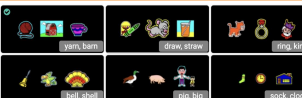

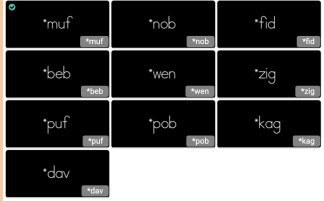
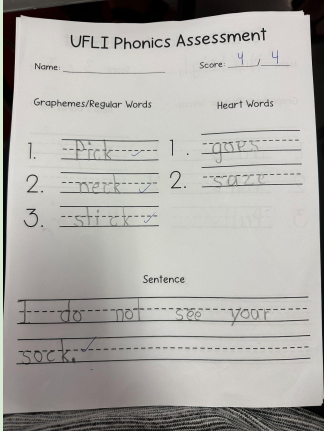


The Power of Going Vertical

Vertical Articulation Template

	Content Area / Grade Level(s): Focus: K-2 Phonics 3-6 ELA- Key Ideas and Details					
Grade Level	In Parenthesis (Standard #), followed by the ELO	Student Learning Targets	Vocabulary	Question 2: How will we know they know it? (Assessment)	What does proficiency look like?	Student Work Samples/ Exemplars
4K	<p>(C.EL.1) Develops ability to detect, manipulate, or analyze the auditory parts of spoken language (This includes the ability to segment oral language into words, syllables, or phonemes independent of meaning.)</p> <p>Recognizes and matches sounds and rhymes in familiar words.</p>	<p>Secure: I can identify 8 out of 10 rhyming sets.</p> <p>Developing: Student can identify 6-7 out of 10 rhyming sets.</p> <p>Emergent: Student can identify 3-5 out of 10 rhyming sets.</p> <p>Pre-Emergent: Student can identify 0-2 out of 10 rhyming sets.</p>	<p>Heggerty hand signals and motions</p> <p>Word family</p> <p>Middle and ending sounds</p>	<p>Observation</p> <p>Verbal</p> <p>Both summative (Sept. and May) and formative (every 3 weeks) testing.</p>	<ul style="list-style-type: none"> Identifying 8 or more rhyming sets in assessment Actively engaged in Heggerty work Success in identifying sets in small groups. Student can correctly model for others. 	

	<p>(C.EL.2) Understands concept that the alphabet represents the sounds of spoken language and the letters of written language (This includes utilizing this concept as an emerging reading strategy.)</p> <p>Makes some letter/ sound connections and identifies some beginning sounds.</p>	<p>Secure: Student can identify 9-10 beginning sounds.</p> <p>Developing: Student can identify 6-8 beginning sounds.</p> <p>Emergent: Student can identify 3-5 beginning sounds.</p> <p>Pre-Emergent: Student can identify 1-2 beginning sounds</p>	<p>Heggerty hand signals and motions</p>	<p>Observation</p> <p>Verbal</p> <p>Both summative (Sept. and May) and formative (every 3 weeks) testing.</p>	<ul style="list-style-type: none"> Identifying 9-10 beginning sounds in assessment Actively engaged in Heggerty work Success in identifying sets in small groups. Student can correctly model for others. 	<p><u>Beginning Sounds</u> What Sound Do You Hear At The Beginning Of.....?</p> 
<p>K</p>	<p>(RF.K.2a) Recognize and produce rhyming words.</p> <p>(RF.K.3a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or</p>	<p>I can recognize and produce rhyming words.</p> <p>I can say the sounds letters make.</p>	<p>Word family endings</p> <p>Vowels Slides Roller coaster</p>	<p>Assess on ESGI beginning, middle, and end of year.</p>	<p>Recognize and produce rhyme: 18/18</p> <p>Letter sounds: 26/26</p> <p>Phonics (beginning, middle, end sounds) to write words: 12/12</p>	<p>Identify Rhyme</p>  <p>Produce Rhyme</p> 

	<p>many of the most frequent sounds for each consonant.</p> <p>(RF.K.3) Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>I can use phonics to write words.</p>	<p>Beginning Middle End</p>			 <p>Nonsense Words</p>
<p>1</p>	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>I can identify the spelling-sound correspondences for common consonant digraphs.</p> <p>I can decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.). I can identify final -e and common vowel team conventions for representing</p>	<p>-Consonant digraph -Vowel -Consonant -Syllables -R-controlled vowels</p>	<p>UFLI Progress Monitoring Spelling Assessments</p>	<p>3 - Proficient: <u>3 out of 4, 4 out of 4</u> 3 dictated phonetically regular words (ex: <u>thi</u>s, <u>tha</u>t, <u>the</u>n), 1 word within a dictated sentence that follows the phonetic spelling pattern (ex: She got <u>the</u>m a small dish). <u>4 out of 5, 5 out of 5</u> 3 dictated phonetically regular words (ex: <u>sh</u>ip, <u>wi</u>sh, <u>br</u>ush), 2 words within a dictated sentence that follows the phonetic spelling pattern (Did you <u>sh</u>ut the <u>tra</u>sh can?)</p> <p>2 - Developing: <u>2 out of 4</u> 3 dictated phonetically regular words (ex: <u>thi</u>s, <u>tha</u>t,</p>	<p>3 - Proficient:</p>  <p>2 - Developing:</p>

long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).

I can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

I can decode two-syllable words following basic (known) patterns by breaking the words into syllables.

I can read words with inflectional endings (i.e., -s, -ed, -ing).

I can recognize and read grade-appropri

then), **1** word within a dictated sentence that follows the phonetic spelling pattern (ex: She got them a small dish).

3 out of 5

3 dictated phonetically regular words (ex: ship, wish, brush), **2** words within a dictated sentence that follows the phonetic spelling pattern (Did you shut the trash can?)

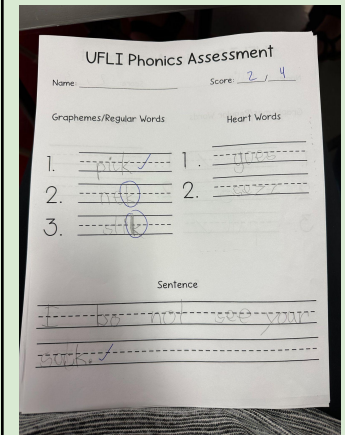
1 - Needs Improvement:

0 out of 4, 1 out of 4

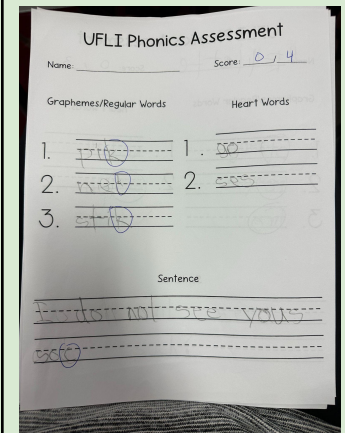
3 dictated phonetically regular words (ex: this, that, then), **1** word within a dictated sentence that follows the phonetic spelling pattern (ex: She got them a small dish).

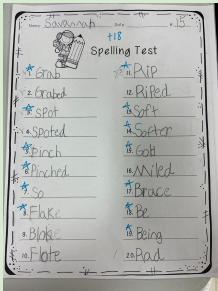
0 out of 5, 1 out of 5, 2 out of 5

3 dictated phonetically regular words (ex: ship, wish, brush), **2** words within a dictated sentence that follows the phonetic spelling pattern (Did you shut the trash can?)



1 - Needs Improvement:



		ate irregularly spelled words.				
2	(R.F.2.3) Students will apply grade level phonics and word analysis skills and decoding words.	<p>I can identify letters and sounds in cvc words.</p> <p>I can tell the difference between long and short vowels in one-syllable words</p> <p>I can tell the spelling and sound of vowel teams</p> <p>I can decode two-syllable words with long vowels</p> <p>I can decode words with prefixes, suffixes, and other word endings</p>	<ul style="list-style-type: none"> -Consonant digraph -Vowel (long and short) -Consonant -Syllables - R-controlled vowels -Suffixes and prefixes - Drop 'e' rule - Affixes -Voiced and unvoiced - Silent letters - Double rule - Y to i rule 	<p>Weekly progress monitoring in UFLI Pages 359-360</p> <p>Spelling Test with Sentence Dictation</p> <p>Beginning, Middle and End of Year Assessment</p>	<p>3- 18-25 points</p> <p>2- 13-17 points</p> <p>1 - 12 & below points</p>	

		<p>I can decode words that don't follow the rules, but have common sounds</p> <p>I can read irregularly spelled words that don't follow a pattern</p>				
3	<p>R.3.2 Key Ideas and Details: Students will identify the theme or central idea and explain how it is supported by key details.</p>	<p>Student accurately answers the question and provides evidence.</p>	<p>Informational Text - Central Idea, Main Idea, Key Details, Supporting Details</p>	<p>ARC Unit 3 Traditional Tales Theme Assessment</p>	<p>Fractured Fairy Tale Rubric</p>	
3	<p>R.3.1 Key Ideas and Details: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Student accurately answered the question and provided evidence.</p>	<p>Literature Text - Central Idea, Theme, Key Details, Supporting Details</p>	<p>Review of student notes taken throughout the unit.</p> <p>Main Ideas and Details Assessment</p> <p>End Assessment</p>	<p>Weather Research Rubric</p>	

4

(R.4.2) Summarize texts, from a variety of genres, to determine a theme and central idea as well as explain how it is supported by key details (RL and RI)

Students will summarize texts from a variety of genres to determine a theme and central idea and explain how it is supported by key details.

- Summarize
- Theme (Lesson/ Message)
- Genre
- Key Details
- Central (Main) Idea

Main Id...
Theme Assessment
Five paragraph literary essay identifying the theme of Abby Takes a Stand as well as three pieces of evidence.

MAIN IDEA
3 - Proficient: The topic, 3 key details, main idea, and recommendation are stated clearly.

2 - Developing: Main Idea and two key details are clearly stated.

1 - Needs Improvement: No main idea or less than 2 key details.

MAIN IDEA ASSESSMENT

Read "Snakes" on pages 16-19 of *What Are You Afraid Of?*

Next, answer the questions below.

Choose one of the texts you read about today. Summarize what you learned.

Main Idea Practice Rubric	
1 pt.	The topic of this paragraph is _____
1 pt.	The key details in the text are _____
1 pt.	Therefore, I think the main idea of this paragraph is _____
1 pt.	The book would appeal to _____, because _____
4 pts.	Proficient Answer

The topic of this chapter is the fear of snakes.

The key details in the text are: One key detail is one reason people may be afraid of snakes is how the venom because it is infectious to humans. Another key detail is that animals, such as snakes, tend to keep out and surprise our early ancestors which caused their bodies to react with the fight-flight-or-freeze reflex. The last key detail is that snakes still jump out of hatches and surprise us just like they did without warning. Therefore, I think the main idea of this chapter is that people are afraid of snakes because our early ancestors used this fear as a survival method. This book would appeal to people who think snakes are ok because it talks about their venom and why our ancestors were afraid of them.

(3 - Proficient)

Read "Snakes" on pages 16-19 of *What Are You Afraid Of?*

Next, answer the questions below.

Choose one of the texts you read about today. Summarize what you learned.

Main Idea Practice Rubric	
1 pt.	The topic of this paragraph is _____
1 pt.	The key details in the text are _____
1 pt.	Therefore, I think the main idea of this paragraph is _____
1 pt.	The book would appeal to _____, because _____
4 pts.	Proficient Answer

The topic of this chapter is fear of snakes.

Here are the key details:
 #1 Only 7% of snake venom can kill humans.
 #2 Deers kill more people than alligators, lions, sharks, snakes, tigers and bears together.
 #3 Anything 1000 miles away us feel uncomfortable.

THEME

3 - Proficient: Separated into five paragraphs with transition words,

so i think the main idea is
Snake's that as scary as
the seem. I think people
who like to learn about
rears wold like this book
because fears are fun to learn
about

(2 - Developing)

Read "Snakes" on pages 16-19 of *What Do You Think??*

Next, answer the questions below.

Choose one of the topics you read about below. Summarize what you learned.

Main Idea Practice Rubric	
1 pt	The topic of the paragraph is stated.
2 pt	The topic is stated in the first sentence.
3 pt	The topic is stated in the main idea of the paragraph.
4 pt	The topic is stated in the main idea of the paragraph and is supported by evidence.

This book is about

the different kinds of

venom can hurt

you bad.

Cytotoxins venom can destroy cells throughout the body. Neurotoxins venom poison to nervous system. Hemotoxins venom stop blood from clotting. This book would appeal to people that like snakes because it is all about snakes.

(1 - Needs Improvement)

THEME ASSESSMENT

punctuation, and proper grammar. Paragraphs include: introduction, 3 paragraphs of relevant evidence to support the claim, and a conclusion.

2 - Developing: Separated into five paragraphs with errors in punctuation and grammar. Missing or poorly written claim. Paragraphs include: introduction, 3 paragraphs of evidence, and a conclusion.

1 - Needs Improvement: May or may not have 5 paragraphs with errors in punctuation, grammar, and spelling. May be missing a claim or the claim is poorly written. The evidence doesn't support the claim.

Have you ever wondered what the theme for *Abby Takes a Stand* is? Well, you're not just because I'm about to tell you. The theme for *Abby Takes a Stand* is stand up for what is right. The three standout reasons why this is the theme include how Patsy and Abby helped spread news, how there were meetings at the church about what was wrong, and how some people sat in silence.

The first reason why the theme for *Abby Takes a Stand* is to stand up for what is right is how Patsy and Abby helped pass out flyers. When they helped pass out flyers, they were spreading news to others. Once this happened, other people decided to help them. Other people helping them made it easier to spread news and fight for their rights. Some people helped by doing all the if they were 18 or older. Some white people heard what was going on and wanted to help too. Having a few white people on their side made it slightly easier because other people might listen more than if it was just colored people.

Another reason why the theme for *Abby Takes a Stand* is to stand up for what is right is how some people had meetings at the church. When they were at the meetings, they would talk about what was wrong, and would get ideas on what to do or say about it. They would come up with ideas to stop the unfair things that were going on. This worked pretty well until the firefighters showed up. When the firefighters showed up they made them stop. Once this happened, they couldn't have meetings anymore.

The last reason why the theme for *Abby Takes a Stand* is to stand up for what is right is how John and some other people went to sit in jail. John and his girlfriend got eggs thrown at them and they were arrested. Other people got eggs thrown at them, but they weren't arrested. Thankfully, they got out of jail soon after they went to jail. Abby's mom was worried sick about John. They kept trying to stop the unfair stuff even though some white people didn't want to be fair. Eventually, they got to stop, eat, and go to other places. They had to wait a pretty long time to get these rights.

As I said before, the theme for *Abby Takes a Stand* is stand up for what is right. The three amazing great reasons to prove this theme are how Abby and Patsy helped pass out flyers, John and others went to sit in jail, and how some people had meetings at the church.

(3 - Proficient)

I just finished a great book called *Scenes of Time Abby Takes a Stand*. I think that the theme to *Abby Takes a Stand* is don't do what you're told not to do. The three things that prove the theme is Abby almost got arrested, Abby's mom punished Abby, Abby tried to save John.

The first reason I think the theme of *Abby Takes a Stand* is don't do what you're told not to do is Abby almost got arrested. The first reason that causes for Abby almost getting arrested is Abby got kicked out of the money bar just because the color of their skin is dark. The second reason is Abby and other kids weren't allowed in restaurants again. The first reason is Abby went to save John from being arrested.

The second reason why the theme for *Scenes of Time Abby Takes a Stand* is don't do what you're told not to do is Abby got punished. The first reason is Abby's mom punished Abby for a long time because she almost got arrested. The second reason for Abby getting punished is that Abby's mom got very very mad at her for almost being arrested. The third reason is Abby and Patsy's mom got out and they went to the money bar.

The first and last reason why the theme for *Scenes of Time Abby Takes a Stand* is don't do what you're told not to do is Abby tried to save John. When Abby went to save John, but Patsy said no it's too dangerous. The second is Abby went to save John even when she can get arrested. The last reason is to make what John did get arrested anyway.

Like I said at the beginning, why I think the theme for *Scenes of Time Abby Takes a Stand* is don't do what you're told not to do. The three amazing reasons that prove the theme is Abby almost got arrested, Abby's mom punished Abby, and Abby tried to save John.

(2 - Developing)

Hey how's it going are you interested in Scraps Of Time because I just finished the book. The thesis is that always believe in yourself. It is believe because John got arrested. John was cousins with Abby John joined a priest and John liked to play. Abby Takes Stand

The best reason why the theme in Abby Takes a stand and believe in yourself is Abby. Abby got kicked out a shop and Abby is cousins with John and Abby has a friend named Pasty. Abby and her mom went to go in a white store for free.

The second reason why the theme in Abby takes a stand is believe in yourself is Pasty best friend is Abby and Patsy had a secret to see if the body snatchers. So Abby and Pasty did not have iphones back in 1960.

The best reason in to prove the theme of Scraps of Time is always believe in yourself is Pasty. So Abby and Pasty they probably went to the same school back in 1960. So Pasty has a best friend named Abby and Pasty likes to play. Pasty and Abby went to all black store.

(1 - Needs Improvement)

5

CCSS.ELA-LITERACY.RI.5.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

I can analyze and support the main idea of an informational text with textual evidence. (R.5.1)

-main idea
-textual evidence
-details
-support
-claim
-quotes

[Pre-Assess](#)
[Mid-Assess](#)
[Post-Assess](#)

Five paragraphs— with students knowing where to break up paragraphs (not counting sentences)

CCSS RI.2 Practice Rubric	
1 pt.	The topic of this passage is ___.
1 pt.	The (key) details in the text are ___.
1 pt.	Therefore, I think the main idea of this passage is ___.
3 pts.	Proficient Answer

CCSS RI.4.2 Rubric	
1 pt.	Introduce the text. The main topic of __ (text) __ by __ (author) __ is...
1 pt.	Identify a main idea.
1 pt.	Identify the key details that best support this main idea.
1 pt.	Explain how each of these key details support this main idea.
1 pt.	Include at least one direct quote.
1 pt.	Conclude by summarizing. These __ (examples, comparisons, etc.) __ show that __ (main idea) __.
6 pts.	Proficient Answer

Will be coming soon in Quarter 2

6	<p>CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>I can support claims about an author's theme using evidence from the text.</p>	<p>Domain-specific language: Theme Evidence Support Claim Conclusion</p>		<p>W.1 Rubric: Textual Analysis Argument</p> <table border="1"> <tr> <td data-bbox="1247 233 1297 289">1 pt.</td> <td data-bbox="1297 233 1633 289"> <p><i>Claim</i> I make a clear claim about the text that is debatable, defensible, narrow, and significant.</p> </td> </tr> <tr> <td data-bbox="1247 305 1297 360">1 pt.</td> <td data-bbox="1297 305 1633 360"> <p><i>Evidence (Data)</i> I provide relevant and sufficient evidence from the text to support my claim.</p> </td> </tr> <tr> <td data-bbox="1247 376 1297 431">1 pt.</td> <td data-bbox="1297 376 1633 431"> <p><i>Reasoning</i> I explain how this evidence proves that my claim about the text is reasonable.</p> </td> </tr> <tr> <td data-bbox="1247 448 1297 503">1 pt.</td> <td data-bbox="1297 448 1633 503"> <p><i>Organization</i> My organizational structure transitions the reader easily through my argument.</p> </td> </tr> <tr> <td data-bbox="1247 519 1297 574">1 pt.</td> <td data-bbox="1297 519 1633 574"> <p><i>Opening and Conclusion</i> My writing has a compelling opening and a satisfying conclusion.</p> </td> </tr> <tr> <td data-bbox="1247 591 1297 646">1 pt.</td> <td data-bbox="1297 591 1633 646"> <p><i>Voice & Tone</i> I use persuasive language while maintaining a formal style to make others care about my argument.</p> </td> </tr> <tr> <td data-bbox="1247 662 1297 717">1 pt.</td> <td data-bbox="1297 662 1633 717"> <p><i>Word Choice</i> The words I use are striking but natural, varied and vivid. I use domain-specific vocabulary to demonstrate my expertise.</p> </td> </tr> <tr> <td data-bbox="1247 734 1297 789">1 pt.</td> <td data-bbox="1297 734 1633 789"> <p><i>Syntax & Conventions</i> My sentences are clear, complete, and of varying lengths. I use correct grammar, spelling, and punctuation.</p> </td> </tr> <tr> <td data-bbox="1247 805 1297 860">8 pts.</td> <td data-bbox="1297 805 1633 860"> <p>Proficient Answer</p> </td> </tr> </table>	1 pt.	<p><i>Claim</i> I make a clear claim about the text that is debatable, defensible, narrow, and significant.</p>	1 pt.	<p><i>Evidence (Data)</i> I provide relevant and sufficient evidence from the text to support my claim.</p>	1 pt.	<p><i>Reasoning</i> I explain how this evidence proves that my claim about the text is reasonable.</p>	1 pt.	<p><i>Organization</i> My organizational structure transitions the reader easily through my argument.</p>	1 pt.	<p><i>Opening and Conclusion</i> My writing has a compelling opening and a satisfying conclusion.</p>	1 pt.	<p><i>Voice & Tone</i> I use persuasive language while maintaining a formal style to make others care about my argument.</p>	1 pt.	<p><i>Word Choice</i> The words I use are striking but natural, varied and vivid. I use domain-specific vocabulary to demonstrate my expertise.</p>	1 pt.	<p><i>Syntax & Conventions</i> My sentences are clear, complete, and of varying lengths. I use correct grammar, spelling, and punctuation.</p>	8 pts.	<p>Proficient Answer</p>	
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