

SECTION 4

Prairie View Elementary
Artifacts

Telling our data story and how the RTI process has improved academic achievement

Prairie View Elementary School

Our Tier I intervention focuses on our teachers gathering data from common formative assessments aligned to their essential standards. Using that data, teachers will group students based on need into smaller groups for reteaching. If students master the content, they will be enriched. The grade level teachers work with their grade level partner to create these flexible groups and may divide the students between both classes.

At the end of a unit, students are directed into ER groups for Tier 2 intervention supports based on common assessment data. During this time, grade level teachers and instructional assistants work with small groups of students based on specific needs. Some students receive additional time and support on grade level essential standards work. Other students receive extended learning opportunities. Grade level teachers work with the groups of students needing remediation. As a Title 1 school, we have also relied on two Title 1 teachers to provide pull-out services for students identified as needing additional support through progress monitoring and assessment.

These two levels of support have helped propel Prairie View's standardized testing scores well above state averages. From 2018 to 2021, Prairie View students have extended their gains above state average in five of six qualifying grade level content areas. In ELA, 3rd grade has grown from 17% above state average to 21% above state average. 4th grade has increased from 4% to 28% above the state average. In 5th grade, scores have increased from 9% to 17% above the state average. In math, 3rd grade has improved from 10% to 26% above the state average. 4th grade has improved from 10% to 28%. 5th grade scores in math were 25% above state average in 2018. They fell to 7% above state average in 2019 and rebounded to 17% above state average in 2021.

This current school year, we have added an academic interventionist to our staff to help support students functioning below grade level. Our school wide leadership and site intervention teams have developed a new schedule this year to allow students to receive Tier 3 support *in addition* to the above Tier 1 and Tier 2 supports. Reading and math blocks have designated "no new teaching time" to allow students needing foundational skill support in below grade level reading and math curriculum. Our site intervention team identifies students using NWEA end of year and beginning of year data sets to identifying students needing this level of support. From overall RIT scores, our intervention teachers who are providing tier 3 support narrowed their focus of

instruction to small groups of students with the same targeted needs. It is anticipated that the organization of time and personnel resources will continue to boost Prairie View's proficiency scores on state standardized tests as well as extend further above state averages.

New Prairie United School District PLC SMART GOAL WORKSHEET

SMART GOAL			64% of students will pass ILEARN ELA.
Date:			9/3/21
School:			Prairie View - 4th Grade
Principal:			Justin Heinold
PLAN	<i>Analyze the Data</i>	What is the Data Telling Us?	On a hybrid schedule, of this cohort of students, 59% passed ILEARN ELA.
DO	<i>Implementation Strategies</i>	What are we going to do about it?	<p>All students will receive Tier 1 grade level instruction.</p> <p>Tier 2 instruction will be given to students that are not mastering grade level material.</p> <p>Tier 3 instruction will be given to students that fall in the bottom quartile according to NWEA data.</p>
CHECK	<i>Assessing, Maintaining, and Monitoring</i>	When will we check our progress? What is our overall goal?	We will check our progress by using NWEA projected proficiency data at MOY and EOY.
ACT	<i>Response</i>	Have we taken the right course of action for improvement?	

New Prairie United School District PLC SMART GOAL WORKSHEET

SMART GOAL			79% of students will pass ILEARN Math.
Date			9/3/21
School			Prairie View - 4th Grade
Principal			Justin Heinold
PLAN	<i>Analyze the Data</i>	What is the Data Telling Us?	On a hybrid schedule, of this cohort of students, 74% passed ILEARN Math.
DO	<i>Implementation Strategies</i>	What are we going to do about it?	<p>All students will receive Tier 1 grade level instruction.</p> <p>Tier 2 instruction will be given to students that are not mastering grade level material.</p> <p>Tier 3 instruction will be given to students that fall in the bottom quartile according to NWEA data.</p>
CHECK	<i>Assessing, Maintaining, and Monitoring</i>	When will we check our progress? What is our overall goal?	We will check our progress by using NWEA projected proficiency data at MOY and EOY.
ACT	<i>Response</i>	Have we taken the right course of action for improvement?	

New Prairie United School District PLC SMART GOAL WORKSHEET

SMART GOAL Number of students meeting their Fall 2021 to Spring 2022 MAP target growth will be 75% in Reading			
Date 09-03-21			
School PV - 1st Grade			
Principal Heinold			
PLAN	<i>Analyze the Data</i>	What is the Data Telling Us?	Use Achievement Status and Growth Projection Report to see projected RIT scores to see how much each student needs to grow by the end of the year
DO	<i>Implementation Strategies</i>	What are we going to do about it?	Use CFAs, Kendore materials, IXL, Lexia, Reading Eggs, Smekens strategies etc, NWEA data etc... Reteaching with Tier 2 and Tier 3 support
CHECK	<i>Assessing, Maintaining, and Monitoring</i>	When will we check our progress? What is our overall goal?	Checking data at BOY, MOY, EOY to see progress made towards meeting their projected RIT growth score.
ACT	<i>Response</i>	Have we taken the right course of action for improvement?	

New Prairie United School District PLC SMART GOAL WORKSHEET

SMART GOAL Number of students meeting their Fall 2021 to Spring 2022 MAP target growth will be 75% in Math			
Date 09-03-21			
School PV - 1st Grade			
Principal Heinhold			
PLAN	<i>Analyze the Data</i>	What is the Data Telling Us?	Use Achievement Status and Growth Projection Report to see projected RIT scores to see how much each student needs to grow by the end of the year
DO	<i>Implementation Strategies</i>	What are we going to do about it?	Use CFA's, Ready Math, IXL, Xtra Math, Math Boxes, NWEA data, etc. Reteaching with Tier 2 and Tier 3 support.
CHECK	<i>Assessing, Maintaining, and Monitoring</i>	When will we check our progress? What is our overall goal?	Checking data at BOY, MOY, EOY to see progress made towards meeting their projected RIT growth score.
ACT	<i>Response</i>	Have we taken the right course of action for improvement?	

5th Grade Writing Goals

1st Quarter	Introduce all writing genres (PIE) Introduce and practice 6-traits Introduce a variety of lead ideas.
2nd Quarter	Write essay introductions, paragraphs with strong topic sentences for all three forms of writing, including details to support topic sentences. Write conclusions that reinforce the main idea of the writing. Use and develop 6-traits.
3rd Quarter	Use all of Q2 goals in writing that is text based, using up to three sources. Quote accurately for the texts.
4th Quarter	Students will conduct a research project, find and use multiple credible sources, and cite resources. History fair.

End of Year:

- Write a cohesive 5 paragraph essay based on multiple texts using text evidence from all
- Write narrative, persuasive, and informative pieces.

STANDARDS:

- 5.W.3.1** Write persuasive compositions in a variety of forms that –
- Clearly present a position in an introductory statement to an identified audience.
 - Support the position with qualitative and quantitative facts and details from various sources, including texts.
 - Use an organizational structure to group related ideas that support the purpose.
 - Use language appropriate for the identified audience.
 - Connect reasons to the position using words, phrases, and clauses.
 - Provide a concluding statement or section related to the position presented.
- 5.W.3.2** Write informative compositions on a variety of topics that –
- Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
 - Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
 - Connect ideas within and across categories using transition words (e.g., *therefore, in addition*).
 - Include text features (e.g., *formatting, pictures, graphics*) and multimedia when useful to aid comprehension.
 - Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
 - Provide a concluding statement or section related to the information or explanation presented.
- 5.W.3.3** Write narrative compositions in a variety of forms that –
- Develop the exposition (e.g., *describe the setting, establish the situation, introduce the narrator and/or characters*).
 - Develop an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally, connecting ideas and events using transitions.
 - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
 - Use precise and expressive vocabulary and figurative language for effect.
 - Provide an ending that follows from the narrated experiences or events.

The Writing Process

- 5.W.4** Apply the writing process to –
- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., *quality of ideas, organization, sentence fluency, word choice*); and edit writing for format and standard English conventions.
 - Use technology to interact and collaborate with others to publish legible documents.

<p>Kindergarten</p> <p>Reading block - 9:00-10:40 9:00-9:40 - Tier 3 reading 9:40-10:40 - Essential time</p> <p>Lunch - 10:50-11:10</p> <p>Recess - 11:10-11:30</p> <p>Read aloud/Lexia - 11:30-12:00</p> <p>Specials - 12:00-12:40</p> <p>Math - 12:40-1:40 12:40-1:10 - Essential time 1:10-1:30 - Tier 3 math</p> <p>ER - 1:40-2:00</p> <p>Recess - 2:00-2:20</p> <p>Writing (Second Step-Fri) - 2:30-3:00</p>	<p>First Grade</p> <p>Reading block - 9:00-10:40 9:10-10:10 - Essential time 10:10-10:40 - Tier 3 reading</p> <p>Recess - 10:50-11:10</p> <p>Lunch - 11:10-11:30</p> <p>Math - 11:40-12:40 11:40-12:00 - Tier 3 math 12:00-12:40 - Essential time</p> <p>Specials - 12:45-1:25</p> <p>ER - 1:30-2:00</p> <p>Writing - 2:00-2:30</p> <p>Recess - 2:30-2:50</p>	<p>Second Grade</p> <p>Writing - 9:10-9:40</p> <p>Reading block - 9:45-11:15 9:45-10:45 - Essential time 10:45-11:15 - Tier 3 reading</p> <p>ER - 11:20-11:40</p> <p>Lunch - 11:45-12:05</p> <p>Recess - 12:05-12:25</p> <p>Math - 12:30-1:30 12:30-1:10 - Essential time 1:10-1:30 - Tier 3 math</p> <p>Specials - 1:30-2:10</p> <p>ER/IXL/Second Step - 2:20-2:50</p>
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<p>Third Grade</p> <p>Reading block - 9:00-10:30 9:00-10:00 - Essential time 10:00-10:30 - Tier 3 reading</p> <p>Specials - 10:30-11:10</p> <p>Math - 11:30-12:30 11:30-12:10 - Essential time 12:10-12:30 - Tier 3 math</p> <p>Recess - 12:35-12:55</p> <p>Lunch - 12:55-1:15</p> <p>Math - 1:15-1:45</p> <p>Read aloud - 1:45-2:00</p> <p>Writing - 2:00-2:30</p> <p>ER - 2:30-3:00</p>	<p>Fourth Grade</p> <p>ER - 9:00-9:30</p> <p>Specials - 9:45-10:25</p> <p>Writing - 10:30-11:00</p> <p>Reading - 11:05-12:35 11:05-12:05 - Essential time 12:05-12:35 - Tier 3 reading</p> <p>Lunch - 12:35-12:55</p> <p>Recess - 12:55-1:15</p> <p>Math - 1:15-2:15 1:10-1:50 - Essential time 1:50-2:20 - Tier 3</p> <p>Science/SS - 2:30-3:00</p>	<p>Fifth Grade</p> <p>Reading block - 9:00-10:30 9:00-9:30 - Tier 3 reading 9:30-10:30 - Essential time</p> <p>Writing - 10:40-11:10</p> <p>ER - 11:10-11:40</p> <p>Recess - 11:45-12:05</p> <p>Lunch - 12:05-12:25</p> <p>Science/SS - 12:30-1:00</p> <p>Math - 1:00-2:10 1:00-1:20 - Tier 3 math 1:20-2:10 - Essential time</p> <p>Specials - 2:15-2:55</p>
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Essential Standards Chart: What is it we expect students to learn?

Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
Students will identify all uppercase letters of the alphabet	Mastery on letter checklist (100%)	None	Fountas and Pinnell uppercase letter assessment	1st Semester	Move to lowercase letters
Students will identify all lowercase letters of the alphabet	Mastery on letter checklist (100%)	Uppercase letter mastery	Fountas and Pinnell lowercase letter assessment	1st Semester	Move to identifying letter sounds
Students will identify all letter sounds	Students should show 100% mastery of sounds on assessment	Mastery of identification of all letters.	Fountas and Pinnell letter sound assessment (same uppercase assessment as above)	1st Semester	Move to blending and reading CVC words

Essential Standards Chart: What is it we expect students to learn?

Grade:		Subject:		Semester		Team Members:					
K		Reading Foundations		1st		Amy Schilla Shelly Deckard					
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?		Extension Standards	
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		What will we do when students have learned the essential standard(s)?	
Students can read CVC words and blend sounds		To be proficient students will need to show 85% mastery of list words (whole words read)		All letter ID, 85%+ of sounds, & an understanding that letters turn into words		mClass nonsense word assessment		2nd semester		Move to sight words	
Students can read kindergarten sight words		Students should show 85% mastery of sight word list		All letter ID, 85% letter sounds, and understanding of blending and CVC words		Wonders kindergarten sight words list		2nd semester		Move to blends, digraphs, silent e, and improving reading level	
Students can read emergent text at their differentiated level		Students are reading emergent text fluently at their level		Mastery of blending sounds, CVC words, and sight words		Guided reading		2nd semester		Continue differentiated reading levels	

Essential Standards Chart: What is it we expect students to learn?

Grade:	K	Subject:	Reading-Literature	Semester	1st	Team Members:	Amy Schilla	Shelly Deckard		
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?		Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		What will we do when students have learned the essential standard(s)?
Students will identify important elements of a text		Students will identify characters, setting, and events		Vocab words: character, setting, sequence of events (beginning, middle, end)		Teachers pay teachers character, setting, and events sheets		All year; assessed fourth quarter		Make predictions about what will happen in the story

Essential Standards Chart: What is it we expect students to learn?

Grade:		Subject:		Semester		Team Members:		Amy Schilla		Shelly Deckard	
K		Math-Number Sense		1st							
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?		Extension Standards	
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		What will we do when students have learned the essential standard(s)?	
Students will count to 100 by ones and tens.		Oral counting to 100 with 100% accuracy		Understanding of number patterns; number sense		End of quarter assessment		2nd semester		Continue teaching number patterns higher than 100	
Students will write numbers from 0-20		Students will write their numbers correctly, with no reversals with 100% accuracy		Visual recognition/memorization of numbers 1-20		Blank graphing sheet paper (bigger squares)		2nd quarter		Continue to learn how to write numbers to 100	
Students will show 1:1 correspondence		Students will be able to touch and count items to 10 (1st semester) and 20 (2nd semester)		Oral counting to 10 and 20		End of quarter assessment		All year, assessed each quarter		Start making groups/counting groups of ten	

Essential Standards Chart: What is it we expect students to learn?

Grade:	K	Subject:	Math-Computation	Semester	1st	Team Members:	Amy Schilla	Shelly Deckard		
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?		Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		What will we do when students have learned the essential standard(s)?
Students can add and subtract using pictures/objects to 10		Student will draw/show an accurate amount of objects to represent a problem		1:1 correspondence, counting to ten, understanding of addition (putting together) and subtraction (taking away)		Quarterly assessment		2nd, 3rd, 4th quarter		Memorization of math facts to 20

Essential Standards Chart: What is it we expect students to learn?

Grade:		Subject:		Semester		Team Members:		Amy Schilla		Shelly Deckard	
K		Math-Geometry		1st							
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?		Extension Standards	
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		What will we do when students have learned the essential standard(s)?	
Identify 2D shapes		Students can master 85% of 2D shapes		Students need to know the following 2D shapes: circle, square, triangle, rectangle, diamond(rhombus), oval		Quarterly assessment		4th quarter		Students will learn 3D shapes	
Identify 3D shapes		Students can master 85% of 3D shapes		Students need to know the following 3D shapes: sphere, cube, cone, cylinder		Quarterly assessment		4th quarter		Students will learn the first grade 3D shapes: rectangular prism, pyramid, triangular prism	
Draw 2D shapes		Students can draw 85% of 2D shapes		Students need to identify the following 3D shapes: sphere, cube, cone, cylinder and have fine motor skills to show differences in drawing these shapes		Quarterly assessment		4th quarter		Students will learn how to draw 3D shapes	

Essential Standards Chart: What is it we expect students to learn?

Grade:	K	Subject:	Math-Data Analysis	Semester	1st	Team Members:	Amy Schilla	Shelly Deckard		
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?		Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		What will we do when students have learned the essential standard(s)?
Students can sort and organize objects by size, number, and other attributes		Students can achieve 85% mastery on the given sorting activity		Students must understand attributes that make things alike and different: colors, shapes, big, small, etc.		Sorting and classifying activity		3rd/4th quarter		Students will be introduced to graphing using sorting data

Essential Standards Chart: What is it we expect students to learn?

Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
Students will write most uppercase and lowercase letters of the alphabet	Correct letter formation with 85% accuracy	Mastery of letter identification, proper pencil grip	Write the alphabet using upper and lowercase letters (form called "write the alphabet")	1st semester	Correctly shaping and spacing letters and words

Essential Standards Chart: What is it we expect students to learn?

Grade:		Subject:		Semester		Team Members:					
K		Phonics		1st		Amy Schilla Shelly Deckard					
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?		Extension Standards	
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		What will we do when students have learned the essential standard(s)?	
Students will identify all uppercase letters of the alphabet		Mastery on letter checklist (100%)		None		Fountas and Pinnell uppercase letter assessment		1st Semester		Move to lowercase letters	
Students will identify all lowercase letters of the alphabet		Mastery on letter checklist (100%)		Uppercase letter mastery		Fountas and Pinnell lowercase letter assessment		1st Semester		Move to identifying letter sounds	
Students will identify all letter sounds		Students should show 100% mastery of sounds on assessment		Mastery of identification of all letters.		Fountas and Pinnell letter sound assessment (same uppercase assessment as above)		1st Semester		Move to blending and reading CVC words	

Essential Standards Chart: What is it we expect students to learn?

Grade:		Subject:		Semester		1st		Team Members:	
K		Reading Foundations						Amy Schilla	Shelly Deckard
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?	
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?	
Students can read CVC words and blend sounds		To be proficient students will need to show 85% mastery of list words (whole words read)		All letter ID, 85%+ of sounds, & an understanding that letters turn into words		mClass nonsense word assessment		2nd semester	
Students can read kindergarten sight words		Students should show 85% mastery of sight word list		All letter ID, 85% letter sounds, and understanding of blending and CVC words		Wonders kindergarten sight words list		2nd semester	
Students can read emergent text at their differentiated level		Students are reading emergent text fluently at their level		Mastery of blending sounds, CVC words, and sight words		Guided reading		2nd semester	

Essential Standards Chart: What is it we expect students to learn?

Grade:	K	Subject:	Reading-Literature	Semester	1st	Team Members:	Amy Schilla	Shelly Deckard		
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?		Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		What will we do when students have learned the essential standard(s)?
Students will identify important elements of a text		Students will identify characters, setting, and events		Vocab words: character, setting, sequence of events (beginning, middle, end)		Teachers pay teachers character, setting, and events sheets		All year; assessed fourth quarter		Make predictions about what will happen in the story

5.RL.2.1

Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

Essential Standards Chart: What is it we expect students to learn?								
Grade:	5th	Subject:	ELA	Semester 1	Quarters 2	Team Members:	Sarah Binder	Lauren Dyer
							Tyler Miller	
							Lisa Pietrzak	
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
Define inference Differentiate between inference, fact, opinion. Differentiate between implicit and explicit information		Students are able to define inference, fact, opinions. Students are able to label statements as fact, opinion, inference. Mastery: 3/3 on CFA 1		real world examples , body language Fact, opinion		Google form - "Inference Assessment 1" (multiple choice questions)	Q1	
Make inferences about short paragraphs/texts Increase complexity of texts.		Short paragraphs with inferences to multi-paragraphs. Mastery 3/3 on CFA 2				Inference assessment 2- google form. Students write logical inferences based on short texts.	Q1	

5.RL.2.1

Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

Quote text to justify and explain inference.	Multiple choice: choose the best example of text to support a given inference. Highlight answers in texts to support given inferences. Mastery % on CFA 3 or 2.5/3 when graded on edulastic		https://app.edulastic.com/author/tests/verid/611c0099ffa31f0009e59f5f	Q1	
Quote text to support the inference.	Highlight text that led to inference. Mastery: student highlights one relevant part of the text.		*Close reading passages for practice. The Bulldogs- assessment	Q1	

4.RL.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

Essential Standards Chart: What is it we expect students to learn?

Grade:	4	Subject:	Reading	Semester	quarter 1	Team Members:	Aislin		
							Sandra		
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?	
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?	
Explain what a text says explicitly referring to details in the text.		Students will be able to answer questions that are explicitly stated in the text and use details in the text to support their answers with 80% accuracy.		- Ask and answer questions about key details - Finding main ideas and key details		Close Read Passages/Read and Respond		Quarter 1	
Draw inferences from a text.		Students will be able to answer questions that are not explicitly stated in the text by using details from the text and their previous knowledge with 80% accuracy.		- Ask and answer questions about key details - Finding main ideas and key details		Making Inferences Passages/Sticky Note		Quarter 1	
Refer to details in a text while drawing inferences.		Students will be able to answer questions that are not explicitly stated in the text by using details from the text and their previous knowledge. Then, students will support their inferences by explaining with text evidence with 80% accuracy.		- Ask and answer questions about key details - Finding main ideas and key details		Making Inferences Passages		Quarter 1	

3.C.6 Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.

Essential Standards Chart: What is it we expect students to learn?

Grade:	3rd	Subject:	Math	Semester	quarters 1-4	Team Members:	Sharon Shannon	When Taught?	All year - mastered by the end of the year	Extension Standards	Intervention: Enrichment:
Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards						
I can demonstrate fluency with multiplication facts of 0-10.	Students can give you the product of a multiplication equation in a reasonable amount of steps and time. Proficiency: 40/40=100%	Students have tightly held the concept of repeated addition and skip counting.	Students will be given a timed test. They will have 2 minutes to complete all 40 problems. Must get 100% correct.	All year - mastered by the end of the year	Intervention: Enrichment:						
I can demonstrate fluency with division facts related to the multiplication facts of 0-10.	Students can give you the quotient of a division equation in a reasonable amount of steps and time. Proficiency: 40/40=100%	Students understand fact families and the idea of sharing equally/fairly.	Students will be given a timed test. They will have 2 minutes to complete all 40 problems. Must get 100% correct.	All year - mastered by the end of the year	Intervention: Enrichment:						
By the end of 3rd grade, I will know from memory multiplication facts of 0-10 and the corresponding division facts.	Students can give you the quotient of a division equation and product of a multiplication equation in a reasonable amount of steps and time. Proficiency: 40/40=100%	Students understand the meaning of multiplication and division and can solve the facts fluently.	Students will be given a timed test. They will have 2 minutes to complete all 40 problems. Must get 100% correct.	End of the year	Intervention: Enrichment:						

SKILL	K	1ST	2ND	3RD	4TH	5TH
WHOLE NUMBER NUMBER SENSE	<p>K.NS.1 Count to at least 100 by ones and tens and count on by one from any number.</p> <p>K.NS.2 Write whole numbers from zero to 20. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).</p> <p>K.NS.4 Say the number names in standard order when counting objects pairing each object with one and only one number name and each number name with one and only one object.</p>	<p>1.NS.1: Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.NS.2: Understand that 10 can be thought of as a group of ten ones — called a "ten." Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	<p>2.NS.2 Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000.</p>	<p>3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.</p> <p>3.NS.5 Represent a fraction, a/b, on a number line by marking off lengths $1/b$ from 0. Recognize that the resulting interval has size a/b, and that its endpoint located the number a/b on the number line.</p> <p>3.NS.9 Use place value understanding to round 2- and 3-digit numbers to the nearest 10 or 100.</p>	<p>4.NS.1 Read and write whole numbers up to 1,000,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.</p> <p>4.NS.3 Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures.</p> <p>4.NS.9 Use place value understanding to round multi-digit whole numbers to any given place value.</p>	<p>5.NS.3 Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents $1/10$ of what it represents in the place to its left.</p> <p>5.NS.1 Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using $>$, $=$, and $<$ symbols.</p> <p>5.NS.5 Use place value understanding to round decimal numbers up to the thousandths to any given place value.</p>

MEASUREMENT	N/A	<p>1.M.3: Find the value of a collection of pennies, nickels, and dimes.</p> <p>1.M.2 Tell and write time to the nearest half-hour using analog clocks. Understand how to read hours and minutes using a digital clock.</p>	<p>2.M.7 Find the value of a collection of pennies, nickels, dimes, quarters and dollars.</p> <p>2.M.5 Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.</p> <p>2.M.1 Describe the relationship among inches, feet, and yards; Describe the relationship between centimeters and meters.</p>	<p>3.M.3 Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.</p> <p>3.M.4: Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.59). Solve real-world problems to determine whether there is enough money to make a purchase.</p>	<p>4.M.3: Use the four operations (addition, subtraction, multiplication and division) to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p> <p>4.M.1 Measure length to the nearest quarter-inch, eighth-inch, and millimeter</p>	<p>5.M.1 Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.</p>
COMPUTATION	K.CA.2 Solve real-world problems that involve	1.CA.1 Demonstrate fluency with addition facts and the	2.CA.4 Add and subtract within 1000, using models	3.C.6: Demonstrate fluency with multiplication facts and	4.C.2: Multiply a whole number of up to four digits by a one-digit whole	5.C.2 Find whole-number quotients and remainders with up to four-digit

	<p>addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).</p>	<p>corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). Understand the role of 0 in addition and subtraction.</p>	<p>or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p>corresponding division facts of 0 to 10.</p>	<p>number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Describe the strategy and explain the reasoning.</p>	<p>dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.</p>
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<p>ALGEBRA IC THINKIN G</p>	<p>K.CA.1 Use objects, drawings, mental images, sounds ,etc to represent addition and subtraction within 10.</p>	<p>1.CA.2: Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p>	<p>2.CA.2 Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.</p> <p>2.CA.5 Use addition to find the total number of objects arranged in rectangular arrays with</p>	<p>3.AT.2 Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).</p>	<p>4.AT.1: Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).</p>	<p>5.AT.1 Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.</p>
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			up to 5 rows and up to 5 columns; Write an equation to express the total as sum of equal groups			
GEOMETRY	K.G.2 Compare two and three dimensional shapes in different sizes and orientations using informal language to describe their similarities, differences, parts, (number of sides, vertices, etc) and other attributes (e.g. having sides of equal length).	1.G.4 Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters.	2.G.5 Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal parts of identical wholes need not have the same shape.	3.G.2 Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g. having four sides), and that the shared attributes can define a larger category (e.g. quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals that do not belong to any of these subcategories.	4.G.5 Classify triangles and quadrilaterals based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles (right, acute, obtuse).	5.G.2 Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in hierarchy based on properties.
DATA ANALYSIS	K.DA.1 Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a			3.DA.2 Generate measurement data by measuring lengths with rules to the nearest quarter of an inch. Display the data by making a line plot, where the	4.DA.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by	5.DS.1 Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the

	particular group and explain reasoning used.			horizontal scale is marked off in appropriate units, such as whole numbers, halves, and quarters.	using data displayed in line plots.	data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data. 5.DS.2 Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.
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2020-2021 Essential Standards

<p>K.RF.2.4 Identify all upper and lowercase letters of the alphabet (do letter identification and sound as well) *test all letters-80% is mastery, split accordingly *First third of the year</p>	<p>K.RF.4.2? 3.3? Use letter sound knowledge to decode the sound of each consonant (cvc and blending) *Second third of the year</p>	<p>K.RF.4.4 Read common high-frequency words by sight (ex. a, my) *Last third of the year</p>	<p>K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>K.RN.4.1 With support, identify the reasons an author gives to support points in a text.</p>	<p>K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic.</p>		
<p>I can identify all lowercase letters.</p>	<p>I can identify all letter sounds to date</p>	<p>I can identify all sight words to date.</p>					
<p>I can identify all uppercase letters.</p>							
<p>I can identify all five vowels and give their proper sounds.</p>							
<p>1.RF.4.3 Bully e and common vowel teams</p>	<p>1.RF.4.4 Sight Words</p>	<p>1.RL.2.3 Identify the elements of char, plot, setting</p>	<p>1.RN.2.3 Describe the connection between two individuals, events,</p>	<p>1.RN.4.1 Identify the reasons the author gives to support</p>	<p>1.RN.4.2 Identify basic similarities in and differences between two texts</p>		

				ideas, or pieces of information in a text.	points in a text.	on the same topic.	
	I can read common vowel teams(that make up long vowel sounds)	I can read first grade sight words (quarterly)	I can tell the characters in a story.			I can tell what is the same about two books.	
	I can read common words with a bully e (that make up long vowel sounds)		I can tell the setting in the story. I can what happens in the story (ie. problem)			I can tell what is different about two books.	
2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.	2.RL.2.2 Recount the beginning, middle, and end of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot.	2.RN.2.2 Identify the main idea of a multi-paragraph text and the topic of each paragraph.	2.RN.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.	2.RN.4.1 Describe how an author uses facts to support specific points in a text.	2.RN.4.2 Compare and contrast the most important points presented by two texts on the same topic.	
I can ask and answer	I can retell a fable or	I can explain how	I can identify and				

the five W questions (who, what, where, and why)	folktale and explain the lesson or moral in the story.	characters act and feel when things happen in a story.	distinguish main idea from the topic.				
I can answer questions to show I understand important details in a story.	I can retell the important information in the order in which it happened. B,M,E		I can determine the main idea.				
I can locate text evidence to find the answers to the 5 W's.	I can orally retell the the lesson or moral of the story.		I can determine the topic of a paragraph.				
3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RL.2.2 Retell folktales, fables, fairy tales, and tall tales from diverse cultures; identify the themes in the works.	3.RL.2.3 Describe characters in a story (their traits, motivations, or feelings) and explain how their actions contribute to the plot.	3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.	

<p>I can ask and answer 5 W questions (who, what, when, where, why).</p>	<p>I can distinguish between folktales, fairy tales, fables, and tall tales. (If it isn't a fairytale, fable, or tall tale; it is referred to as a folktale.)</p>	<p>I can define the differences between traits and feelings.</p>	<p>I can identify and distinguish main idea from details.</p>				
<p>I can refer to the text for my answers.</p>	<p>I can identify the important information/ story elements (characters, setting, problem, events, solution)</p>	<p>I can compare the unfamiliar trait words with familiar synonyms to expand my understanding of trait terms.</p>	<p>I can distinguish the important details from the unimportant details</p>				
<p>I can synthesize the text in order to answer questions about the text. (EX: How did Johnny get his nickname? The answer isn't explicitly written, but the pieces have to be put together to formulate</p>	<p>I can retell the important information in order (B, M, E).</p>	<p>I can provide action clues to support a given trait.</p>	<p>I can explain how the key details support the main idea.</p>				

the answer.)							
	I can provide a verbal comprehensive retell.	I can provide verbal clues to support a given trait.					
	I can provide a written comprehensive retell.	I can provide other clues (physical appearance, outfit choices, lives, interests, hobbies, and so on) to support a given trait.					
	I can define the theme of a folktale, fable, tall tale, or fairy tale.	I can infer traits for characters in a story by using action, verbal, and other clues as evidence to support my inference.					
		I can track a single character's actions from beginning to end of a story.					
		I can determine how the character's					

		actions impact the plot.					
4.RL.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	4.RL.2.2 Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	4.RL.2.3 Describe a character, setting, or event in a story or play, drawing specific details in the text, and how that impacts the plot.	4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4.RN.2.3 Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	4.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	4.RN.4.2 Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	
			I can summarize the text.				
			I can use key details and main idea to summarize.				
5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	5.RL.2.2 Determine the theme of a story, poem, or play from details in the text, including how characters respond to challenges or how the	5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how	5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.RN.2.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a	5.RN.4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons	5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge	

	speaker in a poem reflects upon a topic; summarize the text.	they impact the plot.		historical, scientific, or technical text based on specific information in the text.	and evidence support which claims.	about the subject.	
I can locate specific information in the text to explain literal text information. I can locate specific information in the text to explain the inferences I make after reading.	I can locate text evidence that confirms my summarization of the story.	I can use details from the text to describe multiple characters in stories and plays. I can determine how story events impact the plot of the stories I read.	I can determine which details are key to the text	-I can explain how historical events are connected in a nonfiction text.	-I can explain how an author uses reasons and evidence to support a claim.	-I can combine information from multiple texts and digital sources.	
	I can identify the theme of what is read through use of details in the text.		I can analyze how the author supported the main ideas with those details (how I know)	-I can explain how scientific ideas are connected in a nonfiction text.	-I can explain how the reasons and evidence support the particular points in the text.	-I can demonstrate my knowledge about a subject by including information from several texts and digital sources.	
	I can describe how characters respond to events that occur in a story.			I can explain how steps in a process or procedure are connected	I can identify which reasons and evidence support each		

				in a nonfiction text.	claim.		
				--I can use information from the text to explain relationships between events or ideas.			

Essential Standard: RL.2.1-On Level Learning Targets

<p>K.RL.2.1 With support, ask and answer questions about the main topics and key details in a text heard or read.</p>	<p>1.RL.2.1 Ask and answer questions about the main idea and key details in a text.</p>	<p>2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate an understanding of main idea and key details in a text.</p>	<p>3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>4.RL.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p>5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>
<p>Locates details about events in literary text</p>	<p>Locates details about events in literary text</p> <p>Locates details about setting in literary text</p> <p>Locates details about characters in literary text</p> <p>Determines the cause of a situation or event in</p>	<p>Locates details about events in literary text</p> <p>Locates details about setting in literary text</p> <p>Locates details about characters in literary text</p> <p>Determines the cause of a situation or event in literary text</p> <p>Determines the effect of a</p>	<p>Locates details about events in literary text</p> <p>Locates details about setting in literary text</p> <p>Locates details about characters in literary text</p> <p>Locates details about plot in literary</p>	<p>Locates details about events in literary text</p> <p>Locates details about characters in literary text</p> <p>Determines the cause of a situation or event in literary text</p> <p>Determines the effect of a situation</p>	<p>Locates details about events in literary text</p> <p>Locates details about characters in literary text</p> <p>Determines the cause of a situation or event in literary text</p> <p>Determines details that support an inference in</p>

<p>literary text</p> <p>Determines the effect of a situation or event in literary text</p> <p>Understands sequence in literary text</p> <p>Identifies setting</p>	<p>situation or event in literary text</p> <p>Understands sequence in literary text</p> <p>Makes inferences about events in literary text</p> <p>Makes inferences about setting in literary text</p> <p>Makes inferences based on a title</p> <p>Makes inferences about characters in literary text</p> <p>Draws conclusions from literary text</p>	<p>text</p> <p>Determines the cause of a situation or event in literary text</p> <p>Determines the effect of a situation or event in literary text</p> <p>Determines details that support an inference in literary text</p> <p>Understands sequence in literary text</p> <p>Makes inferences about events in literary text</p> <p>Makes inferences about setting in literary text</p> <p>Makes inferences based on a title</p>	<p>or event in literary text</p> <p>Determines details that support an inference in literary text</p> <p>Determines details that support a stated idea in literary text</p> <p>Determines details that support an inference in poetry</p> <p>Understands sequence in literary text</p> <p>Makes inferences about events in literary text</p> <p>Makes inferences about setting in literary text</p> <p>Makes inferences based on a title</p> <p>Makes</p>	<p>literary text</p> <p>Determines details that support an inference in poetry</p> <p>Makes inferences about characters in literary text</p> <p>Makes inferences based on a title</p> <p>Draws conclusions from literary text</p>
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			<p>Makes inferences about characters in literary text</p> <p>Makes inferences about plot in literary text</p> <p>Draws conclusions from literary text</p> <p>Infers character feelings or thoughts</p>	<p>inferences about characters in literary text</p> <p>Makes inferences from literary text</p> <p>Makes inferences from poetry</p> <p>Draws conclusions from literary text</p>	
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Essential Standard RL.2.2

<p>K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.</p>	<p>1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>2.RL.2.2 Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.</p>	<p>4.RL.2.2 Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.</p>	<p>5.RL.2.2 Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
	<p>Determines central idea in literary text</p>	<p>Identifies the best title for a literary text</p> <p>Determines central idea in literary text</p> <p>Determines details that support central idea in literary text</p>	<p>Identifies the best title for a literary text</p> <p>Determines central idea in literary text</p> <p>Determines details that support central idea in literary text</p> <p>Determines the moral of a story</p>	<p>Identifies the best title for a literary text</p> <p>Determines details that support central idea in literary text</p> <p>Determines the moral of a story</p> <p>Determines the moral of a fable</p> <p>Determines</p>	<p>Determines details that support central idea in literary text</p> <p>Determines the moral of a fable</p> <p>Determines theme in literary text</p> <p>Determines theme in poetry</p> <p>Determines the lesson</p>

			<p>Determines the moral of a fable</p> <p>Analyzes the development of central idea in literary text</p> <p>Summarizes literary text</p>	<p>theme in literary text</p> <p>Determines details that support the theme in literary text</p> <p>Summarizes literary text</p> <p>Summarizes a sequence of events in literary text</p>	<p>learned by a character</p> <p>Summarizes literary text</p> <p>Summarizes a sequence of events in literary text</p> <p>Summarizes poetry</p> <p>Understands how challenges influence characters' thoughts or actions</p>
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Essential Standard RL.2.3

<p>K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).</p>	<p>1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.</p>	<p>2.RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot.</p>	<p>3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p>	<p>4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.</p>	<p>5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.</p>
	<p>Infers</p>	<p>Infers</p>	<p>Infers</p>	<p>Infers</p>	<p>Infers</p>

	<p>character feelings or thoughts</p> <p>Identifies conflict and/or resolution in literary text</p> <p>Recognizes story characters</p> <p>Explains character motivation</p>	<p>character feelings or thoughts</p> <p>Identifies conflict and/or resolution in literary text</p> <p>Understands how characters are developed or changed</p> <p>Compares or contrasts characters</p> <p>Analyzes dialogue to understand characters</p>	<p>character feelings or thoughts</p> <p>Describes character traits or attributes</p> <p>Recognizes description of setting</p> <p>Explains character motivation</p> <p>Understands how characters are developed or changed</p> <p>Compares or contrasts characters</p> <p>Analyzes dialogue to understand characters</p> <p>Determines details that reveal characters' thoughts, feelings, or actions</p>	<p>character feelings or thoughts</p> <p>Describes character traits or attributes</p> <p>Identifies details that reveal aspects of setting</p> <p>Identifies setting</p> <p>Identifies conflict and/or resolution in literary text</p> <p>Identifies events that contribute to conflict</p> <p>Identifies events that lead to resolution of problem/conflict</p> <p>Explains character motivation</p> <p>Compares or contrasts characters</p> <p>Understand</p>	<p>character feelings or thoughts</p> <p>Describes character traits or attributes</p> <p>Identifies conflict and/or resolution in literary text</p> <p>Identifies setting</p> <p>Recognizes description of setting</p> <p>Understands how characters are developed or changed</p> <p>Understands character relationships</p> <p>Compares or contrasts characters</p> <p>Compares or contrasts events in literary text</p> <p>Paraphrases text</p>
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				<p>s how characters are developed or changed</p> <p>Analyzes dialogue to understand characters</p>	
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Essential Standard RN.2.2

<p>K.RN.2.2 With support, retell the main idea and key details of a text.</p>	<p>1.RN.2.2 Retell main ideas and key details of a text.</p>	<p>2.RN.2.2 Identify the main idea of a multiparagraph text and the topic of each paragraph.</p>	<p>3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</p>	<p>4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
	<p>Determines the topic in informational text</p> <p>Determines main/central idea in informational text</p>	<p>Determines the topic in informational text</p> <p>Determines main/central idea in informational text</p>	<p>Determines the topic in informational text</p> <p>Determines main/central idea in informational text</p> <p>Determines</p>	<p>Determines the topic in informational text</p> <p>Determines main/central idea in informational text</p> <p>Determines</p>	<p>Determines the topic in informational text</p> <p>Determines main/central idea of publicity materials or public service</p>

			<p>main/central idea in a portion of an informational text</p> <p>Identifies a title that reflects main/central idea in informational text</p> <p>Summarizes informational text</p>	<p>main/central idea in a portion of an informational text</p> <p>Determines main/central idea of publicity materials or public service announcements</p> <p>Determines details that support main/central idea in informational text</p> <p>Identifies a title that reflects main/central idea in informational text</p> <p>Summarizes informational text</p>	<p>announcements</p> <p>Determines details that support main/central idea in informational text</p> <p>Determines multiple main/central ideas in one informational text</p> <p>Determines multiple main/central ideas in one literary nonfiction text</p> <p>Identifies a title that reflects main/central idea in informational text</p> <p>Summarizes informational text</p> <p>Summarizes a sequence of events in informational text</p>
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Essential Standards Unit Plan

Essential standard:	<input type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skills <input type="checkbox"/> Product		
End-of-the unit assessment	When taught:	Instructional days needed:	
Knowledge Targets *Factual information, procedural knowledge , and conceptual understandings that provide the foundational content for all subjects	Reasoning Targets *Thought processes students utilize to solve problems and apply knowledge to new situations; <i>thinking skills</i> , such as inference, analysis, comparison, classification, evaluation and synthesis	Performance Skills Targets * Physical processes students must demonstrate in order for teacher to determine mastery; <i>doing skills</i> such as playing an instrument, kicking a ball, reading orally, speaking a language fluently, or using a ruler	Product Targets *Creation of a product, as stated in the standard, is the focus of the learning, such as works of art, written compositions, maps, and graphs
Student-friendly learning targets:			
Assessment *Which target or targets are being assessed? How will the assessment be used? Is it a common or individual assessment?	Connection to Standard *How will this assessment set up students for successful mastery of the standards?	Student Involvement *How will students engage in the assessment process?	Timeline
1.			
2.			

Essential Standard Unpacking Template

Essential Standard in the Unit:

Concepts <i>What do students need to know?</i>	Skills <i>What do students need to do?</i>
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Academic Vocabulary and Notation:

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Essential Learning Standard
(student friendly language-I can...)

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Proficiency Level of Understanding

4	
3	
2	
1	

Essential Standards Chart: What is it we expect students to learn?

Grade:		Subject		Semester		Team Members:				
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?		Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		What will we do when students have learned the essential standard(s)?

Essential Standards Unit Plan

Essential standard:	<input type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skills <input type="checkbox"/> Product		
End-of-the unit assessment	When taught:	Instructional days needed:	
Knowledge Targets *Factual information, procedural knowledge , and conceptual understandings that provide the foundational content for all subjects	Reasoning Targets *Thought processes students utilize to solve problems and apply knowledge to new situations; <i>thinking skills</i> , such as inference, analysis, comparison, classification, evaluation and synthesis	Performance Skills Targets * Physical processes students must demonstrate in order for teacher to determine mastery; <i>doing skills</i> such as playing an instrument, kicking a ball, reading orally, speaking a language fluently, or using a ruler	Product Targets *Creation of a product, as stated in the standard, is the focus of the learning, such as works of art, written compositions, maps, and graphs
Student-friendly learning targets:			
Assessment *Which target or targets are being assessed? How will the assessment be used? Is it a common or individual assessment?	Connection to Standard *How will this assessment set up students for successful mastery of the standards?	Student Involvement *How will students engage in the assessment process?	Timeline
1.			
2.			

BLT Meeting

Friday, 09.04.20XX

Attendees

Agenda

Last Meeting Follow-up

1.

New Business

2.

Focus Area

-

Notes:

Next Meeting Date

Next Meeting's Focus

Staff Meeting Norms

1. Be Professional
 - a. Punctual with arrival and duration of the meeting
 - b. Required materials only
 - c. Goal driven meeting
 - d. Active participation
 - i. Active listening
 - ii. No sidebar conversations

2. Collaboration
 - a. Fully engaged throughout meeting
 - b. Checking for understanding
 - c. Reflection time

3. Consideration
 - a. Trust
 - b. Receptive and responsive to others
 - c. Positive attitude
 - i. Humor
 - ii. Celebrations