Building a Learning Progression & Assessment Planning Template

Unit/Topic:

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

- RL.1.3 Describe characters, settings, and major events in a story, using key details.----written (with oral scaffold)

Learning Targets:

Identify characters in a story
Identify setting of a story
Identify the problem in a story
Determine how a problem got solved
Describe why the problem happened in the first place
Tell what the character is doing, saying, feeling or looks like in the story
Use key details from the story to support my reasoning
(Supporting standard): Summarize a story by telling events in the right order

Common Mistakes or Errors (where does it all go sideways for kids?):
- Students struggle to remember all the details
- Students remember what happened at the end, but not the beginning
- Retelling events in order
- Identifying the major events (climax, big moment)
- Everything is important!

Complex	Learning Target (highlight the verb in the standard)	Assessment Method that matches the verb	Possible Questions or Tasks (for high-leverage targets)

	Describe characters, settings, and major events using key details Use details from a story to support your reasoning Summarize a story by telling events in the right order	 **Final Product:** written summary, including key details Scaffold: 1. Students can orally summarize and use details (TBD) 2. Students can summarize in written form (TBD).	**CFA #3: April 30** Story: Are you my mother . Administration: ☐ Students will listen whole group. ☐ What happened first, next, and last ☐ Who were the main characters? The baby bird. (small, lost, little) ☐ Setting: when and where-(outside & during the day) ☐ Problem? (the baby couldn't find his mother) ☐ Solution? (the excavator took the baby back to his nest) ☐ Events? (The baby jumped out of the nest to go look for his mother. He asked different animals if they were his mother until he came upon the excavator that took him home and found his mom)
	Describe why the problem happened in the first place Determine how a problem got solved Identify the problem in a story	CFA #2: For *determine* and *describe*: (scaffold) oral first, then move to written by EOY For *identify*: Look at a sequence of pictures from the story, point to the picture that shows the problem, then orally name that problem	**CFA #2: January 31** (oral), April 30 (written) Story: Jenny's move Administration: ☐ Students will listen to this story on seesaw. ☐ Ask: Why did the problem happen? (Because Jenny was moving) ☐ How did they solve the problem? (Jenny gave her stationary to write letters to each other) ☐ What was the problem in the story? (Sara wrote three letters to Mary and Mary never wrote back. Or Jenny was moving and Mary didn't think they would keep in touch.)

		CFA #1:	**CFA #1: Dec 17** (end of Q2)
	Tell what the character is doing, saying, feeling or looks like in the story	For *tell*: Tell what the character is doing; have all students attempt to write, and then read to us what they wrote (we write underneath)	Story: The Vet (IRLA p. 70) Assessment (use questions from IRLA p. 38)
	Identify setting of a story		Administration:
	Identify characters in a story	For *identify*: Oral response, data collected on a checklist	☐ Teacher reads story 1:1 to each student. Students can look at story pictures during response.
			☐ Ask: *Who were the characters in the story?* (man, dog, vet) *What is the setting?* (the vet's office / animal hospital - if student replies man's house or man's car, ask: *Where does most of the story take place?)* Teacher checks yes or no in checklist.
			☐ Ask: Look at this picture (4th frame). *What is the dog feeling or thinking?* (scared, nervous, panicked). Teacher writes down what the student says.
			☐ CFA
Simple			

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