



School District of the City of St. Charles

K-6 ELA

Addendum to the ELA Curriculum for
resources that support the Science
of Reading.

Approved by the Board of Education
June 2024



**K-6 ELA Addendum
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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

KINDERGARTEN	MODULE 1	MODULE 2	MODULE 3	MODULE 4
READING				
K.R.1.A With assistance, develop and demonstrate reading skills in response to read-alouds by:a.Asking and responding to questions about texts read aloud:	x	x	x	
b.Asking and responding to questions about texts read aloud.				x
K.R.1.B With assistance, develop an understanding of vocabulary by:e.Using words and phrases acquired through conversations, reading and being read to, and responding to texts.	x	x	x	x
K.R.1.D Read independently for sustained periods of time by: a. engaging with text as developmentally appropriate.	x	x	x	x
K.R.2.A With assistance, read, infer, and draw conclusions to: a.Identify elements of a story, including setting, character, and key events.	x	x	x	x
K.R.3.A With assistance, read, infer and draw conclusions using text features in nonfiction texts. a.Identify the topic and details in an expository text heard and/or read, referring to the words and/or illusions.	x	x	x	x
K.R.3.C With assistance, read, infer, and draw conclusions to: c.Name the main topic and recall key details of the text.	x	x	x	x
WRITING				
K.W.2.A With assistance, draw/write opinion texts.		x	x	x
K.W.2.B With assistance, draw/write informative/explanatory texts.	x	x	x	x
K.W.2.C With assistance, draw/write fiction or non-fiction narratives and poems.	x	x	x	x
LANGUAGE				
K.L.1.A In written text, apply standard English grammar.d.Demonstrate the use of complete sentences in shared language activities.	x	x	x	x
K.L.1.B In written text:b.Recognize that a sentence ends with punctuation marks.			x	x
c.Capitalize own first and last name.	x	x	x	x
SPEAKING				
K.SL.3.A Speak clearly using conventions of language when presenting individually or with a group by:a.Taking turns speaking, according to classroom expectations.	x	x		
b.Continuing a conversation through multiple exchanges.	x	x		
c.Confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media.	x	x	x	x

KINDERGARTEN MODULE 1: THE FIVE SENSES

Essential Question: How do our senses help us learn?

At the end of this unit, students will know:

This module introduces students to the five senses and how they help humans and readers experience and learn about the world. Students become aware of how writers and artists tap into the five senses to communicate experience and how they, as readers, rely on their own senses to process information and learn. They gain knowledge of how texts' words and illustrations work together to provide rich, sensory experiences.

At the end of this unit, students will be able to:

Students write an informative/explanatory book describing how the five senses help both them and a character from a text learn about the world. They cut and paste the name of the text and character they choose, collect evidence from the class Evidence Chart about how that character uses one sense to learn about the world, and then draw and write to demonstrate their understanding of that evidence. Then, they draw and write about how they use their own sense of sight or hearing to learn from the text

Priority Standards

Reading:	<p>K.R.1.A With assistance, develop and demonstrate reading skills in response to read-alouds by:</p> <p>a. Asking and responding to questions about texts read aloud</p> <p>K.R.1.B With assistance, develop an understanding of vocabulary by:</p> <p>e. Using words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>K.R.1.D Read independently for sustained periods of time by:</p> <p>a. engaging with text as developmentally appropriate.</p> <p>K.R.2.A With assistance, read, infer, and draw conclusions to:</p> <p>a. Identify elements of a story, including setting, character, and key events.</p> <p>K.R.3.A With assistance, read, infer and draw conclusions using text features in nonfiction texts.</p> <p>a. Identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations.</p> <p>K.R.3.C With assistance, read, infer, and draw conclusions to:</p> <p>c. Name the main topic and recall key details of the text.</p>
Writing:	<p>K.W.2.B With assistance, draw/write informative/explanatory texts.</p> <p>K.W.2.C With assistance, draw/write fiction or non-fiction narratives and poems.</p>
Language:	<p>K.L.1.A In written text, apply standard English grammar.</p> <p>d. Demonstrate the use of complete sentences in shared language activities.</p> <p>K.L.1.B In written text:</p> <p>c. Capitalize own first and last name.</p>
Speaking:	<p>K.SL.3.A Speak clearly using conventions of language when presenting individually or with a group by:</p> <p>a. Taking turns speaking, according to classroom expectations.</p> <p>b. Continuing a conversation through multiple exchanges.</p> <p>c. Confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media.</p>

Resources:

- Literary
- *Last Stop on Market Street*, Matt de la Peña; Illustrations, Christian Robinson
 - *Chicka Chicka Boom Boom*, Bill Martin Jr. and John Archambault; Illustrations, Lois Ehlert
- Informational
- *My Five Senses*, Margaret Miller
 - *My Five Senses*, Alikei
 - *Rap a Tap Tap*, Leo and Diane Dillon
- Visual Art
- *Le Gourmet*, Pablo Picasso
 - *Flower Day*, Diego Rivera

KINDERGARTEN MODULE 2: Once Upon a Farm

Essential Question: What makes a good story?

At the end of this unit, students will know:

In this module, students explore the elements and craft of good stories through a group of texts united by a familiar and classic setting: the farm. Informational texts about farm animals and life on a farm activate and build content knowledge. Students then turn their focus to classic stories such as *The Little Red Hen*, *The Three Billy Goats Gruff*, and *Three Little Pigs* to discover the universal elements of well-crafted stories

At the end of this unit, students will be able to:

Building on their practice of writing a shared narrative as a class, students write an original narrative, set on Maple Hill Farm, featuring one farm animal they learned about in the module. Students use a story map to plan their narrative, drawing and labeling characters, setting, problem, response to the problem, and resolution. After rehearsing their story with a partner, students write one sentence and create an illustration for each event—problem, response to the problem, and resolution.

Priority Standards

Reading:	<p>K.R.1.A With assistance, develop and demonstrate reading skills in response to read-alouds by:</p> <p>a. Asking and responding to questions about texts read aloud</p> <p>K.R.1.B With assistance, develop an understanding of vocabulary by:</p> <p>e. Using words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>K.R.1.D Read independently for sustained periods of time by:</p> <p>a. engaging with text as developmentally appropriate.</p> <p>K.R.2.A With assistance, read, infer, and draw conclusions to:</p> <p>a. Identify elements of a story, including setting, character, and key events.</p> <p>K.R.3.A With assistance, read, infer and draw conclusions using text features in nonfiction texts.</p> <p>a. Identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations.</p> <p>K.R.3.C With assistance, read, infer, and draw conclusions to:</p> <p>c. Name the main topic and recall key details of the text.</p>
Writing:	<p>K.W.2.A With assistance, draw/write opinion texts.</p> <p>K.W.2.B With assistance, draw/write informative/explanatory texts.</p> <p>K.W.2.C With assistance, draw/write fiction or non-fiction narratives and poems.</p>
Language:	<p>K.L.1.A In written text, apply standard English grammar.</p> <p>d. Demonstrate the use of complete sentences in shared language activities.</p> <p>K.L.1.B In written text:</p> <p>a. Print in upper and lowercase letters.</p>
Speaking:	<p>K.SL.3.A Speak clearly using conventions of language when presenting individually or with a group by:</p> <p>a. Taking turns speaking, according to classroom expectations.</p> <p>b. Continuing a conversation through multiple exchanges.</p> <p>c. Confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media.</p>

Resources:

- Literary
- *The Little Red Hen*, Jerry Pinkney
 - *The Three Billy Goats Gruff*, Paul Galdone
 - *Three Little Pigs*, Adaptation, Raina Moore; Illustrations, Thea Kliros
- Informational
- *Farm Animals*, Wade Cooper
 - *The Year at Maple Hill Farm*, Alice and Martin Provensen
- Visual Art
- *American Gothic*, Grant Wood
 - *The Cornell Farm*, Edward Hicks

KINDERGARTEN MODULE 3: America, Then and Now

Essential Question: How has life in America changed over time?

At the end of this unit, students will know:

While people’s basic needs may not change over time, the ways that people meet their needs do change, as new inventions and innovations take hold. In this module, students investigate ways in which life in America has changed over time. They read about author Cynthia Rylant’s Appalachian childhood; changes in home life, school life, transportation, and communication in the informative *Then and Now* series; the inventions and influence of Benjamin Franklin; and how a fictional, personified little house experiences change around her.

At the end of this unit, students will be able to:

Students choose a topic—home life, school life, transportation, or communication—and create an informative poster to explain how that aspect of life in America has changed over time. Students write a topic statement, evidence-based detail sentences with illustrations, and a conclusion which they present on a poster to the class.

Priority Standards

Reading:	<p>K.R.1.A With assistance, develop and demonstrate reading skills in response to read-alouds by:</p> <p>a. Asking and responding to questions about texts read aloud</p> <p>K.R.1.B With assistance, develop an understanding of vocabulary by:</p> <p>e. Using words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>K.R.1.D Read independently for sustained periods of time by:</p> <p>a. engaging with text as developmentally appropriate.</p> <p>K.R.2.A With assistance, read, infer, and draw conclusions to:</p> <p>a. Identify elements of a story, including setting, character, and key events.</p> <p>K.R.3.A With assistance, read, infer and draw conclusions using text features in nonfiction texts.</p> <p>a. Identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations.</p> <p>K.R.3.C With assistance, read, infer, and draw conclusions to:</p> <p>c. Name the main topic and recall key details of the text.</p>
Writing:	<p>K.W.2.A With assistance, draw/write opinion texts.</p> <p>K.W.2.B With assistance, draw/write informative/explanatory texts.</p> <p>K.W.2.C With assistance, draw/write fiction or non-fiction narratives and poems</p>
Language:	<p>K.L.1.A In written text, apply standard English grammar.</p> <p>d. Demonstrate the use of complete sentences in shared language activities.</p> <p>K.L.1.B In written text:</p> <p>b. Recognize that a sentence ends with punctuation marks.</p> <p>d. Capitalize the first word in a sentence.</p>
Speaking:	<p>K.SL.3.A Speak clearly using conventions of language when presenting individually or with a group by:</p> <p>c. Confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media.</p>

Resources:

Literary

- *The Little House*, Virginia Lee Burton

Informational

- *Communication Then and Now; Home Then and Now; School Then and Now; Transportation Then and Now*, Robin Nelson
- *Now & Ben: The Modern Inventions of Benjamin Franklin*, Gene Barretta
- *When I Was Young in the Mountains*, Cynthia Rylant

Visual Art

- *Washington Crossing the Delaware*, Emanuel Leutze

KINDERGARTEN MODULE 4: The Continents

Essential Question: What makes the world fascinating?

At the end of this unit, students will know:

This module invites students to contemplate the world’s splendor as they examine Earth’s seven continents. Informational texts about each continent highlight the continents’ unique natural features, animals, and activities. African and South American folktales invite students to explore animals and aspects of culture on each of these continents. Maps and visual art provide additional perspectives of the continents and develop students’ abilities to read and analyze visual texts.

At the end of this unit, students will be able to:

For Part 1 of their End-of-Module task, students sort module texts into informational texts and stories. For Part 2, students choose the continent other than North America that they would most like to visit. They create a travel brochure to show why someone should visit that continent by writing and illustrating an opinion statement, supporting reason sentences, and a conclusion

Priority Standards

Reading:	<p>K.R.1.A With assistance, develop and demonstrate reading skills in response to read-alouds by: b.Asking and responding to questions about texts read aloud. K.R.1.B With assistance, develop an understanding of vocabulary by: e.Using words and phrases acquired through conversations, reading and being read to, and responding to texts. K.R.1.D Read independently for sustained periods of time by: a. engaging with text as developmentally appropriate. K.R.2.A With assistance, read, infer, and draw conclusions to: a. Identify elements of a story, including setting, character, and key events. K.R.3.A With assistance, read, infer and draw conclusions using text features in nonfiction texts. a. Identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations. K.R.3.C With assistance, read, infer, and draw conclusions to: c. Name the main topic and recall key details of the text.</p>
Writing:	<p>K.W.2.A With assistance, draw/write opinion texts. K.W.2.B With assistance, draw/write informative/explanatory texts. K.W.2.C With assistance, draw/write fiction or non-fiction narratives and poems.</p>
Language:	<p>K.L.1.A In written text, apply standard English grammar. d. Demonstrate the use of complete sentences in shared language activities. K.L.1.B In written text: b. Recognize that a sentence ends with punctuation marks. d. Capitalize the first word in a sentence.</p>
Speaking:	<p>K.SL.3.A Speak clearly using conventions of language when presenting individually or with a group by: c. Confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media.</p>

Resources:

Literary

- *Moon Rope*, Lois Ehlert
- *The Story of Ferdinand*, Munro Leaf; Illustrations, Robert Lawson
- *Why Mosquitoes Buzz in People’s Ears: A West African Tale*, Verna Aardema; Illustrations, Leo and Diane Dillon

Informational

- *World Atlas*, Nick Crane; Illustrations, David Dean
- *Introducing North America*, Chris Oxlade
- *Africa; Antarctica; Asia; Australia; Europe; South America*, Rebecca Hirsch

Visual Art

- *Earth from Space*, Reto Stöckli et al.
- *Carta Marina*, Olaus Magnus

KINDERGARTEN SCALES

Grade Level: Kindergarten	Standard: K.R.1.A.b With assistance, develop and demonstrate comprehension reading skills in response to read-alouds by: asking and responding to questions about texts and read-alouds.
Report out Trimester : 1st- 3rd	

Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Assessment sample: (Formative Checks) <ul style="list-style-type: none"> <input type="checkbox"/> M1 Lesson 11: Generate two questions about Last Stop on Market Street using question words in Question Corners <input type="checkbox"/> M1 Lesson 13 Use details from the words and illustrations from <i>Last Stop on Market Street</i> to respond to questions about the text. <input type="checkbox"/> M1 Lesson 17 Generate questions about <i>Chicka Chicka Boom Boom</i> using question words from the Question Corners. <ul style="list-style-type: none"> <input type="checkbox"/> Using words like: who, what, where, when, why or how (Major Assessment) <ul style="list-style-type: none"> <input type="checkbox"/> M1 Lesson 21 Focusing Question Task 4: Answer a question about Chicka Chicka Boom Boom using details from the text to support the answer. <input type="checkbox"/> M1 Lesson 23 New-Read Assessment 3: Use the words and illustrations to respond to two questions about Rap a Tap Tap, and ask one question about the text.
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> <input type="checkbox"/> Requires minimal assistance to ask and answer questions about the text <ul style="list-style-type: none"> <input type="checkbox"/> Answers more than two questions about the text with one teacher prompt. <input type="checkbox"/> Asks more than two questions about the text with one teacher prompt. 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> <input type="checkbox"/> Requires heavy assistance to ask and answer questions about the text <ul style="list-style-type: none"> <input type="checkbox"/> Answers one question about the text with more than one teacher prompt. <input type="checkbox"/> Asks one question about the text with more than one teacher prompt. 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> <input type="checkbox"/> Either asks or answers question(s) about the text with a teacher prompt. 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: Kindergarten Report out Trimester : 1st-3rd	Standard: K.R.1.B.e With assistance develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, and responding to texts.
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Assessment sample: (Formative Checks)
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> <input type="checkbox"/> Requires minimal assistance when using and understanding vocabulary words or phrases in conversation, writing, or responses <ul style="list-style-type: none"> <input type="checkbox"/> Uses more than one word or phrase correctly with one or no teacher prompt. 	<ul style="list-style-type: none"> <input type="checkbox"/> M1 Lesson 9: Define “aware” using details from the illustrations in My Five Senses (Alik). <input type="checkbox"/> M4 Lesson 3: Use a Nonverbal Signal to indicate an unknown word in The Story of Ferdinand. <input type="checkbox"/> M4 Lesson 18: Use the words and illustrations in Why Mosquitoes Buzz in People’s Ears to determine the meaning of the word “timid”.
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> <input type="checkbox"/> Requires heavy assistance when using and understanding vocabulary words or phrases in conversation, writing, or responses <ul style="list-style-type: none"> <input type="checkbox"/> Uses more than one word or phrase correctly with more than one teacher prompt. 	(Major Assessment)
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> <input type="checkbox"/> Uses one word or phrase correctly after more than one teacher prompt. 	<ul style="list-style-type: none"> <input type="checkbox"/> M1 Lesson 23 New-Read Assessment 3: Use the words and illustrations in Rap a Tap Tap to define the word paused. <input type="checkbox"/> M4 Lesson 23 New Read Assessment 2: (Questions 8 and 9) Identify the meaning of the words unnoticed and crescent using knowledge of word relationships and the illustrations
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: Kindergarten Report out Trimester: 1st-3rd	Standard: K.R.2.A. With assistance, read, infer, and draw conclusions using fiction texts including poetry and drama. Identify elements of a story, including setting, characters and key events.
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Assessment sample: (Formative Assessment)
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <input type="checkbox"/> With one or no teacher prompt, student can identify story elements, infer, and draw conclusions about characters, setting, and key events	<input type="checkbox"/> M2 Lesson 13: Place the Character Story Stone on the page to identify the different characters in Three Little Pigs.
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <input type="checkbox"/> With two or more teacher prompts, student can identify story elements, infer, and draw conclusions about characters, setting, and key events	<input type="checkbox"/> M2 Lesson 27: Think–Pair–Share about the sequence of events in The Three Billy Goats Gruff to determine the essential meaning of the story.
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <input type="checkbox"/> With two or more teacher prompts, students can identify one story element, one inference, or draw one conclusion about characters, setting, and key events	<input type="checkbox"/> M4 Lesson 5: Use the illustrations to support a response to the following questions: “How does Ferdinand feel about being in the ring? How do you know?” (Major Assessment) <input type="checkbox"/> M2 Lesson 24 New-Read Assessment 2: Identify story elements and Retell the story of The Three Billy Goats Gruff, using the illustrations to cite key details from the text. <input type="checkbox"/> M4 Lesson 19 Focusing Question Task 3, Part 1: Write and illustrate a sentence describing what is happening on pages 17–18 in Why Mosquitoes Buzz in People’s Ears.
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: Kindergarten Report out Trimester: 2nd-3rd	Standard: K.R.3.A.a With assistance, read, infer, and draw conclusions using text features in nonfiction texts by identifying the topic and details in an expository text heard and/or read, referring to the words and/or illustrations.
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Assessment sample: (Formative) <ul style="list-style-type: none"> <input type="checkbox"/> M3 Lesson 10 and Lesson 20: Use bold words and photographs to understand the text and compare differences in pictures <input type="checkbox"/> M4 Lesson2: Text feature scavenger hunt <input type="checkbox"/> M4 Lesson 29: use a sticky note to identify a text feature and equity stick to share about it
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> <input type="checkbox"/> With one or no teacher prompt, student can identify a text feature and explain what they learned from it 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> <input type="checkbox"/> With two or more teacher prompts, student can identify a text feature and explain what they learned from it 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> <input type="checkbox"/> With two or more teacher prompts, student can identify a text feature. 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

<p>Grade Level: Kindergarten</p> <p>Report out Trimester: 2nd-3rd</p>	<p>Standard: K.R.3.C.c With assistance, read, infer, and draw conclusions using text structures in nonfiction texts by naming the main topic and recalling key details of the text</p>
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4	<p>To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.</p>	<p>Assessment sample: (Formative)</p> <ul style="list-style-type: none"> <input type="checkbox"/> M3 Lesson 8: Use a Nonverbal Signal to indicate a match between the main topic and a key detail in School Then and Now. <input type="checkbox"/> M3 Lesson 19: use sticky notes to identify key details <input type="checkbox"/> M4 Lesson 13: Annotate one reason in Africa the author gives to support the point “Africa has amazing people, places, and animals. <p>(Major Assessments:)</p> <ul style="list-style-type: none"> <input type="checkbox"/> M3 Lesson 19 New-Read Assessment 2: Record the main topic and sort images of key details from Communication Then and Now into “long ago” and “now” categories. <input type="checkbox"/> M4 Lesson 13 New-Read Assessment 1: Draw and label two reasons the author gives to support the point “African elephant moms are awesome!”
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> With one or no teacher prompt, student can identify the main topic and recall key details within a text 	
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> <input type="checkbox"/> With two or more teacher prompts, student can identify the main topic and key details within a text 	
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> <input type="checkbox"/> With two or more teacher prompts, student can identify the main topic. 	
LND	<p>The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.</p>	

Grade Level: Kindergarten Report out Trimester : 3rd	Standard: K.W.2.A With assistance, draw and write opinion texts.
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	Assessment sample: <input type="checkbox"/> State their opinion <input type="checkbox"/> Support or explain reasons
3	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. <input type="checkbox"/> With one or no teacher prompt, student can draw and write opinion texts	
2	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. <input type="checkbox"/> With two or more teacher prompts, student can draw and write opinion texts.	
1	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. <input type="checkbox"/> With two or more teacher prompts, student can draw opinion texts.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: Kindergarten	Standard: K.W.2.B With assistance draw/write informative/explanatory texts.
Report out Trimester : 2nd	

Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Assessment sample: <input type="checkbox"/> Name the topic <input type="checkbox"/> Support with evidence
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <input type="checkbox"/> With one teacher prompt, student can draw/write informative/explanatory texts	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <input type="checkbox"/> With two or more teacher prompts, student can draw/write informative/explanatory texts	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <input type="checkbox"/> With two or more teacher prompts, student can draw informative/explanatory texts	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: Kindergarten	Standard: K.W.2.C with assistance, draw/write fiction or nonfiction narratives and poems.
Report out Trimester : 2nd	

Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Assessment sample: <input type="checkbox"/> Tells about a single event or person <input type="checkbox"/> Story follows sequential order <input type="checkbox"/> Story has an ending
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <input type="checkbox"/> With one or no teacher prompt, student can draw/write fiction or nonfiction narratives and poems	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <input type="checkbox"/> With two or more teacher prompts, student can draw/write fiction or nonfiction narratives and poems	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <input type="checkbox"/> With two or more teacher prompts, student can draw fiction or nonfiction narratives and poems.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: Kindergarten Report out Trimester : 1st-3rd	Standard: K.L.1.A.d In written text, apply standard English grammar. Demonstrate the use of complete sentences in shared language activities.
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Assessment sample:
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <input type="checkbox"/> With one teacher prompt, student consistently demonstrates the use of complete sentences in shared language activities.	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <input type="checkbox"/> With two or more teacher prompts, student consistently demonstrates the use of complete sentences in shared language activities.	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <input type="checkbox"/> With two or more teacher prompts, student demonstrates inconsistent use of complete sentences in shared language activities.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: Kindergarten Report out Trimester : 1st-3rd	Standard: K.L.1.B.a,b,d In written text, apply punctuation, capitalization and spelling by printing in upper and lowercase letters, recognizing that a sentence ends with a punctuation mark, and capitalizing the first word in a sentence.
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Assessment sample: <input type="checkbox"/> Prints using upper and lowercase letters correctly <ul style="list-style-type: none"> - Example: here we are assessing that students are not using uppercase letters in the middle of words - Letter formation will be assessed through our Reading Foundations scales <input type="checkbox"/> Uses phonetic spelling with beginning, final, and medial sounds <input type="checkbox"/> Uses punctuation to end a sentence <input type="checkbox"/> Uses capitalization for the first word in a sentence and the letter I
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <input type="checkbox"/> Consistently applies end of year writing conventions.	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <input type="checkbox"/> Partially applies end of year writing conventions.	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <input type="checkbox"/> Inconsistently applies end of year writing conventions.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: Kindergarten Report out Trimester : 1st-3rd	Standard: K.SL.3.A.c Speak clearly using conventions of language when presenting individually or with a group. Confirming comprehension by retelling information and asking appropriate questions based on read-alouds and other media.
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Assessment sample: <input type="checkbox"/> Asks and answers clarifying questions <input type="checkbox"/> Provides examples when requested <input type="checkbox"/> Speaks in conversations through multiple exchanges <input type="checkbox"/> Follows most agreed-upon rules for conversations <input type="checkbox"/> Can repeat back what is heard <input type="checkbox"/> Retell information <input type="checkbox"/> Uses volume, gesture, and body language to demonstrate attention
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <input type="checkbox"/> Consistently applies end of year language conventions.	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <input type="checkbox"/> Partially applies end of year language conventions.	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <input type="checkbox"/> Inconsistently applies end of year language conventions.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

First Grade	MODULE 1	MODULE 2	MODULE 3	MODULE 4
READING				
1.R.1.A Develop and demonstrate comprehension skills in response to reading texts and read-alouds.c.Seeking clarification and locating facts and details about stories and other texts.	x	x	x	x
d.Retelling main ideas in sequence including key details.	x	x	x	x
1.R.1.B Develop an understanding of vocabulary.b.Identifying root words and their inflectional endings.	x	x		
i.Using words and phrases acquired through conversations, reading and being read to, responding to texts.	x	x	x	x
1.R.1.D Read independently for multiple purposes over sustained periods of time.	x	x	x	x
1.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama.a.Describe characters, setting, problem, solution, and events in logical sequence.	x	x	x	x
b.Describe the main idea of a story.	x	x	x	x
g.Compare and contrast adventures and experiences of characters in stories.	x			
1.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts.	x	x	x	
b.Explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words.	x	x	x	
c.Use text features to locate specific information in text.	x	x	x	
1.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts.	x	x	x	
b.Use text features to locate specific information in text.	x	x	x	
WRITING				
1.W.1.B Appropriate to genre type, develop a draft from prewriting.	x	x	x	x
1.W.1.C Reread, revise and edit drafts with assistance from adults/peers.	x	x	x	
1.W.2.A Write opinion texts.	x	x	x	x
1.W.2.B Write informative/explanatory texts.	x	x	x	x
1.W.2.C Write fiction or nonfiction narratives and poems.	x			
1.W.3.A With assistance, apply research process to use information from a variety of sources.	x	x	x	x
LANGUAGE				
1.L.1.A In written text, apply standard English grammar.	x	x	x	x
g.Produce complete simple and compound sentences.	x	x	x	x
1.L.1.B In written text, apply punctuation, capitalization and spelling.	x	x	x	x
b.Use ending punctuation.	x	x	x	
c.Capitalize the first letter of others' first and last names.	x			x
SPEAKING				
1.SL.3.A Speak clearly and to the point using conventions of language when presenting individually or with a group.	x	x	x	
c.Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions.	x	x	x	

1ST GRADE MODULE 1: A World of Books

Essential Question: How do books change lives around the world?

At the end of this unit, students will know:

Students learn about the joy and power that books bring to children. They read several literary picture books, some based on actual events, that show how books transform characters' lives. In *My Librarian Is a Camel*, they discover the many ways that children around the world access books and the heroic efforts of those who dedicate their lives to sharing the joy of reading with everyone. Through these module texts, students experience the power of books for themselves, including the delight of visual art in *Museum ABC* and the enduring classic of Dr. Seuss's *Green Eggs and Ham*.

At the end of this unit, students will be able to:

Students write and illustrate a narrative about a character whose life has changed because of books. They situate their story within a setting they learn about in *My Librarian Is a Camel*, establish characters, and provide a resolution to address the problem of not having access to books. Students include an illustration to accompany each page of their story.

Priority Standards

Reading:	<p>1.R.1.A Develop and demonstrate comprehension skills in response to reading texts and read-alouds. c. Seeking clarification and locating facts and details about stories and other texts. d. Retelling main ideas in sequence including key details.</p> <p>1.R.1.B Develop an understanding of vocabulary. b. Identifying root words and their inflectional endings. i. Using words and phrases acquired through conversations, reading and being read to, responding to texts.</p> <p>1.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>1.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. a. Describe characters, setting, problem, solution, and events in logical sequence. b. Describe the main idea of a story. g. Compare and contrast adventures and experiences of characters in stories.</p> <p>1.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts. b. Explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words. c. Use text features to locate specific information in text.</p> <p>1.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts. b. Use text features to locate specific information in text.</p>
Writing:	<p>1.W.1.B Appropriate to genre type, develop a draft from prewriting. 1.W.1.C Reread, revise and edit drafts with assistance from adults/peers.</p> <p>1.W.2.A Write opinion texts. 1.W.2.B Write informative/explanatory texts. 1.W.2.C Write fiction or nonfiction narratives and poems.</p> <p>1.W.3.A With assistance, apply research process to use information from a variety of sources.</p>
Language:	<p>1.L.1.A In written text, apply standard English grammar. g. Produce complete simple and compound sentences.</p> <p>1.L.1.B In written text, apply punctuation, capitalization and spelling. b. Use ending punctuation. c. Capitalize the first letter of others' first and last names.</p>
Speaking:	<p>1.SL.3.A Speak clearly and to the point using conventions of language when presenting individually or with a group. c. Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions.</p>

Resources:

Literary	<ul style="list-style-type: none"> ● <i>Tomás and the Library Lady</i>, Pat Mora and Raul Colón ● <i>Waiting for the Biblioburro</i>, Monica Brown and John Parra ● <i>That Book Woman</i>, Heather Henson and David Small ● <i>Green Eggs and Ham</i>, Dr. Seuss
Informational	<ul style="list-style-type: none"> ● <i>My Librarian Is a Camel</i>, Margriet Ruurs
Visual Art	<ul style="list-style-type: none"> ● <i>Museum ABC</i>, The Metropolitan Museum of Art

1ST GRADE MODULE 2: Creature Features

Essential Question: What can we discover about animals' unique features?

At the end of this unit, students will know:

For as long as they have shared the planet, humans have been fascinated with observing, describing, and depicting animals. In this module, students explore what people can learn by observing animals and why this knowledge is important. Through close readings of literary and informational texts, including fables and visual art, students discover diverse creature features, identify similarities and differences across species, and learn how naturalists observe animals' bodies and behaviors.

At the end of this unit, students will be able to:

Using evidence gathered during shared class research, students create a large trading card for an animal they learn about in the module texts. On the front of their card, students draw the animal. On the back, students write an informative paragraph about their animal's unique features and develop their ideas with two or more details from module texts.

Priority Standards

Reading:	<p>1.R.1.A Develop and demonstrate comprehension skills in response to reading texts and read-alouds. c. Seeking clarification and locating facts and details about stories and other texts. d. Retelling main ideas in sequence including key details.</p> <p>1.R.1.B Develop an understanding of vocabulary. i. Using words and phrases acquired through conversations, reading and being read to, responding to texts.</p> <p>1.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>1.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. a. Describe characters, setting, problem, solution, and events in logical sequence. b. Describe the main idea of a story.</p> <p>1.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts. b. Explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words. c. Use text features to locate specific information in text.</p> <p>1.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts. b. Use text features to locate specific information in text.</p>
Writing:	<p>1.W.1.B Appropriate to genre type, develop a draft from prewriting. 1.W.1.C Reread, revise and edit drafts with assistance from adults/peers.</p> <p>1.W.2.A Write opinion texts. 1.W.2.B Write informative/explanatory texts.</p> <p>1.W.3.A With assistance, apply research processes to use information from a variety of sources.</p>
Language:	<p>1.L.1.A In written text, apply standard English grammar. g. Produce complete simple and compound sentences.</p> <p>1.L.1.B In written text, apply punctuation, capitalization and spelling. b. Use ending punctuation.</p>
Speaking:	<p>1.SL.3.A Speak clearly and to the point using conventions of language when presenting individually or with a group. c. Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions.</p>

Resources:

Literary	<ul style="list-style-type: none"> • <i>Seven Blind Mice</i>, Ed Young
Informational	<ul style="list-style-type: none"> • <i>Me ... Jane</i>, Patrick McDonnell • <i>Never Smile at a Monkey</i>, Steve Jenkins • <i>Sea Horse: The Shyest Fish in the Sea</i>, Chris Butterworth, John Lawrence • <i>What Do You Do With a Tail Like This?</i>, Steve Jenkins, Robin Page
Visual Art	<ul style="list-style-type: none"> • <i>Young Hare</i>, Albrecht Dürer • <i>The Snail</i>, Henri Matisse

1ST GRADE MODULE 3: Powerful Forces

Essential Question: How do people respond to the powerful force of the wind?

At the end of this unit, students will know:

Although no one can see the wind, its effects on our lives are powerful. From gentle breezes to raging storms, wind moves our physical and emotional world in countless ways. In this module, students investigate both scientific and social-emotional topics related to wind. They read an informational text to learn about how wind is created and conduct research on hurricane winds. They encounter another kind of power—emotions—in Aliki’s *Feelings* and use this new knowledge to explore how characters in literary texts respond to the wind’s invisible power. Finally, students learn about a real-life young inventor, William Kamkwamba, who builds windmills to combat drought in Malawi.

At the end of this unit, students will be able to:

Students create an original story about a character who must respond to the powerful force of the wind to solve a problem. Students use a story map to plan their narrative and develop it with words that appeal to the senses and feelings to describe the wind and the character’s response to the wind.

Priority Standards

Reading:	<p>1.R.1.A Develop and demonstrate comprehension skills in response to reading texts and read-alouds. c. Seeking clarification and locating facts and details about stories and other texts. d. Retelling main ideas in sequence including key details.</p> <p>1.R.1.B Develop an understanding of vocabulary. i. Using words and phrases acquired through conversations, reading and being read to, responding to texts.</p> <p>1.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>1.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. a. Describe characters, setting, problem, solution, and events in logical sequence. b. Describe the main idea of a story.</p> <p>1.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts. b. Explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words. c. Use text features to locate specific information in text.</p> <p>1.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts. b. Use text features to locate specific information in text.</p>
Writing:	<p>1.W.1.B Appropriate to genre type, develop a draft from prewriting.</p> <p>1.W.1.C Reread, revise and edit drafts with assistance from adults/peers.</p> <p>1.W.2.A Write opinion texts.</p> <p>1.W.2.B Write informative/explanatory texts.</p> <p>1.W.3.A With assistance, apply research process to use information from a variety of sources.</p>
Language:	<p>1.L.1.A In written text, apply standard English grammar.</p> <p>g. Produce complete simple and compound sentences.</p> <p>1.L.1.B In written text, apply punctuation, capitalization and spelling. b. Use ending punctuation.</p>
Speaking:	<p>1.SL.3.A Speak clearly and to the point using conventions of language when presenting individually or with a group.</p> <p>c. Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions.</p>

Resources:

Literary	<ul style="list-style-type: none"> ● <i>Brave Irene</i>, William Steig ● <i>Owl at Home</i>, “The Guest,” Arnold Lobel ● <i>Gilberto and the Wind</i>, Marie Hall Ets
Informational	<ul style="list-style-type: none"> ● <i>The Boy Who Harnessed the Wind</i>, William Kamkwamba and Bryan Mealer ● <i>Feel the Wind</i>, Arthur Dorros ● <i>Feelings</i>, Aliki
Visual Art	<ul style="list-style-type: none"> ● <i>Oostzijdse Mill with Extended Blue, Yellow and Purple Sky; Windmill in the Gein; The Red Mill</i>, Piet Mondrian

1ST GRADE MODULE 4: Cinderella Stories

Essential Question: Why do people around the world admire Cinderella?

At the end of this unit, students will know:

Versions of Cinderella have existed all over the world for centuries, united by common elements and themes. People throughout the world admire Cinderella for her ability to adapt as well as to endure. In this module, students read a diverse collection of Cinderella stories including Perrault’s well-known French version; the humorous *Bigfoot Cinderrrrrella*; and traditional tales from Korea, Mexico, the Caribbean, and the Algonquin tribe of North America. With each text, students explore the story’s narrative elements, study the character of Cinderella, and discover unique aspects as well as common threads among all Cinderella stories.

At the end of this unit, students will be able to:

Students write an opinion paragraph telling which Cinderella character they most admire and why. Students support their opinion with evidence from the module text that features their chosen Cinderella character

Priority Standards

Reading:	<p>1.R.1.A Develop and demonstrate comprehension skills in response to reading texts and read-alouds. c. Seeking clarification and locating facts and details about stories and other texts. d. Retelling main ideas in sequence including key details.</p> <p>1.R.1.B Develop an understanding of vocabulary. i. Using words and phrases acquired through conversations, reading and being read to, responding to texts.</p> <p>1.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>1.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. a. Describe characters, setting, problem, solution, and events in logical sequence. b. Describe the main idea of a story.</p>
Writing:	<p>1.W.1.B Appropriate to genre type, develop a draft from prewriting.</p> <p>1.W.2.A Write opinion texts. 1.W.2.B Write informative/explanatory texts.</p> <p>1.W.3.A With assistance, apply research process to use information from a variety of sources.</p>
Language:	<p>1.L.1.A In written text, apply standard English grammar. g. Produce complete simple and compound sentences.</p> <p>1.L.1.B In written text, apply punctuation, capitalization and spelling. C. capitalize the first letter of others’ first and last names.</p>
Speaking:	

Resources:

Literary	<ul style="list-style-type: none"> ● <i>Adelita</i>, Tomie dePaola ● <i>Bigfoot Cinderrrrrella</i>, Tony Johnston; Illustrations, James Warhola ● <i>Cendrillon: A Caribbean Cinderella</i>, Robert D. San Souci ● <i>Cinderella</i>, Marcia Brown ● <i>The Korean Cinderella</i>, Shirley Climo; Illustrations Ruth Heller ● <i>The Rough-Face Girl</i>, Rafe Martin; Illustrations, David Shannon ● <i>Glass Slipper, Gold Sandal: A Worldwide Cinderella</i>, Paul Fleischman; Illustrations, Julie Paschkis
Visual Art	<ul style="list-style-type: none"> ● <i>First Steps</i>, Jean-François Millet ● <i>First Steps</i>, Pablo Picasso ● <i>First Steps, after Millet</i>, Vincent van Gogh

FIRST GRADE SCALES

Grade Level: 1st Grade Report out Trimester : 1, 2, 3	1.R.1.A.c Develop & demonstrate <i>reading skills</i> in response to reading text and read-alouds by: seeking clarification and locating <i>facts and details</i> about stories and other texts.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Formative Assessments
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student locates facts and details by: <ul style="list-style-type: none"> <input type="checkbox"/> Answering the ALL of the questions being asked <input type="checkbox"/> Includes text details to support the answer <input type="checkbox"/> Uses details from words or pictures <input type="checkbox"/> Tells details about people, places, events or ideas 	Resource: Wit & Wisdom Module 1: A World of Books Lesson 1: In pairs, orally generate and answer questions about <i>Tomás and the Library Lady</i> by contributing to the Questions and Answers Chart.
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student demonstrates reading skills by: <ul style="list-style-type: none"> <input type="checkbox"/> Checking their prediction using details that support or do not support the prediction. 	Lesson 17: In pairs, orally generate and answer questions about <i>That Book Woman</i> by contributing to the Questions and Answers Chart.
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops reading skills by: <ul style="list-style-type: none"> <input type="checkbox"/> Using the title to ask a question about the text. <ul style="list-style-type: none"> <input type="checkbox"/> Start with the right question word (Who? What? When? Where? How? Why?) <input type="checkbox"/> Making a prediction from a book walk. <ul style="list-style-type: none"> <input type="checkbox"/> I see ____. I think ____. I wonder ____. 	Lesson 19: Think–Pair–Share to answer questions about how the character Cal feels, using details from the text. <div style="text-align: center; background-color: black; color: white; padding: 5px;">Summative Assessments</div> Lesson 7: New-Read Assessment 1: Generate one question about <i>Waiting for the Biblioburro</i> , using a sentence frame. Lesson 23: New-Read Assessment 3: Use the words and illustrations to respond to two questions about <i>Rap a Tap Tap</i> , and ask one question about the text.
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 1st Grade Report out Trimester : 1, 2, 3	1.R.1.A.d Develop & demonstrate <i>reading skills</i> in response to reading text and read-alouds by: retelling <i>main ideas in sequence including key details</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student retells main ideas in sequence by demonstrating ALL of the following by: <ul style="list-style-type: none"> <input type="checkbox"/> Telling a lesson the character learns in the story <ul style="list-style-type: none"> <input type="checkbox"/> What is the problem? <input type="checkbox"/> How is the problem solved? <input type="checkbox"/> What does the main character learn? <input type="checkbox"/> What did you learn? 	Resource: Wit & Wisdom Module 1: A World of Books Lesson 2: In pairs, orally retell the second half of the story <i>Tomás and the Library Lady</i> . Lesson 3: In pairs, orally retell <i>Tomás and the Library Lady</i> using the text for picture support.
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student retells main ideas in sequence by demonstrating ALL of the following by: <ul style="list-style-type: none"> <input type="checkbox"/> Naming the main character and setting <ul style="list-style-type: none"> <input type="checkbox"/> Tell the characters and setting in the BEGINNING <input type="checkbox"/> Tell what the character does about a problem in the MIDDLE <input type="checkbox"/> Tell how the problem is solved in the END 	Lesson 4: Orally retell <i>Tomás and the Library Lady</i> to a partner using sentence frames. Assessments: (Summative Assessments): Module 1: A World of Books
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student retells main ideas in sequence by demonstrating one of the following by: <ul style="list-style-type: none"> <input type="checkbox"/> Naming the main character and setting <ul style="list-style-type: none"> <input type="checkbox"/> Tell the characters and setting in the BEGINNING <input type="checkbox"/> Tell what the character does about a problem in the MIDDLE <input type="checkbox"/> Tell how the problem is solved in the END 	Lesson 26 Focusing Question Task 5: Write and draw to retell the story <i>Green Eggs and Ham</i> .
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 1st Grade Report out Trimester : 1, 2, 3	1.R.1.B.b Develop an <i>understanding of vocabulary</i> by: identifying <u>common root words</u> and their <u>inflectional endings</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student develops an understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> Determining how the ending changes the word’s meaning <input type="checkbox"/> Asks a question about the meaning of a word in the text <input type="checkbox"/> Name a word part that supports its meaning 	Resource: Wit & Wisdom Strategies to use: <ul style="list-style-type: none"> ● Wonder Wheel ● Think Pair Share about what words have in common ● Think Pair Share to sort words into categories ● Vocabulary journal activities ● Gallery walk to show illustrations of vocabulary journal ● Frayer model
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student identifies inflectional endings by: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying the ending (-s, -ed, -ing) 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student identifies common root words by: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying the base word 	Lesson: (Some examples are...similar examples occur in each module.) Mod 1 Lesson 2 Mod 1 Lesson 5 Mod 1 Lesson 6 Mod 1 Lesson 8 Mod 1 Lesson 10 Mod 1 Lesson 11 Assessments: (Summative Assessments): Word List Appendix B Mod 1 Word List Appendix B Mod 2 Word List Appendix B Mod 3 Word List Appendix B Mod 4
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 1st Grade Report out Trimester : 1, 2, 3	1.R.1.B.i Develop an <i>understanding of vocabulary</i> by: using words and phrases acquired through conversations, reading and being read to, and responding to texts
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student develops an understanding of vocabulary by using vocabulary from the text to do ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> What is the text mostly about? <input type="checkbox"/> Tell if a detail is from the pictures or words <input type="checkbox"/> Give correct details from the pictures that are not in the words <input type="checkbox"/> Give correct details from the words that are not in the pictures 	Resource: Wit & Wisdom Strategies to use: <ul style="list-style-type: none"> ● Wonder Wheel ● Think Pair Share about what words have in common ● Think Pair Share to sort words into categories ● Vocabulary journal activities ● Gallery walk to show illustrations of vocabulary journal ● Frayer model
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student develops an understanding of vocabulary by using vocabulary from the text to do two of the following: <ul style="list-style-type: none"> <input type="checkbox"/> What is the text mostly about? <input type="checkbox"/> Tell if a detail is from the pictures or words <input type="checkbox"/> Give correct details from the pictures that are not in the words <input type="checkbox"/> Give correct details from the words that are not in the pictures 	Lesson: (Some examples are...similar examples occur in each module.) Mod 1 Lesson 2 Mod 1 Lesson 5 Mod 1 Lesson 6 Mod 1 Lesson 8 Mod 1 Lesson 10 Mod 1 Lesson 11
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops an understanding of vocabulary by using vocabulary from the text to do one of the following: <ul style="list-style-type: none"> <input type="checkbox"/> What is the text mostly about? <input type="checkbox"/> Tell if a detail is from the pictures or words <input type="checkbox"/> Give correct details from the pictures that are not in the words <input type="checkbox"/> Give correct details from the words that are not in the pictures 	Assessments: (Summative Assessments): Word List Appendix B Mod 1 Word List Appendix B Mod 2 Word List Appendix B Mod 3 Word List Appendix B Mod 4
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 1st Grade Report out Trimester : 1, 2, 3	1.R.2.A.a Develop & apply <i>skills and strategies</i> to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. FICTION Read, infer, analyze, and draw conclusions to: describe characters, setting, problem, solution, and events in logical sequences
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments): Resource: Wit & Wisdom Module 1: A World of Books Lesson 8: In pairs, retell the story <i>Waiting for the Biblioburro</i> by focusing on the characters and setting and using the pictures for support as needed. Lesson 9: In small groups, describe the major events in <i>Waiting for the Biblioburro</i> by creating a Tableau for the problem and the resolution. Lesson 20: In pairs, describe the characters of Cal and Lark by creating a Tableau of the beginning and ending porch scenes in <i>That Book Woman</i> . Assessments: (Summative Assessments): Module 1: A World of Books Lesson 21: Focusing Question Task 4: Describe the characters, setting, and major events in the story <i>That Book Woman</i> by writing and drawing to retell the story.
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will read, infer, analyze, evaluate and draw conclusions in fiction texts to tell the events in logical sequence by using ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Telling the character’s important actions to solve the problem <ul style="list-style-type: none"> <input type="checkbox"/> Tell how you would solve the problem in the story <input type="checkbox"/> Telling if the setting were changed, how would the problem/solution/characters change <input type="checkbox"/> Retelling important details about the text in logical sequence 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will apply skills and strategies to comprehend in fiction text to tell the character’s traits and where the story happens by ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Telling the character’s traits <ul style="list-style-type: none"> <input type="checkbox"/> explicit-physical traits <input type="checkbox"/> Implicit-actions, words, thoughts <input type="checkbox"/> Telling <u>where</u> the story happens <ul style="list-style-type: none"> <input type="checkbox"/> Look for words and pictures for clues about where (city or country; place or building; inside or outside) 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will develop skills and strategies using fiction text to tell who the character is, the character’s feelings and the setting by using ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Telling who the character is <ul style="list-style-type: none"> <input type="checkbox"/> Study pictures and words about the characters <input type="checkbox"/> What does the character say? Do? Feel? <input type="checkbox"/> Telling the character’s main feelings <input type="checkbox"/> Telling the setting <ul style="list-style-type: none"> <input type="checkbox"/> Tell <u>when</u> the story happens <ul style="list-style-type: none"> <input type="checkbox"/> Look at words and pictures for clues (day or night; season; now or in the past) 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

<p>Grade Level: 1st Grade Report out Trimester : 2, 3</p>	<p>1.R.2.A.b Develop & apply skills and strategies to comprehend, analyze, and evaluate <i>fiction, poetry, and drama</i> from a variety of cultures and times. FICTION Read, infer, analyze, and draw conclusions to: describe the <i>main idea of a story</i>.</p>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student will read, infer, analyze, evaluate and draw conclusions in fiction texts to tell the main idea by using ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the main topic of the fiction text <input type="checkbox"/> Tells only the important details in order <input type="checkbox"/> Tells what the author wanted the reader to learn from the story 	<p>Resource: Wit & Wisdom</p> <p>Module 2: Creature Features</p> <p>Lesson 2: Orally retell the fable “The Hare and the Tortoise” to a partner.</p> <p>Lesson 4: In pairs, select details that support the lessons of “The Hare and the Tortoise” and “The Ants and the Grasshopper.”</p> <p>Lesson 8: In pairs, select details that support the lesson of “Seven Blind Mice”.</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student will apply skills and strategies to comprehend in fiction text to tell the important details related to a topic by demonstrating ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finding important details that repeat and help you understand the topic <input type="checkbox"/> Understanding what all the details are mostly about to identify the topic 	<p>Assessments: (Summative Assessments):</p>
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student will develop skills and strategies using fiction text to find details related to a topic by demonstrating ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying the title <input type="checkbox"/> Reading the pictures (cover and inside) <input type="checkbox"/> Finding details about the topic 	<p>Module 2: Creature Features</p> <p>Lesson 9: Focusing Question Task 1: Write an informative paragraph that states the lesson of the fable “Seven Blind Mice” and includes two or more details from the text that support the lesson.</p>
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 1st Grade Report out Trimester : 3	1.R.2.A.g Develop & apply <i>skills and strategies</i> to comprehend, analyze, and evaluate <i>fiction, poetry, and drama</i> from a variety of cultures and times. FICTION Read, infer, analyze, and draw conclusions to compare and contrast <i>adventures and experiences</i> of characters in stories
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will read, infer, analyze, evaluate and draw conclusions in fiction texts to compare and contrast adventures and experiences of characters by using ALL of the following within TWO Texts: Comparing: <input type="checkbox"/> Telling what both texts are mostly about <input type="checkbox"/> Telling what is the same for BOTH texts <input type="checkbox"/> Giving correct text details from both texts to show what is the same Contrasting: <input type="checkbox"/> Telling what both texts are mostly about <input type="checkbox"/> Telling what is true for ONLY ONE of the examples <input type="checkbox"/> Giving correct text details from both texts to show what is the different	Resource: Wit & Wisdom Module 4: Cinderella Stories Lesson 3: To complete the story map, use sticky notes to annotate the illustrations and details in the text <i>Cinderella</i> where information about the characters, setting, problem, events, and resolution is found. Lesson 9: Hold up a character card to vote on how Cinderella’s and Cendrillon’s experiences should be sorted on a Venn diagram. Lesson 13: To complete the story map, use sticky notes to annotate the illustrations and details in the text <i>Bigfoot Cinderrrrrella</i> where information about the characters, setting, problem, events, and resolution is found.
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will apply skills and strategies to comprehend in fiction text to compare and contrast adventures and experiences of characters by demonstrating ALL of the following within ONE text: Comparing: <input type="checkbox"/> Telling what is the same (compare) for both characters (Include experiences, feelings, or actions for both characters) <input type="checkbox"/> Giving correct text details from words or pictures to show what is the same Contrasting: <input type="checkbox"/> Telling what is different (contrast) about both characters (Include experiences, feelings, or actions for both characters) <input type="checkbox"/> Giving correct text details from words or pictures to show what is different	Lesson 16: In pairs, sort experience cards from Handout 16A based on whether the experience happened to Cinderella, Ella, or both characters, and move to the corresponding part of the room where character name signs are placed. Lesson 18: To complete the story map, use sticky notes to annotate the illustrations and details in the text <i>Adelita</i> where information about the characters, setting, problem, events, and resolution is found. Lesson 21: In pairs, sort all the experience cards from Handout 21B onto the Venn diagram on Handout 21A based on whether the experience happened to Adelita, Ella, or both characters.
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will develop skills and strategies using fiction text by telling what is the same about characters by demonstrating ALL of the following within ONE text: Comparing: <input type="checkbox"/> Telling what is same for both characters <input type="checkbox"/> Telling what happens to EACH character <input type="checkbox"/> Telling how EACH character feels <input type="checkbox"/> Telling how EACH character acts	Assessments: (Summative Assessments): Module 4: Cinderella Stories Lesson 33: New-Read Assessment 2: Use details and illustrations from the stories of Cinderella and Yeh-Shen to compare the experiences of the two characters. Refer to the illustrations and details in the texts to sort the characters’ experiences on a Venn diagram.
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 1st Grade Report out Trimester : 3	1.R.3.A.b Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. TEXT FEATURES: Read, infer, and draw conclusions to: explain facts or details using <i>text features</i> and distinguish between which facts were provided by pictures and which facts were conveyed via words
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will read, infer, analyze, evaluate and draw conclusions in nonfiction text to explain facts or details using text features and distinguishing between which facts were provided by pictures and which facts were conveyed via words by using ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Explaining the purpose of the text feature <input type="checkbox"/> Telling what the text feature showed you that is not in the text 	Resource: Wit & Wisdom Module 3: Powerful Forces Lesson 5: Verbally identify the difference between information provided by the words and illustrations in Feel the Wind by responding to text-dependent questions (TDQs).
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will apply skills and strategies to comprehend nonfiction text by identifying text features and demonstrating the following: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying a minimum of <u>five</u> text features such as (title, author, table of contents, illustrations, glossary, charts, graphs, bold print, diagrams, labels) 	Lesson 8: In pairs, explain one new thing learned from examining the illustrations in Feel the Wind. Lesson 10: Verbally identify the difference between information provided in the words and information provided in the illustrations in the text Feelings by responding to TDQs.
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will develop skills and strategies using nonfiction text to identify text features by demonstrating the following: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying a text feature as words or pictures 	Assessments: (Summative Assessments): Module 3: Powerful Forces Lesson 17: New-Read Assessment 1: Identify facts learned from the words and illustrations in the New-Read text. Annotate a list of provided facts, writing a W next to the facts learned from the words and an I next to the facts learned from the illustrations.
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 1st Grade Report out Trimester : 1, 2, 3	1.R.3.A.c Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. TEXT FEATURES: Read, infer, and draw conclusions to: <i>use</i> text features to locate specific information in text
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments): Resource: Wit & Wisdom Module 1: A World of Books Lesson 2: In pairs, use details from a painting in Museum ABC to describe how the person featured in the painting is shown to be important, a key feature of a portrait painting. Lesson 3: In pairs, use details from a painting in Museum ABC to describe how the painting shows a scene from nature, a key feature of a landscape painting. Lesson 15: In pairs, use details from the photographs and captions in My Librarian Is a Camel to describe how children from different countries get books, a key idea in the text. Assessments: (Summative Assessments): Module 1: A World of Books Lesson 16: Focusing Question Task 3: Use photographs from the text to write about how people from different countries get books, a key idea of My Librarian Is a Camel.
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will read, infer, analyze, evaluate and draw conclusions in nonfiction text to locate specific information by using the following: <input type="checkbox"/> Identifying text features that help you locate specific information in a text	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will apply skills and strategies to comprehend nonfiction text to locate specific information by demonstrating the following: <input type="checkbox"/> Locating a minimum of <u>five</u> text features such as (title, author, table of contents, illustrations, glossary, charts, graphs, bold print, diagrams, labels)	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will develop skills and strategies using nonfiction text to locate specific information by demonstrating the following: <input type="checkbox"/> Locating a minimum of <u>two</u> text features such as (title, author, table of contents, illustrations, glossary, charts, graphs, bold print, diagrams, labels)	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

<p>Grade Level: 1st Grade</p> <p>Report out Trimester : 2, 3</p>	<p>1.R.3.C.b Develop and apply <i>skills and strategies</i> to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>TEXT FEATURES: Read, infer, and draw conclusions to:</p> <p>Identify main ideas and provide supporting details</p>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	<p>To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.</p>	<p>Tasks: (Formative Assessments):</p>
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student will read, infer, analyze, evaluate and draw conclusions in nonfiction text to identify the main idea, provide supporting details and tell how text features support the main idea and the supporting details by demonstrating ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying the main topic of the nonfiction text <input type="checkbox"/> Telling only the important details in order <input type="checkbox"/> Telling what text features support the topic and details 	<p>Resource: Wit & Wisdom</p> <p>Module 2: Creature Features</p> <p>Lesson 11: In pairs, identify the key details and main topic of two sections of the text Me ... Jane using the Boxes and Buttons routine.</p> <p>Lesson 16: In pairs, orally identify the key details and main topic of two sections of the text Sea Horse: The Shyest Fish in the Sea using the Buttons and Boxes routine.</p> <p>Lesson 17: In pairs, state the main topic of the whole text Sea Horse: The Shyest Fish in the Sea.</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student will apply skills and strategies to comprehend nonfiction text to identify the main idea and provide supporting details by ALL of the following demonstrating the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finding details about the topic <input type="checkbox"/> Finding important details that repeat and help you understand the topic <input type="checkbox"/> Understanding what all the details are mostly about to identify the topic 	<p>Assessments: (Summative Assessments):</p> <p>Module 2: Creature Features</p> <p>Lesson 21: New-Read Assessment 1: Write the main topic and list two key details that support the main topic after listening to an informational text about whales read aloud.</p>
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student will develop skills and strategies using nonfiction to identify the main idea and supporting details by demonstrating ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying the title <input type="checkbox"/> Reading the pictures (cover and inside) <input type="checkbox"/> Finding details about the topic 	<p>Assessments: (Summative Assessments):</p> <p>Module 2: Creature Features</p> <p>Lesson 21: New-Read Assessment 1: Write the main topic and list two key details that support the main topic after listening to an informational text about whales read aloud.</p>
LND	<p>The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.</p>	

Grade Level: 1st Grade Report out Trimester : 1, 2, 3	1.W.1.B. Apply a writing process to develop a text for audience and purpose. DRAFT Appropriate to genre type, develop a draft from PREWRITING
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will apply a writing process to develop a text for audience and purpose by Developing a <u>draft</u> from the prewriting by staying on topic throughout the writing in narrative, informational, and opinion genres <input type="checkbox"/> Adding a topic sentence <input type="checkbox"/> Adding a closing sentence	Resource: Wit & Wisdom Module 1 : A World of Books Lesson 10 - Draft a simple sentence Module 2: Creature Features Lesson 10 - Select best topic statement Lesson 11, 12 - Write a topic statement Lesson 17 - Organize information by matching details to corresponding features Lesson 18 - Selecting details to include in an informative paragraph
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will develop ideas during <u>prewriting</u> by: <input type="checkbox"/> Putting details in order <input type="checkbox"/> Using details to form complete sentences	Lesson 22 - Plan an informative paragraph Lesson 28 - Identify reasons why it is important to add a conclusion to an informative paragraph Lesson 30 - Plan an informative paragraph stating the authors point
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will develop ideas during <u>prewriting</u> by: <input type="checkbox"/> Using a graphic organizer to brainstorm ideas <input type="checkbox"/> Generating details	Module 3: Powerful Forces Lesson 5 - Identify key details in informational text to gather evidence Lesson 28 - Plan sentences that include sensory and feeling words to describe a scene
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	Module 4: Cinderella Stories Lesson 4 - Sort evidence to formulate an opinion Lesson 5 - Consider evidence to support an opinion Lesson 6 - Identify components of an opinion paragraph Lesson 7 - Sequence components of an opinion paragraph Lesson 24 - Select a trait and list one reason why Assessments: (Summative Assessments):

<p>Grade Level: 1st Grade</p> <p>Report out Trimester : 1, 2, 3</p>	<p>1.W.1.C .Apply a <i>writing process</i> to develop a text for audience and purpose. REVISE/EDIT Reread, revise, and edit drafts with assistance from adults/peers</p>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	<p>To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.</p>	<p>Tasks: (Formative Assessments):</p>
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student will apply a writing process to reread and revise drafts with assistance by:</p> <p><input type="checkbox"/> Responding to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing</p>	<p>Resource: Wit & Wisdom</p> <p>Module 1: A World of Books</p> <p>Lesson 6: Revise a narrative retelling Lesson 12: Edit a narrative retelling Lesson 28: Giving & receiving peer feedback Lesson 30: Edit and revise sentences</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student will apply a writing process to edit drafts with assistance by:</p> <p><input type="checkbox"/> Editing for language conventions</p>	<p>Module 2: Creature Features</p> <p>Lesson 14: Revise a topic statement in an informative paragraph</p>
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student will apply a writing process to edit drafts with assistance by:</p> <p><input type="checkbox"/> Editing to leave spaces between words in sentences</p>	<p>Module 4: Cinderella Stories</p> <p>Lesson 27: Revise the introduction</p> <p>Assessments: (Summative Assessments):</p>
LND	<p>The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.</p>	

Grade Level: 1st Grade Report out Trimester : 2, 3	1.W.2.A Compose well-developed writing texts for audience & purpose. OPINION/ARGUMENTATIVE Write opinion texts
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will compose a well-developed opinion text with ALL of the following by: <ul style="list-style-type: none"> <input type="checkbox"/> Responding to all elements of the prompt <input type="checkbox"/> Introducing the topic or names the book <input type="checkbox"/> Stating an opinion <input type="checkbox"/> Providing two reasons to support the opinion in the middle <input type="checkbox"/> Providing some sense of closure <input type="checkbox"/> Uses a minimum of three specific words that are related to the topic 	Resource: Wit & Wisdom Module 2: Creature Features Lesson 26: Choose evidence from multiple text for a collaboratively written piece Module 4: Cinderella Stories Lesson 8: Select a trait and evidence to plan an opinion paragraph Lesson 9: Write an opinion paragraph, including opinion statement, supporting reason and conclusion Lesson 10: Explain importance of opinion statement Lesson 11: Write an opinion statement Lesson 12: Select a reason that best supports an opinion statement Lesson 13 & 14: Write a reason to support opinion statement Lesson 15: Examine evidence and write an opinion statement Lesson 18: Use the sentence frame to add a conclusion statement about a character Lesson 19: Write a conclusion about an illustration Lesson 20: Use sentence frame to write an introduction sentence about a character Lesson 21 & 23: Write an introduction for opinion paragraph Lesson 25: Write an introduction and conclusion Lesson 26: Orally rehearse and write an opinion paragraph Assessments: (Summative Assessments):
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will compose a well-developed opinion text demonstrating some of the following by: <ul style="list-style-type: none"> <input type="checkbox"/> Responding to some elements of the prompt <input type="checkbox"/> Referring to topic or book indirectly without clearly introducing or naming it <input type="checkbox"/> Stating an unclear opinion <input type="checkbox"/> Providing one reason to support the opinion in the middle <input type="checkbox"/> Attempting to provide closure but does so unclearly <input type="checkbox"/> Uses one to two specific words that are related to the topic 	Lesson 18: Use the sentence frame to add a conclusion statement about a character Lesson 19: Write a conclusion about an illustration Lesson 20: Use sentence frame to write an introduction sentence about a character Lesson 21 & 23: Write an introduction for opinion paragraph Lesson 25: Write an introduction and conclusion Lesson 26: Orally rehearse and write an opinion paragraph Assessments: (Summative Assessments):
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will compose a well-developed opinion text demonstrating some of the following by: <ul style="list-style-type: none"> <input type="checkbox"/> Not responding to prompt: off topic <input type="checkbox"/> Not naming or referring to the topic of book <input type="checkbox"/> Not stating an opinion <input type="checkbox"/> Not providing closure <input type="checkbox"/> Not providing a reason to support the opinion <input type="checkbox"/> Using limited vocabulary inappropriate to content 	Lesson 18: Use the sentence frame to add a conclusion statement about a character Lesson 19: Write a conclusion about an illustration Lesson 20: Use sentence frame to write an introduction sentence about a character Lesson 21 & 23: Write an introduction for opinion paragraph Lesson 25: Write an introduction and conclusion Lesson 26: Orally rehearse and write an opinion paragraph Assessments: (Summative Assessments):
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	Module 4: Cinderella Stories End of Module (EOM) Task

Grade Level: 1st Grade Report out Trimester : 2, 3	1.W2.B Compose well-developed writing texts for audience and purpose. INFORMATIVE/EXPLANATORY Write informative/explanatory texts
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will compose a well-developed information text with ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Responding to all elements of the prompt <input type="checkbox"/> Introduce the topic <input type="checkbox"/> Providing two or more pieces of information about the topic in the middle <input type="checkbox"/> Providing a sense of closure <input type="checkbox"/> Uses a minimum of three words related to the topic 	Resource: Wit & Wisdom Module 2: Creature Features Lesson 2 & 3: Identify components of an informative paragraph Lesson 4 & 9: Write an informative paragraph Lesson 5: Add details Lesson 6: Sequence the components Lesson 8: Orally rehearse a paragraph Lesson 13: Compose paragraph with topic statement Lesson 16: Orally describe the purpose of information Lesson 19: Write an informative paragraph that includes 2 or more details Lesson 23: Write an informative paragraph Lesson 29: Write a conclusion for an informative paragraph Lesson 31: Write an informative paragraph stating the authors point Module 3: Powerful Forces Lesson 7: Write an informative paragraph Lesson 28: Use sensory and feeling words to describe a scene
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will compose a well-developed informational text demonstrating some of the following by: <ul style="list-style-type: none"> <input type="checkbox"/> Responding to some elements of the prompt <input type="checkbox"/> Referring to the topic indirectly without clearly naming or identifying it <input type="checkbox"/> Providing one piece of information about the topic in the middle <input type="checkbox"/> Attempting to provide closure but does so unclearly <input type="checkbox"/> Supplying general evidence that may not come from text or may not be factually accurate <input type="checkbox"/> Supplying evidence that may not consistently relate to the topic <input type="checkbox"/> Uses one to two words related to the topic 	Assessments: (Summative Assessments): Module 2: Creature Features End of Module (EOM) Task Module 3: Powerful Forces End of Module (EOM) Task
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student story <ul style="list-style-type: none"> <input type="checkbox"/> Not responding to the prompt: off topic <input type="checkbox"/> Not naming or referring to the topic <input type="checkbox"/> Not providing additional information <input type="checkbox"/> Not providing closure <input type="checkbox"/> Not supplying evidence <input type="checkbox"/> Using limited vocabulary inappropriate to the content 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 1st Grade Report out Trimester : 1, 2, 3	1.W.2.C Compose well-developed writing texts for audience & purpose. NARRATIVE/LITERARY Write fiction or nonfiction narratives and poems
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will compose a well-developed narrative text by demonstrating <u>ALL</u> of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Responding to all elements of the prompt <input type="checkbox"/> Recounting <u>two or more</u> appropriately sequences events <input type="checkbox"/> Providing a reaction to what happened in the events (closure) <input type="checkbox"/> Using linking words to indicate beginning/middle/end <input type="checkbox"/> Including <u>two or more</u> details to describe what happened <input type="checkbox"/> Using a <u>minimum</u> of three words relevant to the text and topic 	Resource: Wit & Wisdom Module 1: A World of Books Lesson 4, 5, 11, 21 - Narrative Retelling Lesson 26 - Sequence events in narrative Lesson 31 - write the resolution to a narrative Module 3: Powerful Forces Lesson 9 - Explain why having a problem in the story is important Lesson 10 - Write a problem for a story about an illustration
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will compose a well-developed narrative text demonstrating some of the following by: <ul style="list-style-type: none"> <input type="checkbox"/> Responding to some elements of the prompt <input type="checkbox"/> Recounting only <u>one</u> event OR recounting <u>two</u> or more events in a confusing or unclear sequence <input type="checkbox"/> Inconsistently or incorrectly using linking words to indicate beginning/middle/end <input type="checkbox"/> Including <u>one or two</u> general details <input type="checkbox"/> Using <u>one to two</u> words related to the topic 	Lesson 11 - Write a problem to a vignette from a story Lesson 12 - Write a story using an illustration from the vignette Lesson 14 - Add responses to a problem to describe how a character resolved the problem in the story Lesson 15 - Add responses to a problem to a partially completed story Lesson 16 - Write a resolution to a problem in a story Lesson 18 - Orally rehearse a story using a graphic organizer
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will compose a well-developed narrative text demonstrating some of the following by: <ul style="list-style-type: none"> <input type="checkbox"/> Not responding to the prompt; off topic <input type="checkbox"/> Not recounting any events <input type="checkbox"/> Not providing closure <input type="checkbox"/> Not using linking words to indicate beginning/middle/end <input type="checkbox"/> Not including details to describe what happened <input type="checkbox"/> Using limited vocabulary inappropriate to the content 	Lesson 19 - Write an original story about Owl in the present tense Assessments: (Summative Assessments):
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 1st Grade Report out Trimester : 3	1.W.3.A Gather, analyze, evaluate and use information from a variety of sources. RESEARCH PROCESS With assistance, apply research process to: gather personal and natural evidence from available sources as well as from interviews with local experts
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student, with assistance, will gather, analyze, evaluate and use evidence from sources to apply the research process by demonstrating the following: <input type="checkbox"/> Using a graphic organizer to record the facts learned	Resource: Wit & Wisdom Module 3: Powerful Forces Lesson 3: Explain the importance of using multiple resources when researching Lesson 4: Gather evidence
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student, with assistance, will gather evidence from sources to apply the research process by demonstrating the following: <input type="checkbox"/> Identifying facts about a topic presented to use in writing	Assessments: (Summative Assessments):
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student, with assistance, will gather evidence from sources to apply the research process by demonstrating following: <input type="checkbox"/> Asking questions about a topic presented	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 1st Grade Report out Trimester : 1, 2, 3	1.L.1.A.g Communicate using conventions of the English language. GRAMMAR In speech and written form, apply standards English grammar to: produce complete simple and compound sentences
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student, in speech and written form, will apply English grammar to produce complete simple and compound sentences by demonstrating ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Generating a compound sentence that contains more than one subject and/or verb using conjunctions <u>orally</u> <input type="checkbox"/> Writing a compound sentence that contains more than one subject and/or verb using conjunctions 	Resource: Wit & Wisdom Module 1, 2, 3 & 4 Style and Convention Deep Dives Assessments: (Summative Assessments):
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student, in speech and written form, will apply English grammar to produce complete simple and compound sentences by demonstrating ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Generating a simple sentence with one subject and one verb that forms a complete thought <u>orally</u> <input type="checkbox"/> Writing a simple sentence with one subject and one verb that forms a complete thought 	Module 1, 2, 3, & 4 End of Module Task
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student, in speech, will apply English grammar to produce complete simple and compound sentences by demonstrating the following: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying conjunctions such as (and, but, so, for, or) 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 1st Grade Report out Trimester : 1, 2, 3	1.L.1.B.b Communicate using conventions of the English language. PUNCTUATION, CAPITALIZATION, SPELLING, In written text: use ending punctuation
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will use ending punctuation by: <input type="checkbox"/> Using ALL ending punctuation marks in writing (period, question mark, exclamation)	Resource: Wit & Wisdom Modules 1, 2, 3 & 4 Style and Convention Deep Dives
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will use ending punctuation by: <input type="checkbox"/> Using two ending punctuation marks in writing (period, question mark, exclamation)	Assessments: (Summative Assessments): Modules 1, 2, 3 & 4 End of Module Task
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will demonstrate an understanding of ending punctuation by: <input type="checkbox"/> Identifying ALL ending punctuation marks (period, question mark, exclamation)	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 1st Grade Report out Trimester : 1, 2, 3	1.L.1.B.c Communicate using conventions of the English language. PUNCTUATION, CAPITALIZATION, SPELLING, In written text: capitalize the first letter of others first and last names
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will use capitalization by : <input type="checkbox"/> Capitalizing the first letter of first and last names in writing	Resource: Wit & Wisdom Modules 1, 2, 3 & 4 Style and Convention Deep Dives
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will use capitalization by: <input type="checkbox"/> Capitalizing either the first letter of the first name OR the first letter of the last name	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will use capitalization by: <input type="checkbox"/> Not capitalizing the first letter of the first and last names	Assessments: (Summative Assessments): Modules 1, 2, 3 & 4 End of Module Task
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 1st Grade Report out Trimester : 1, 2, 3	1SL3Ac Speak effectively in collaborative discussions. Speak clearly and to the point using conventions of language when presenting individually or with a group a by confirming comprehension of read alouds and other media by retelling and asking appropriate questions.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will speak both effectively and clearly when presenting by demonstrating ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Speaking clearly in a collaborative discussion <input type="checkbox"/> Talking about the topic collaborative discussion <input type="checkbox"/> Asking a partner questions collaborative discussion 	Resource: Wit & Wisdom Socratic Seminars: Module 1: Lessons 21, 27, 32 Module 2: Lessons 9, 20, 36 Module 3: Lessons 29, 35 Module 4: Lessons 28, 34
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will speak both effectively and clearly when presenting by demonstrating ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Talking about the topic to a partner <input type="checkbox"/> Asking a partner questions about the topic 	Assessments: (Summative Assessments):
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will speak both effectively and clearly when by demonstrating the following: <ul style="list-style-type: none"> <input type="checkbox"/> Speaking clearly to a partner 	Socratic Seminar Checklist-Appendix C
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Second Grade	MODULE 1	MODULE 2	MODULE 3	MODULE 4
READING				
2.R.1.A Develop and demonstrate comprehension-reading skills in response to text.	x	x	x	x
c.Seeking clarification and using information/facts and details about texts and supporting answers with evidence from text.	x	x		x
d.Retelling a story’s beginning, middle, and end and determining its central message, lesson, or moral.	x	x	x	x
2.R.1.B Develop an understanding of vocabulary.	x	x	x	x
a.Using prefixes, root words, and suffixes to determine the meaning of words.	x	x	x	x
c.Using context to determine the meaning of new words or multiple-meaning words in text.	x	x	x	x
h.Using conversational, general academic and domain-specific words and phrases.	x	x	x	x
2.R.1.D Read independently for multiple purposes over sustained periods of time.	x	x	x	x
2.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama.	x	x	x	x
a.Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.	x	x		x
b.Describe the main characters in works of fiction, including other traits, motivations, and feelings.	x	x		x
d.Describe cause and effect relationships.	x			
f.Compare and contrast the differences in points of view of characters and how stories are narrated.			x	
2.R.3.A Read, infer, and draw conclusions using text structures in nonfiction texts.	x	x	x	
a.Explain main ideas and supporting details.	x	x	x	
c.Describe the connection between and identify problems and solutions.	x			
2.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts.		x	x	x
a.explaining main ideas and supporting details.		x	x	x
WRITING				
2.W.1.B Appropriate to genre type, develop a draft from prewriting.			x	
2.W.1.C Read, revise, and edit drafts with assistance from adults/peers.	x	x	x	x
2.W.2.A Write opinion texts.		x		x
2.W.2.B Write informative/explanatory texts.	x	x	x	x
2.W.2.C Write fiction or nonfiction narratives and poems.			x	
2.W.3.A Apply research process to use information from a variety of sources.		x	x	x
d.Gather evidence from available sources, literary, and informational.				x
e.record basic information from literary and informational text in simple visual format		x	x	x
LANGUAGE				
2.L.1.A In speech and written form, apply standard English grammar.	x			
h.Produce simple declarative, imperative, exclamatory, and interrogative sentences.	x			
2.L.1.B In written text, apply punctuation, capitalization and spelling.		x		x
c.Use apostrophes correctly for contractions.				x
d.Capitalize weeks, days, month, holidays.		x		
SPEAKING				
2.SL.3.A Speak clearly and to the point using conventions of language when presenting individually or with a group.	x	x		x
b.Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.	x	x		x

2ND GRADE MODULE 1: A Season of Change

Essential Question: How does change impact people and nature?

At the end of this unit, students will know:

Seasonal change shapes our yearly experience of nature, from our activities to our clothing choices. This module provides an opportunity for students to explore the concept of change as it relates to both nature and human experience. They examine how artists and poets capture seasonal change in paintings and poetry. They empathize with the fear of change in Carin Berger’s *Little Yellow Leaf* and recognize, in Leo Lionni’s *A Color of His Own*, that change can be less daunting with a friend by your side. Through a variety of informational texts, students learn about seasonal changes, particularly those that happen in autumn.

At the end of this unit, students will be able to:

Students contribute to a class informational text titled “Changes in Fall” by writing an informative paragraph about how changes in weather impact plants or animals in fall. Students include a topic statement, evidence from at least two core module texts, a conclusion, and illustrations to support key words or ideas

Priority Standards

Reading	<p>2.R.1.A Develop and demonstrate comprehension-reading skills in response to text.</p> <p>c. Seeking clarification and using information/facts and details about texts and supporting answers with evidence from text.</p> <p>d. Retelling a story’s beginning, middle, and end and determining its central message, lesson, or moral.</p> <p>2.R.1.B Develop an understanding of vocabulary.</p> <p>a. Using prefixes, root words, and suffixes to determine the meaning of words.</p> <p>c. Using context to determine the meaning of new words or multiple-meaning words in text.</p> <p>h. Using conversational, general academic and domain-specific words and phrases.</p> <p>2.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>2.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama.</p> <p>a. Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.</p> <p>b. Describe the main characters in works of fiction, including other traits, motivations, and feelings.</p> <p>d. Describe cause and effect relationships.</p> <p>2.R.3.A Read, infer, and draw conclusions using text structures in nonfiction texts.</p> <p>a. Explain main ideas and supporting details.</p> <p>c. Describe the connection between and identify problems and solutions.</p>
Writing	<p>2.W.1.C Read, revise, and edit drafts with assistance from adults/peers.</p> <p>2.W.2.B Write informative/explanatory texts.</p>
Language	<p>2.L.1.A In speech and written form, apply standard English grammar.</p> <p>h. Produce simple declarative, imperative, exclamatory, and interrogative sentences.</p>
Speaking	<p>2.SL.3.A Speak clearly and to the point using conventions of language when presenting individually or with a group.</p> <p>b. Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.</p>

Resources:

Literary	<ul style="list-style-type: none"> ● “Weather,” Eve Merriam ● <i>The Little Yellow Leaf</i>, Carin Berger ● <i>A Color of His Own</i>, Leo Lionni
Informational	<ul style="list-style-type: none"> ● <i>How Do You Know It’s Fall?</i>, Lisa M. Herrington ● <i>Why Do Leaves Change Color?</i>, Betsy Maestro ● <i>Sky Tree: Seeing Science Through Art</i>, Thomas Locker
Visual Art	<ul style="list-style-type: none"> ● <i>How Do You Know It’s Fall?</i>, Lisa M. Herrington ● <i>Why Do Leaves Change Color?</i>, Betsy Maestro ● <i>Sky Tree: Seeing Science Through Art</i>, Thomas Locker

2ND GRADE MODULE 2: The American West

Essential Question: What was life like in the West for early Americans?

At the end of this unit, students will know:

Buffalo, open sky, and seemingly endless possibility inform the popular image of the American West. Building on the concept of change introduced in Module 1, students explore the landscape of the American West with a focus on the period of US westward expansion and settlement. Through a variety of informational texts, students examine what life was like for Native Americans and early settlers and the social and environmental changes that resulted from westward expansion. Legends, including *The Legend of the Bluebonnet* and stories of Johnny Appleseed and John Henry, develop students’ knowledge of this genre as well as human response to challenges posed by the American West.

At the end of this unit, students will be able to:

Students write an informative paragraph in which they explain how the life of a legendary figure in the American West—either John Henry or Johnny Appleseed—differed from the lives of real pioneers. They include an introduction that describes a similarity; a topic statement that explains a key difference; two points, supported by text evidence; and a conclusion.

Priority Standards

Reading:	2.R.1.A Develop and demonstrate comprehension-reading skills in response to text. c. Seeking clarification and using information/facts and details about texts and supporting answers with evidence from text. d. Retelling a story’s beginning, middle, and end and determining its central message, lesson, or moral. 2.R.1.B Develop an understanding of vocabulary. a. Using prefixes, root words, and suffixes to determine the meaning of words. c. Using context to determine the meaning of new words or multiple-meaning words in text. h. Using conversational, general academic and domain-specific words and phrases. 2.R.1.D Read independently for multiple purposes over sustained periods of time. 2.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. a. Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson. b. Describe the main characters in works of fiction, including other traits, motivations, and feelings. 2.R.3.A Read, infer, and draw conclusions using text structures in nonfiction texts. a. Explain main ideas and supporting details. 2.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts. a. explaining main ideas and supporting details.
Writing:	2.W.1.C Read, revise, and edit drafts with assistance from adults/peers. 2.W.2.A Write opinion texts. 2.W.2.B Write informative/explanatory texts. 2.W.3. Apply research process to use information from a variety of sources. e. record basic information from literary and informational text in simple visual format.
Language:	2.L.1.B In written text, apply punctuation, capitalization and spelling. d. Capitalize weeks, days, month, holidays.
Speaking:	2.SL.3.A Speak clearly and to the point using conventions of language when presenting individually or with a group. b. Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.

Resources:

Literary	<ul style="list-style-type: none"> ● <i>Journey of a Pioneer</i>, Patricia J. Murphy ● <i>The Legend of the Bluebonnet</i>, Tomie dePaola ● <i>Johnny Appleseed</i>, Steven Kellogg ● <i>The Story of Johnny Appleseed</i>, Alikei ● <i>John Henry: An American Legend</i>, Ezra Jack Keats ● <i>John Henry</i>, Julius Lester
Informational	<ul style="list-style-type: none"> ● <i>The Buffalo Are Back</i>, Jean Craighead George ● <i>Plains Indians</i>, Andrew Santella
Visual Art	<ul style="list-style-type: none"> ● <i>Among the Sierra Nevada</i>, California, Albert Bierstadt

2ND GRADE MODULE 3: Civil Rights Heroes

Essential Question: How can people respond to injustice?

At the end of this unit, students will know:

America is a nation founded on the creed of liberty and justice for all. In this module, students examine how three civil rights heroes—Martin Luther King Jr., Ruby Bridges, and Sylvia Mendez—fought for and defended this right and how their actions affected change in the United States. A variety of informational and literary texts and historical photographs usher students into this volatile and defining period in our country’s history and challenge students to think about these heroic individuals’ actions in response to injustice.

At the end of this unit, students will be able to:

Students write an original narrative from the point of view of Ruby Bridges or Sylvia Mendez, describing a key moment from *The Story of Ruby Bridges* by Robert Coles or *Separate Is Never Equal* by Duncan Tonatiuh. Students show the character’s response to injustice by describing her thoughts, feelings, and actions.

Priority Standards

Reading:	<p>2.R.1.A Develop and demonstrate comprehension-reading skills in response to text. d.Retelling a story’s beginning, middle, and end and determining its central message, lesson, or moral. 2.R.1.B Develop an understanding of vocabulary. a.Using prefixes, root words, and suffixes to determine the meaning of words. c.Using context to determine the meaning of new words or multiple-meaning words in text. h.Using conversational, general academic and domain-specific words and phrases. 2.R.1.D Read independently for multiple purposes over sustained periods of time. 2.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. f.Compare and contrast the differences in points of view of characters and how stories are narrated. 2.R.3.A Read, infer, and draw conclusions using text structures in nonfiction texts. a.Explain main ideas and supporting details. 2.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts. a.Explain main ideas and supporting details.</p>
Writing:	<p>2.W.1.B Appropriate to genre type, develop a draft from prewriting. 2.W.1.C Read, revise, and edit drafts with assistance from adults/peers. 2.W.2.B Write informative/explanatory texts. 2.W.2.C Write fiction or nonfiction narratives and poems. 2.W.3.A Apply research process to use information from a variety of sources. e.Record basic information from literary and informational text in simple visual format.</p>
Language:	
Speaking:	
Resources:	
Literary	<ul style="list-style-type: none"> ● “I Have a Dream”, Dr. Martin Luther King, Jr.; paintings, Kadir Nelson ● <i>Martin Luther King, Jr. and the March on Washington</i>, Frances E. Ruffin; illustrations, Stephen Marchesi ● <i>Ruby Bridges Goes to School: My True Story</i>, Ruby Bridges ● <i>The Story of Ruby Bridges</i>, Robert Coles; illustrations, George Ford ● <i>Separate Is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation</i>, Duncan Tonatiuh
Visual Art	<ul style="list-style-type: none"> ● <i>Selma to Montgomery March</i>, Alabama, 1965, James Karales

2ND GRADE MODULE 4: Good Eating

Essential Question: How does food nourish us?

At the end of this unit, students will know:

In the final module of the year, students explore how food nourishes our bodies both physically and emotionally. Through close reading of two informational texts, students learn about the human digestive process and the various organs involved in digestion. They read two versions of a classic tale, *Stone Soup* and *Bone Button Borscht*, which highlight how food can build community. Finally, students consider the importance of making informed choices about food as they learn about how different nutrients nourish our bodies and about how different vegetables are grown.

At the end of this unit, students will be able to:

Students evaluate and choose between two different plates of food to nourish their body. They write an opinion paragraph in which they state their opinion and provide reasons and evidence from two module texts to support their choice of food plate.

Priority Standards

Reading:	<p>2.R.1.A Develop and demonstrate comprehension-reading skills in response to text. c. Seeking clarification and using information/facts and details about texts and supporting answers with evidence from text. d. Retelling a story’s beginning, middle, and end and determining its central message, lesson, or moral.</p> <p>2.R.1.B Develop an understanding of vocabulary. a. Using prefixes, root words, and suffixes to determine the meaning of words. c. Using context to determine the meaning of new words or multiple-meaning words in text. h. Using conversational, general academic and domain-specific words and phrases.</p> <p>2.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>2.R.2.A Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. a. Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson. b. Describe the main characters in works of fiction, including other traits, motivations, and feelings.</p> <p>2.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts. a. Explain main ideas and supporting details.</p>
Writing:	<p>2.W.1.C Read, revise, and edit drafts with assistance from adults/peers.</p> <p>2.W.2.A Write opinion texts. 2.W.2.B Write informative/explanatory texts.</p> <p>2.W.3.A Apply research process to use information from a variety of sources. d. Gather evidence from available sources, literary, and informational. e. Record basic information from literary and informational text in simple visual format.</p>
Language:	<p>2.L.1.B In written text, apply punctuation, capitalization, and spelling. c. Use apostrophes correctly for contractions.</p>
Speaking:	<p>2.SL.3.A Speak clearly and to the point using conventions of language when presenting individually or with a group. b. Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.</p>

Resources:

Literary	<ul style="list-style-type: none"> ● <i>Bone Button Borscht</i>, Aubry Davis ● <i>Stone Soup</i>, Marcia Brown
Informational	<ul style="list-style-type: none"> ● <i>The Digestive System</i>, Christine Taylor-Butler ● <i>The Digestive System</i>, Jennifer Prior ● <i>Good Enough to Eat: A Kid’s Guide to Food and Nutrition</i>, Lizzy Rockwell ● <i>The Vegetables We Eat</i>, Gail Gibbons
Visual Art	<ul style="list-style-type: none"> ● <i>The Beaneater</i>, Annibale Carracci ● <i>Cakes</i>, Wayne Thiebaud

<p>Grade Level: 2nd Grade</p> <p>Report out Trimester : 1 2 3</p>	<p>2.R.1.A.c Develop and demonstrate <i>comprehension-reading skills</i> in response to text by seeking clarification and using information/facts and details about texts and supporting answers with evidence from text.</p>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
<p>4</p>	<p>To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.</p>	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom</p> <p>Module 1: A Season of Change</p> <p>Lessons 5-7 In pairs and in groups, students will post and record their details on Handout 5B for multiple days.</p> <p>Module 2: American West</p> <p>Lesson 2 <i>Check for Understanding:</i> Students work together to decide which details to illustrate and add to the timeline.</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 1: Give New Read Assessment 20: <i>Why Do Leaves Change Color?</i></p>
<p>3</p>	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student locates facts and details by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answering the ALL of the questions being asked <input type="checkbox"/> Includes important text evidence/details to support the answer that moves the story forward 	
<p>2</p>	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student demonstrates reading skills by: <ul style="list-style-type: none"> <input type="checkbox"/> Answering SOME of the questions being asked <input type="checkbox"/> identifies key details in the text <input type="checkbox"/> distinguishes between important and unimportant details 	
<p>1</p>	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student develops reading skills by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answering one question being asked <input type="checkbox"/> Identifies a detail in the text 	
<p>LND</p>	<p>The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.</p>	

Grade Level: 2nd Grade	2. R.1.A.d. Retelling a story's <i>beginning, middle and end</i> and determining its central message, lesson or moral
Report out Trimester : 1 2 3	

Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p>Resource: Wit & Wisdom</p> <p>Module 1: A Season of Change</p> <p>Lesson 11 <i>Check for Understanding:</i> Students recount the setting, character, problem, solution</p> <p>Lesson 12 <i>Check for Understanding:</i> Students retell the beginning, middle, end by completing sentence frames</p> <p>Module 3: Civil Rights Heroes</p> <p>Lesson 15 In pairs, use the SCAPE chart to retell</p> <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> <p>Module 1: Give New Read Assessment 15A: <i>A Color of His Own?</i></p> <p>Module 2: New Read 1 New Read 2</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student can retell by: <ul style="list-style-type: none"> <input type="checkbox"/> retelling in order <input type="checkbox"/> tells a lesson the character learns about real life <input type="checkbox"/> includes correct text details to support the lesson <input type="checkbox"/> tells what readers learn from the text 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student can retell by: <ul style="list-style-type: none"> <input type="checkbox"/> tells the problem <input type="checkbox"/> tells what characters do about the problem 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student can retell by: <ul style="list-style-type: none"> <input type="checkbox"/> Naming the main character <input type="checkbox"/> Naming the setting 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 2nd Grade Report out Trimester : 1 2 3	2.R.1.B.a Develop an understanding of vocabulary -using prefixes, root words and suffixes to determine the meaning of words
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p>Resource: Wit & Wisdom</p> <p>Module 1: A Season of Change</p> <p>Lesson 21 <i>Check for Understanding:</i> Students write definitions, noting how dis- and un- change meaning</p> <p>Module 2: The American West</p> <p>Lesson 1 <i>Check for Understanding:</i> Students complete sentences using different forms of settle</p> <p>Lesson 18 <i>Check for Understanding:</i> Students use different forms of forgive</p> <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> <p>Module 1: Vocabulary Assessments, part 1 and 2</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student develops an understanding of vocabulary by: <input type="checkbox"/> Determining how the prefix and/or suffix changes the word’s meaning	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student identifies the prefixes and suffixes by: <input type="checkbox"/> Identifying the suffix (ending) <input type="checkbox"/> Identifying the prefix	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student identifies common root words by: <input type="checkbox"/> Identifying the base word	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 2nd Grade Report out Trimester : 1 2 3	2.R.1.B.c Develop an <i>understanding of vocabulary-using context to determine</i> the <i>meaning of new words or multiple meaning words</i> in text
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1: A Season of Change Lesson 5- Deep Dive Vocabulary Lesson 6- Deep Dive Vocabulary Lesson 26- Work in Pairs- Module 2: The American West Lesson 3: Deep Dive Lesson 9: Deep Dive Module 3: Civil Rights Heroes Lesson 2: Deep Dive Lesson 25:Deep Dive Module 4: Good Eating Lesson1: Deep Dive Lesson2: Deep Dive <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Vocabulary Assessments: 1&2 all modules
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student determines the meaning of multiple meaning words: does all of level 1 and 2 and also: <input type="checkbox"/> Explaining the meaning through context	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student uses context to determine the meaning of an unknown word by: <input type="checkbox"/> Highlight or circle words that help determine meaning	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student identifies the unknown word: <input type="checkbox"/> Underline/point out the unknown word in a text	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 2nd Grade Report out Trimester : 1 2 3	2.R.1.B.h Develop <i>an understanding of vocabulary by using conversational, general academic and domain specific words and phrases.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student develops an understanding of vocabulary by using vocabulary from the text to do ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> What is the text mostly about? <input type="checkbox"/> Ask and answer questions about the text. <input type="checkbox"/> Use appropriate vocabulary based on purpose and audience 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Lesson: Mod 1 Lesson 29, Handout 29A Mod 2 Lesson 13 Deep Dive, Vocabulary Journal Mod 2 Lesson 16-17, Vocabulary Journal Mod 3 Lesson 3 Deep Dive, Vocabulary Journal- web Mod 3 Lesson 4 Deep Dive, Handout 4C Mod 3 Lesson 6 Deep Dive, Vocabulary Journal Mod 3 Lesson 12 Deep Dive, Frayer Model Mod 4 Lesson 1 Deep Dive, Vocabulary Journal Mod 4 Lesson 3 Deep Dive, Dictionary Mod 4, Lesson 5 Deep Dive, Handout 5C Mod 4, Lesson 7 Deep Dive, Vocabulary Journals Mod 4, Lesson 13 Deep Dive, Handout 13A Mod 4, Lesson 14 Deep Dive, Vocabulary Journals Mod 4, Lesson 19, Vocabulary Journals Mod 4, Lesson 22 Deep Dive, Handout 22B Mod 4, Lesson 23 Deep Dive, Handout 23 A Mod 4, Lesson 24 Deep Dive, Vocabulary Journal
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student develops an understanding of vocabulary by using vocabulary from the text to do TWO of the following: <ul style="list-style-type: none"> <input type="checkbox"/> What is the text mostly about? <input type="checkbox"/> Ask and answer questions about the text. <input type="checkbox"/> Use appropriate vocabulary based on purpose and audience 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops an understanding of vocabulary by using vocabulary from the text to do ONE of the following: <ul style="list-style-type: none"> <input type="checkbox"/> What is the text mostly about? <input type="checkbox"/> Ask and answer questions about the text. <input type="checkbox"/> Use appropriate vocabulary based on purpose and audience 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Mod 1, Assessment 31 B Mod 1, Assessment 32 A Mod 2, Assessment 31 B Mod 2, Assessment 32 A Mod 3, Assessment 33 A Mod 3, Assessment 34 A Mod 4, Assessment 30 A Mod 4, Assessment 31 B
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 2nd Grade Report out Trimester : 1 2 3	2.R.2.A.a Read, infer, analyze and draw conclusions using fiction texts including poetry and drama from a variety of cultures and times-by describing the setting, problems, solutions
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p>Resource: Wit & Wisdom</p> <p>Module 1: A Season of Change Lesson 11 Lesson 12 Lesson 13</p> <p>Module 2: The American West Lesson 17 Lesson 19 Lesson 22</p> <p>Module 4: Good Eating Lesson 11 Lesson 14</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will read, infer, analyze and draw conclusions in fiction texts in <u>ALL</u> of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Tells the setting as the where and when <input type="checkbox"/> Understand how the setting affects the story. <input type="checkbox"/> Identifies the problem and solution <input type="checkbox"/> Sequence the events in order <input type="checkbox"/> Describe the moral lesson of a text 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will read, infer, analyze and draw conclusions in fiction texts using <u>TWO</u> of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Tells the setting as the where and when <input type="checkbox"/> Understand how the setting affects the story. <input type="checkbox"/> Identifies the problem and solution <input type="checkbox"/> Sequence the events in order <input type="checkbox"/> Describe the moral lesson of a text 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will read, infer, analyze and draw conclusions in fiction texts using <u>ONE</u> of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Tells the setting as the where and when <input type="checkbox"/> Understand how the setting affects the story. <input type="checkbox"/> Identifies the problem and solution <input type="checkbox"/> Sequence the events in order <input type="checkbox"/> Describe the moral lesson of a text 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> <p>Module 1: New Read Assessment #1</p> <p>Module 2: New Read Assessment #2</p>

<p>Grade Level: 2nd Grade</p> <p>Report out Trimester : 1 2 3</p>	<p>2.R.2.A.b Read, infer, analyze and draw conclusions using fiction texts including poetry and drama from a variety of cultures and times- by describing the main characters in works of fiction, including other traits, motivations and feelings</p>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	<p>To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.</p>	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student will read, infer, analyze and draw conclusions by describing the main characters traits, motivations, feelings in ALL these ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tell how the character changed in the story <input type="checkbox"/> Tell why the character acted the way they did <input type="checkbox"/> Tell what trait best describes the character <input type="checkbox"/> Distinguish between a feeling and a trait <input type="checkbox"/> Identifies the character’s feeling 	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Mod Lesson 13, Check for Understanding Mod 2 Lesson 23, Story Stones Chart Mod 4 Lesson 12, TDQ</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student will read, infer, analyze and draw conclusions by describing the main characters traits, motivations, feelings in THREE OR FOUR of these ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tell how the character changed in the story <input type="checkbox"/> Tell why the character acted the way they did <input type="checkbox"/> Tell what trait best describes the character <input type="checkbox"/> Distinguish between a feeling and a trait <input type="checkbox"/> Identifies the character’s feeling 	<p style="text-align: center;">Summative Assessments</p> <p>Module 1: Assessment 13A:<i>How does the Little Yellow Leaf Change?</i></p>
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student will read, infer, analyze and draw conclusions by describing the main characters traits, motivations, feelings in ONE OR TWO of these ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tell how the character changed in the story <input type="checkbox"/> Tell why the character acted the way they did <input type="checkbox"/> Tell what trait best describes the character <input type="checkbox"/> Distinguish between a feeling and a trait <input type="checkbox"/> Identifies the character’s feeling 	
LND	<p>The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.</p>	

<p>Grade Level: 2nd Grade</p> <p>Report out Trimester : 1 2 3</p>	<p>2.R.2.A.d Read, infer, analyze and draw conclusions using fiction texts including poetry and drama from a variety of cultures and times- by describing cause-and-effect relationships</p>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	<p>To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.</p>	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>Student will <i>read, infer, analyze and/or draw conclusions to</i> describe cause-and-effect relationships in literary text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe what the effect would be if the character had done something different <input type="checkbox"/> Tell how one of the events affects another event <input type="checkbox"/> Identify the cause and the effect 	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom</p> <p>Found in different parts of each module within lessons</p> <p>Module 1: A Season of Change Module 2: The American West Module 3: Civil Rights Heroes Module 4: Good Eating</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>Student will <i>read, infer, analyze and/or draw conclusions to</i> describe cause-and-effect relationships in literary text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the cause AND the effect of a character’s action 	
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>Student will <i>read, infer, analyze and/or draw conclusions to</i> describe cause-and-effect relationships in literary text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the cause or the effect of a character’s action 	
LND	<p>The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.</p>	

Grade Level: 2nd Grade	2.R.2.A.f Read, infer, and draw conclusions to compare and contrast the differences in points of views of characters and how stories are narrated
Report out Trimester : 3	

Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom</p> <p>Mod 3, Lesson 15 <i>Point of View Chart, SCAPE chart</i></p> <p>Mod 3, Lesson 16 <i>Check for Understanding, SCAPE Chart</i></p> <p>Mod 3, Lesson 21 <i>SCAPE chart</i></p> <p>Mod 3, Lesson 23 <i>SCAPE chart</i></p> <p style="text-align: center;">Summative Assessments</p> <p>Mod 3, Assessment 21 A</p> <p>Mod 3, Assessment 30 A, New Read Assessment 3</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> <input type="checkbox"/> Identify the narrator as the one tells the story <input type="checkbox"/> Identify how the character and narrator’s points of view are different or alike 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast the points of view of the characters 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> <input type="checkbox"/> Identify the word comparing as things that are alike <input type="checkbox"/> Identify the word contrast as things that are different 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 2nd Grade Report out Trimester : 1,2	2.R.3.A.a Read, infer, analyze and draw conclusions to identify the main idea of sections of text and distinguish it from the topic
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p>Resource: Wit & Wisdom</p> <p>Module 1: A Season of Change Lesson 5-Handout 5B Lesson 7-Handout 7A</p> <p>Module 2: Lesson5: Handout 5B</p> <p>Module 3: Lesson 3-Learn</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. <ul style="list-style-type: none"> <input type="checkbox"/> Explain how the text helps you find the main idea and topic. <input type="checkbox"/> Names the main idea and the topic. 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> <input type="checkbox"/> Name the main idea 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> <input type="checkbox"/> Name the topic of the passage 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 2nd Grade	2.R.3.C.a Read, infer, analyze and draw conclusions to explain main ideas and supporting details
Report out Trimester : 1,2,3	

Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom</p> <p>Mod 1, Lesson 5-7, Handout 5B, Handout 7A Mod 1, Lesson 21, Seasons Detail Chart, Handout 21A Mod 2, Lesson 7-8, Handout 7A Mod 3, Lesson 3, Buttons, Bags, and Boxes routine Mod 4, Lesson 8, Author’s Point Chart</p> <p style="text-align: center;">Summative Assessments</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will read, infer, and/or draw conclusions to: <ul style="list-style-type: none"> <input type="checkbox"/> Identify the main idea of a passage <input type="checkbox"/> Name 2 details that support the main idea 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will read, infer, and/or draw conclusions to: <ul style="list-style-type: none"> <input type="checkbox"/> List the main idea and 1 detail 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The students will read, infer, and/or draw conclusions to: <ul style="list-style-type: none"> <input type="checkbox"/> Identify main idea or 1 detail 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 2nd Grade	2.R3.C.c Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction text
Report out Trimester : 1	

Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom</p> <p>Module 1: A Season of Change Lesson 12: Learn Lesson 13 Lesson 16</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 1: A Season of Change New Read Assessment 1 and 2</p> <p>*Can also assess through writing prompts</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will read, infer and/or draw conclusions to: <ul style="list-style-type: none"> <input type="checkbox"/> Identify problems and solutions <input type="checkbox"/> Describe the connection between problems and solutions 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the problem of the story <input type="checkbox"/> Lists two details from the story that supports that problem/solution 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. <ul style="list-style-type: none"> <input type="checkbox"/> List two details from the story that supports that problem/solution 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 2nd Grade	2.W.1.B Apply a writing process to develop a text for audience and purpose. DRAFT Appropriate to genre type, develop a draft from PREWRITING
Report out Trimester : 1, 2, 3	

Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments): Resource: Wit & Wisdom Mod 1, Lesson 18 <i>Handout 18A</i> Mod 1, Lesson 29 <i>Handout 29A & Handout 29B</i> Mod 1, Lesson 31 <i>Handout 31A</i> Mod 2, Lesson 29 <i>Handout 4A</i> Mod 2, Lesson 5 <i>Focusing Question Task 1</i> Mod 2, Lesson 14 <i>Write First Draft of Focusing Question Task</i> Mod 3, Lesson 21 <i>Handout 21B</i> Mod 3, Lesson 22 <i>Handout 22A</i> Assessments: (Summative Assessments): Mod 2, Assessment 9A Mod 2, Assessment 34A <i>End-of-Module Task</i> Mod 4, Assessment 6A Mod 4, Assessment 26A
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will apply a writing process to develop a text for audience and purpose by : Developing a <u>draft</u> from the prewriting by staying on topic throughout the writing in narrative, informational, and opinion genres <ul style="list-style-type: none"> <input type="checkbox"/> Clear and coherent sentences are written in sequential order <input type="checkbox"/> Paragraphs are written with one main idea <input type="checkbox"/> Writing has evidence of a beginning, middle, end <input type="checkbox"/> Addresses the appropriate audience 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will develop ideas during <u>prewriting</u> by: <ul style="list-style-type: none"> <input type="checkbox"/> Putting details in order <input type="checkbox"/> Using details to form complete sentences 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will develop ideas during <u>prewriting</u> by: <ul style="list-style-type: none"> <input type="checkbox"/> Using a graphic organizer to brainstorm ideas <input type="checkbox"/> Generating details 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 2nd Grade Report out Trimester : 1, 2, 3	2.W.1.C Apply a writing process to develop a text for audience and purpose. REVISE/EDIT Reread, revise, and edit drafts with assistance from adults/peers
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments): Resource: Wit & Wisdom Module 1: Lesson 14:Handout 13A Lesson 17:Assessment 17A Module 2: Assessment 14A: Focusing Question Task 3 Handout 15A: Informative Writing Checklist Module 3: Lesson 34: Handout 28A Module 4: Assessment 19A: Focusing Question Task 3 Assessments: (Summative Assessments): End of Unit Assessments: Modules 1,2,3,4
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will apply a writing process to reread and revise drafts with assistance by ALL the following: <ul style="list-style-type: none"> <input type="checkbox"/> Responding to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing <input type="checkbox"/> Edit for language conventions: <ul style="list-style-type: none"> <input type="checkbox"/> Use quotation marks to show dialogue <input type="checkbox"/> Use capitalization correctly in the beginning of sentences, pronoun I & names of people/places. <input type="checkbox"/> Uses correct punctuation at the end of a sentence for different sentence types (declarative, imperative, exclamatory, interrogative) 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will apply a writing process to reread and revise drafts with assistance by the following: <ul style="list-style-type: none"> <input type="checkbox"/> Responding to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing <input type="checkbox"/> Edit for language conventions: (at least ONE) <ul style="list-style-type: none"> <input type="checkbox"/> Use quotation marks to show dialogue <input type="checkbox"/> Use capitalization correctly in the beginning of sentences, pronoun I & names of people/places. <input type="checkbox"/> Uses correct punctuation at the end of a sentence for different sentence types (declarative, imperative, exclamatory, interrogative) 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will apply a writing process to reread and revise drafts with assistance by the following: <ul style="list-style-type: none"> <input type="checkbox"/> Responding to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing <input type="checkbox"/> Edit for language conventions: (at least ONE) <ul style="list-style-type: none"> <input type="checkbox"/> Use quotation marks to show dialogue <input type="checkbox"/> Use capitalization correctly in the beginning of sentences, pronoun I & names of people/places. <input type="checkbox"/> Uses correct punctuation at the end of a sentence for different sentence types (declarative, imperative, exclamatory, interrogative) 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 2nd Grade Report out Trimester : 3	2.W.2.C Compose well-developed writing texts for audience & purpose. NARRATIVE/LITERARY Write fiction or nonfiction narratives and poems
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments):
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will compose a well-developed narrative text by demonstrating <u>ALL</u> of the following: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Responding to all elements of the prompt <input type="checkbox"/> Including a main character and setting <input type="checkbox"/> Using sensory details <input type="checkbox"/> Using sequential order to create a beginning, middle, and end <input type="checkbox"/> Writing complete sentences <input type="checkbox"/> Using linking/transition words to signal event order <input type="checkbox"/> Using a <u>minimum of three words</u> relevant to the text and topic 	Resource: Wit & Wisdom Mod 3, Lesson 23, Handout 23A to revise narrative Mod 3, Lesson 28-29, Handout 28A to revise narrative Assessments: (Summative Assessments): Mod 3, Assessment 16A Mod 3, Assessment 27A Mod 3, Assessment 30B End-of-Module Assessment
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will compose a well-developed narrative text demonstrating at least THREE of the following by: <ul style="list-style-type: none"> <input type="checkbox"/> Responding to some elements of the prompt <input type="checkbox"/> Including a main character and setting <input type="checkbox"/> Using sensory details <input type="checkbox"/> Using sequential order to create a beginning, middle, and end <input type="checkbox"/> Writing complete sentences <input type="checkbox"/> Using linking/transition words to signal event order <input type="checkbox"/> Using a <u>minimum of three words</u> relevant to the text and topic 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will compose a well-developed narrative text demonstrating at least TWO of the following by: <ul style="list-style-type: none"> <input type="checkbox"/> Responding to some elements of the prompt <input type="checkbox"/> Including a main character and setting <input type="checkbox"/> Using sensory details <input type="checkbox"/> Using sequential order to create a beginning, middle, and end <input type="checkbox"/> Writing complete sentences <input type="checkbox"/> Using linking/transition words to signal event order 	

	<input type="checkbox"/> Using a minimum of three words relevant to the text and topic	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 2nd Grade	2.W.3.A Gather, analyze, evaluate and use information from a variety of sources. RESEARCH PROCESS
Report out Trimester : 1, 2, 3	Apply research process to: gather personal and natural evidence from available sources literary and informational as well as record basic information from literary and informational texts in simple visual format

Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Tasks: (Formative Assessments): Resource: Wit & Wisdom Module 1: Focusing Question Tasks 1-4 Module 2: Focusing Question Tasks 1-4 Module 3: Focusing Question Tasks 1-4 Module 4: Lesson 3, Learn, Focusing Question Tasks 1-4 Assessments: (Summative Assessments): End of Module Assessment-all Modules
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will gather, analyze, evaluate and use evidence from sources to apply the research process by demonstrating the following: <input type="checkbox"/> Gather at least 3 facts and record on a graphic organizer	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will gather evidence from sources to apply the research process by demonstrating the following: <input type="checkbox"/> Gather 2 facts and record on a graphic organizer	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student, with assistance, will gather evidence from sources to apply the research process by demonstrating following: <input type="checkbox"/> Gather facts about a topic	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

<p>Grade Level: 2nd Grade</p> <p>Report out Trimester : 1, 2, 3</p>	<p>2.L.1.A.h Communicate using conventions of the English language. GRAMMAR</p> <p>In speech and written form, apply standards English grammar to: Produce simple declarative, imperative, exclamatory, and interrogative sentences</p>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	<p>To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.</p>	<p>Tasks: (Formative Assessments):</p>
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student, in speech and written form, will apply English grammar to produce simple types of ALL the following sentences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Declarative <input type="checkbox"/> Imperative <input type="checkbox"/> Exclamatory <input type="checkbox"/> Interrogative 	<p>Resource: Wit & Wisdom</p> <p>Module 1, 2, 3 & 4 Style and Convention Deep Dives</p> <p>Assessments: (Summative Assessments):</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student, in speech and written form, will apply English grammar to produce simple types for THREE of the following sentences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Declarative <input type="checkbox"/> Imperative <input type="checkbox"/> Exclamatory <input type="checkbox"/> Interrogative 	<p>Module 1, 2, 3, & 4 End of Module Task</p>
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student, in speech and written form, will apply English grammar to produce simple types for TWO of the following sentences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Declarative <input type="checkbox"/> Imperative <input type="checkbox"/> Exclamatory <input type="checkbox"/> Interrogative 	
LND	<p>The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.</p>	

<p>Grade Level: 2nd Grade</p> <p>Report out Trimester : 1, 2, 3</p>	<p>2.L.1.B.c Communicate using conventions of the English language.</p> <p>PUNCTUATION, CAPITALIZATION, SPELLING, In written text: capitalize days of the week, months, and holidays.</p>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
<p>4</p>	<p>To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.</p>	<p>Tasks: (Formative Assessments):</p>
<p>3</p>	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student will use appropriate capitalization ALL of the time by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using a capital letter for days of the week <input type="checkbox"/> Using a capital letter for months of the year <input type="checkbox"/> Using a capital letter for holidays 	<p>Resource: Wit & Wisdom</p> <p>Module 2: Lesson 11: Style and Conventions Deep Dive Lesson 12: Style and Conventions Deep Dive Lesson 15: Style and Conventions Deep Dive</p> <p>Assessments: (Summative Assessments):</p>
<p>2</p>	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student will use appropriate capitalization SOME of the time by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using a capital letter for days of the week <input type="checkbox"/> Using a capital letter for months of the year <input type="checkbox"/> Using a capital letter for holidays 	<p>Modules 1, 2, 3 & 4 End of Module Task</p>
<p>1</p>	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student will use appropriate capitalization SELDOMLY by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using a capital letter for days of the week <input type="checkbox"/> Using a capital letter for months of the year <input type="checkbox"/> Using a capital letter for holidays 	
<p>LND</p>	<p>The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.</p>	

<p>Grade Level: 2nd Grade</p> <p>Report out Trimester : 1, 2, 3</p>	<p>2.L.1.B.c Communicate using conventions of the English language. PUNCTUATION, CAPITALIZATION, SPELLING, In written text: use apostrophes correctly for contractions</p>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
<p>4</p>	<p>To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.</p>	<p>Tasks: (Formative Assessments):</p> <p>Resource: Wit & Wisdom</p> <p>Modules 1, 2, 3 & 4 Style and Convention Deep Dives Module 4: Lesson 4 :Style and convention Deep Dives Lesson 6:Style and convention Deep Dives Lesson 8:Style and convention Deep Dives</p> <p>Assessments: (Summative Assessments):</p> <p>Modules 1, 2, 3 & 4 End of Module Task</p>
<p>3</p>	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student will use punctuation in contractions ALL of the time by:</p> <p><input type="checkbox"/> Using apostrophes correctly for contractions</p>	
<p>2</p>	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student will use punctuation in contractions SOME of the time by:</p> <p><input type="checkbox"/> Using apostrophes correctly for contractions</p>	
<p>1</p>	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student will use punctuation in contractions SELDOMLY by:</p> <p><input type="checkbox"/> Using apostrophes correctly for contractions</p>	
<p>LND</p>	<p>The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.</p>	

<p>Grade Level: 2nd Grade</p> <p>Report out Trimester : 1, 2, 3</p>	<p>2SL.3A.b Speak effectively in collaborative discussions. Speak clearly and to the point using conventions of language when presenting individually or with a group a by confirming comprehension of read alouds and independent reading by retelling and asking appropriate questions.</p>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments Assessments: Summative Assessments
4	<p>To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.</p>	<p>Tasks: (Formative Assessments):</p>
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student will speak both effectively and clearly when presenting by demonstrating ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehension of read alouds or independent reading through retelling <input type="checkbox"/> Comprehension of read alouds or independent reading through asking appropriate questions 	<p>Resource: Wit & Wisdom</p> <p>Module 1: Lesson 4 Lesson 15 Lesson 20</p> <p>Module 2: Lesson 21 Lesson 23 Lesson 27</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student will speak both effectively and clearly when presenting by demonstrating SOME OF THE TIME of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehension of read a <input type="checkbox"/> louds or independent reading through retelling <input type="checkbox"/> Comprehension of read alouds or independent reading through asking appropriate questions 	<p>Module 4: Lesson 4 Lesson 11 Lesson 15</p> <p>Assessments: (Summative Assessments):</p> <p>Socratic Seminars: All Modules</p>
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student will speak both effectively and clearly when by demonstrating the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehension of read alouds or independent reading through retelling <input type="checkbox"/> Comprehension of read alouds or independent reading through asking appropriate questions 	<p>Module 1: Socratic Seminar- Handout 9A and 19A and Socratic Seminar Tracking chart</p> <p>Module 2: Socratic Seminar-Lessons 10 and 25 Speaking and Listening Rubric</p> <p>Module 3: Socratic Seminars-Lessons 13 and 34 handouts and Speaking and Listening rubric</p> <p>Module 4: Socratic Seminar-Lessons 16 and 32 handouts and rubric</p>
LND	<p>The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.</p>	

THIRD GRADE	MODULE 1	MODULE 2	MODULE 3	MODULE 4
READING				
3.R.1.A Develop and demonstrate comprehension -reading skills in response to texts.	x	x	x	x
b.Drawing conclusions and support with textual evidence.	x			
c.Summarizing a story's beginning, middle, and end determining its central message, lesson, or moral.	x	x	x	x
3.R.1.B Develop an understanding of vocabulary.	x	x	x	x
a.Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words.	x	x		
b.Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words.	x	x	x	x
d.Distinguishing the literal and nonliteral meanings of words and phrases in context.	x	x	x	x
i.Using conversational, general academic, and domain-specific words and phrases.	x	x	x	x
3.R.1.D Read independently for multiple purposes over sustained periods of time.	x	x	x	x
3.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama.	x	x	x	x
a.Summarize and sequence the events/plot and explain how past events impact future events.	x		x	
b.Describe the personality traits of characters from their thoughts, words, and actions.	x		x	x
c.Describe the interaction of characters, including relationships and how they change.	x	x	x	x
f.Explain cause and effect relationships.	x	x		x
g.Distinguish their own point of view from that of the narrator or those of the characters.	x			
3.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts.	x	x	x	x
b.Identify the details or facts that support the main idea.	x	x	x	x
c.Use text and graphic features to locate information and to make and verify predictions.	x	x	x	x
3.R.3.B Read, infer, and draw conclusions using literary techniques in nonfiction texts.	x	x		
c.Distinguish point of view from what the author is trying to persuade the reader to think or do.	x	x		
3.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts.	x	x		x
a.Describe relationships among events, ideas, concepts, and cause and effects in texts.	x	x		x
b.Explain the relationship between problems and solutions.	x			
e. Compare and contrast the most important points and key details presented in texts on the same topic.	x	x		
WRITING				
3.W.1.B Appropriate to genre type, develop a draft from prewriting.	x	x	x	x
3.W.1.C Reread, revise and edit drafts with assistance from adults/peers.	x	x	x	x
3.W.2.A Write opinion texts.	x	x	x	x
3.W.2.B Write informative/explanatory texts.	x	x	x	x
3.W.2.C Write fiction or nonfiction narratives and poems.	x		x	x
3.W.3.A Apply research process to use information from a variety of sources.	x			x
c.Decide what sources of information might be relevant to answer questions.	x			x
LANGUAGE				
3.L.1.A In speech and written form, apply standard English grammar.	x	x		
f.Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences.	x	x		
3.L.1.B In written text, apply punctuation, capitalization and spelling.	x		x	x
b.Use an apostrophe to form possessives.	x		x	x
f.Capitalize names of places.	x			
g.Capitalize titles of books, stories, and songs.	x			
SPEAKING				
3.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings.	x		x	x
b.Asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others.	x		x	x

3RD GRADE MODULE 1: The Sea

Essential Question: Why do people explore the sea?

At the end of this unit, students will know:

This module introduces students to the ocean as a rich source of life, beauty, and inspiration. Through careful reading and analysis of literature, informational texts, and art, students learn that the ocean is a complex ecosystem, made up of beautiful, mysterious, and important life forms. They discover how artists, poets, and writers explore the sea through words and images, and how scientists like Jacques Cousteau and Clyde Roper use technology to explore the sea. As part of their ocean studies, students develop deep knowledge about two sea creatures: sharks and giant squids.

At the end of this unit, students will be able to:

Students write two paragraphs in which they explain why an author, artist, or scientist explored the sea. In each paragraph, they expound on a different reason for the chosen person's exploration. They develop their explanation with evidence from one of the module texts.

Priority Standards

Reading:	<p>3.R.1.A Develop and demonstrate comprehension -reading skills in response to texts.</p> <p>b. Drawing conclusions and support with textual evidence.</p> <p>c. Summarizing a story's beginning, middle, and end determining its central message, lesson, or moral.</p> <p>3.R.1.B Develop an understanding of vocabulary.</p> <p>a. Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words.</p> <p>b. Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words.</p> <p>d. Distinguishing the literal and nonliteral meanings of words and phrases in context.</p> <p>i. Using conversational, general academic, and domain-specific words and phrases.</p> <p>3.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>3.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama.</p> <p>a. Summarize and sequence the events/plot and explain how past events impact future events.</p> <p>b. Describe the personality traits of characters from their thoughts, words, and actions.</p> <p>c. Describe the interaction of characters, including relationships and how they change.</p> <p>f. Explain cause and effect relationships.</p> <p>g. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>3.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts.</p> <p>b. Identify the details or facts that support the main idea.</p> <p>c. Use text and graphic features to locate information and to make and verify predictions.</p> <p>3.R.3.B Read, infer, and draw conclusions using literary techniques in nonfiction texts.</p> <p>c. Distinguish point of view from what the author is trying to persuade the reader to think or do.</p> <p>3.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts.</p> <p>a. Describe relationships among events, ideas, concepts, and cause and effects in texts.</p> <p>b. Explain the relationship between problems and solutions.</p> <p>e. Compare and contrast the most important points and key details presented in texts on the same topic.</p>
Writing:	<p>3.W.1.B Appropriately to genre type, develop a draft from prewriting.</p> <p>3.W.1.C Reread, revise and edit drafts with assistance from adults/peers.</p> <p>3.W.2.A Write opinion texts.</p> <p>3.W.2.B Write informative/explanatory texts.</p> <p>3.W.2.C Write fiction or nonfiction narratives and poems.</p> <p>3.W.3.A Apply research process to use information from a variety of sources.</p> <p>c. Decide what sources of information might be relevant to answer questions.</p>
Language:	<p>3.L.1.A In speech and written form, apply standard English grammar.</p> <p>f. Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences.</p> <p>3.L.1.B In written text, apply punctuation, capitalization and spelling.</p> <p>b. Use an apostrophe to form possessives.</p> <p>f. Capitalize names of places.</p> <p>g. Capitalize titles of books, stories, and songs.</p>
Speaking:	<p>3.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings.</p>

b. Asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others.

Resources:

Literary

- *Amos & Boris*, William Steig

Informational

- *Ocean Sunlight: How Tiny Plants Feed the Seas*, Molly Bang and Penny Chisholm
- *The Fantastic Undersea Life of Jacques Cousteau*, Dan Yaccarino
- *Shark Attack!*, Cathy East Dubowski
- *Giant Squid: Searching for a Sea Monster*, Mary M. Cerullo and Clyde F. E. Roper

Visual Art

- *Under the Wave off Kanagawa*, Katsushika Hokusai
- *The Boating Party*, Mary Cassatt
- *The Gulf Stream*, Winslow Homer

3RD GRADE MODULE 2: Outer Space

Essential Question:	How do people learn about space?
At the end of this unit, students will know:	
Long before Neil Armstrong’s “one small step” on the moon, outer space has fascinated humans and driven people to study, explore, and deepen their understanding of the universe. In this module, students explore the history of our fascination with and understanding of the cosmos as they study works of art and read about Galileo Galilei’s scientific observations of the night sky, the Apollo 11 mission, and a science fiction book about two brothers’ intergalactic journey.	
At the end of this unit, students will be able to:	
Students write a four-paragraph essay in which they express their opinion about humankind’s most important attempt to learn more about space. For each supporting paragraph, students provide a reason and evidence from module texts to support their opinion.	
Priority Standards	
Reading:	<p>3.R.1.A Develop and demonstrate comprehension -reading skills in response to texts. c.Summarizing a story’s beginning, middle, and end determining its central message, lesson, or moral.</p> <p>3.R.1.B Develop an understanding of vocabulary. a.Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words. b.Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words. d.Distinguishing the literal and nonliteral meanings of words and phrases in context. i.Using conversational, general academic, and domain-specific words and phrases.</p> <p>3.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>3.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama, c.Describe the interaction of characters, including relationships and how they change. f.Explain cause and effect relationships.</p> <p>3.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts. b. Identify the details or facts that support the main idea. c. Use text and graphic features to locate information and to make and verify predictions.</p> <p>3.R.3.B Read, infer, and draw conclusions using literary techniques in nonfiction texts. c. Distinguish point of view from what the author is trying to persuade the reader to think or do.</p> <p>3.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts. a. Describe relationships among events, ideas, concepts, and cause and effects in texts. e. Compare and contrast the most important points and key details presented in texts on the same topic.</p>
Writing:	<p>3.W.1.B Appropriate to genre type, develop a draft from prewriting. 3.W.1.C Reread, revise and edit drafts with assistance from adults/peers.</p> <p>3.W.2.A Write opinion texts. 3.W.2.B Write informative/explanatory texts.</p>
Language:	<p>3.L.1.A In speech and written form, apply standard English grammar. f. Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences.</p>
Speaking:	
Resources:	
Literary	<ul style="list-style-type: none"> ● <i>Zathura</i>, Chris Van Allsburg
Informational	<ul style="list-style-type: none"> ● <i>Moonshot</i>, Brian Floca ● <i>One Giant Leap</i>, Robert Burleigh ● <i>Starry Messenger</i>, Peter Sís
Visual Art	<ul style="list-style-type: none"> ● <i>Starfield</i>, Vija Celmins ● <i>Space Object Box: “Little Bear, etc.”</i> motif, Joseph Cornell

3RD GRADE MODULE 3: A New Home

Essential Question:	How do stories help us understand immigrants' experiences?
At the end of this unit, students will know:	
America is a nation of immigrants—and a nation of stories. This module offers an opportunity for students to explore the history, challenges, and rewards of immigration and, through the lens of stories, learn how traditions blend with new experiences to create a rich, vibrant culture. Students gain a broad perspective of American immigration patterns in Betsy Maestro's <i>Coming to America</i> and explore the immigration and acculturation of different families in literary books by Allen Say, Patricia Polacco, and Carmen Lomas Garza.	
At the end of this unit, students will be able to:	
Students write a short narrative from the point of view of a main character from one of the module's core texts. Students describe a defining moment in that character's life and experience as an immigrant based on their learning about immigration, traditions, and settling into a new home. Students develop their narrative with dialogue and descriptions of the character's thoughts, feelings, and actions.	
Priority Standards	
Reading:	<p>3.R.1.A Develop and demonstrate comprehension -reading skills in response to texts.</p> <p>c.Summarizing a story's beginning, middle, and end determining its central message, lesson, or moral.</p> <p>3.R.1.B Develop an understanding of vocabulary.</p> <p>b.Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words.</p> <p>d.Distinguishing the literal and nonliteral meanings of words and phrases in context.</p> <p>i.Using conversational, general academic, and domain-specific words and phrases.</p> <p>3.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>3.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama,</p> <p>a.Summarize and sequence the events/plot and explain how past events impact future events.</p> <p>b.Describe the personality traits of characters from their thoughts, words, and actions.</p> <p>c.Describe the interaction of characters, including relationships and how they change.</p> <p>3.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts.</p> <p>b.Identify the details or facts that support the main idea.</p> <p>c.Use text and graphic features to locate information and to make and verify predictions.</p>
Writing:	<p>3.W.1.B Appropriate to genre type, develop a draft from prewriting.</p> <p>3.W.1.C Reread, revise and edit drafts with assistance from adults/peers.</p> <p>3.W.2.A Write opinion texts.</p> <p>3.W.2.B Write informative/explanatory texts.</p> <p>3.W.2.C Write fiction or nonfiction narratives and poems.</p>
Language:	<p>3.L.1.B In written text, apply punctuation, capitalization and spelling.</p> <p>b.Use an apostrophe to form possessives.</p>
Speaking:	<p>3.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings.</p> <p>b.Asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others.</p>
Resources:	
Literary	<ul style="list-style-type: none"> ● <i>Grandfather's Journey and Tea with Milk</i>, Allen Say ● <i>Family Pictures</i>, Carmen Lomas Garza ● <i>The Keeping Quilt</i>, Patricia Polacco
Informational	<ul style="list-style-type: none"> ● <i>Coming to America: The Story of Immigration</i>, Betsy Maestro
Visual Art	<ul style="list-style-type: none"> ● <i>The Steerage</i>, Alfred Stieglitz ● "Untitled Photograph of Evacuees Seeing the Statue of Liberty," History Extra ● <i>Liberty Enlightening the World</i>, Frédéric Auguste Bartholdi ● <i>Gateway Arch</i>, Eero Saarinen ● <i>Washington Monument</i>, Robert Mills

3RD GRADE MODULE 4: Artists Make Art

Essential Question: What is an artist?

At the end of this unit, students will know:

In this module, students explore the unique and shared characteristics of artists and consider what it means to be an artist. The module opens with a fictional story about a child artist and her source of inspiration. Students go on to read texts about and engage firsthand with the work of dancer Alvin Ailey, poet William Carlos Williams, painter Jackson Pollock, and opera singer Marian Anderson. They learn about each artist’s creative process and successes and struggles involved in translating inspiration into movement, words, images, and sound.

At the end of this unit, students will be able to:

Students research the life and work of one of the artists they study in the module and then write an essay explaining why that artist is important. Students gather information from the core text, including the back matter, and a primary source. In their essay, they include important facts and details about the artist’s life, identify unique elements of their work, describe their accomplishments, and explain why their work is important.

Priority Standards

Reading:	<p>3.R.1.A Develop and demonstrate comprehension -reading skills in response to texts. c.Summarizing a story’s beginning, middle, and end determining its central message, lesson, or moral.</p> <p>3.R.1.B Develop an understanding of vocabulary. b.Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words. d.Distinguishing the literal and nonliteral meanings of words and phrases in context. i.Using conversational, general academic, and domain-specific words and phrases.</p> <p>3.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>3.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama, b.Describe the personality traits of characters from their thoughts, words, and actions. c.Describe the interaction of characters, including relationships and how they change. f.Explain cause and effect relationships.</p> <p>3.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts. b.Identify the details or facts that support the main idea. c.Use text and graphic features to locate information and to make and verify predictions.</p> <p>3.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts. a.Describe relationships among events, ideas, concepts, and cause and effects in texts.</p>
Writing:	<p>3.W.1.B Appropriate to genre type, develop a draft from prewriting. 3.W.1.C Reread, revise and edit drafts with assistance from adults/peers.</p> <p>3.W.2.A Write opinion texts. 3.W.2.B Write informative/explanatory texts. 3.W.2.C Write fiction or nonfiction narratives and poems.</p> <p>3.W.3.A Apply research process to use information from a variety of sources. c.Decide what sources of information might be relevant to answer questions.</p>
Language:	<p>3.L.1.B In written text, apply punctuation, capitalization and spelling. b.Use an apostrophe to form possessives.</p>
Speaking:	<p>3.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings. b.Asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others.</p>

Resources:

Literary	<ul style="list-style-type: none"> ● <i>Emma’s Rug</i>, Allen Say
Informational	<ul style="list-style-type: none"> ● <i>Alvin Ailey</i>, Andrea Davis Pinkney ● <i>A River of Words: The Story of William Carlos Williams</i>, Jen Bryant ● <i>Action Jackson</i>, Jan Greenberg and Sandra Jordan ● <i>When Marian Sang</i>, Pam Muñoz Ryan
Visual Art	<ul style="list-style-type: none"> ● <i>I Saw the Figure 5 in Gold</i>, Charles Demuth ● <i>My Egypt</i>, Charles Demuth ● <i>Number 1, 1950 (Lavender Mist) and Number 11, 1952 (Blue Poles)</i>, Jackson Pollock

THIRD GRADE SCALES

Grade Level: 3rd <i>Drawing Conclusions</i> Report out Trimester :	3.R.1.A.b Develop and apply <u>skills to the reading process</u> by drawing conclusions and supporting <u>with textual evidence</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px; font-weight: bold;">Formative Assessments</div> <p>Resource: Wit & Wisdom</p> <p>Module 1 Lesson 2: Quick write to explain how key details help express a central message in <i>Under the Wave off Kanagawa</i>.</p> <p>Lesson 7: Launch - Invite student pairs to explain how the events of “The Lion and the Mouse” support the fable’s moral, “Little friends may prove great friends.” As a class, identify key details that support the moral.</p> <p>Lesson 17: Learn - Socratic Seminar: Invite students to discuss the prompts and encourage them to use details from the text to support their answers.</p> <div style="background-color: black; color: white; text-align: center; padding: 5px; font-weight: bold;">Summative Assessments</div> <p>Module 1: Lesson 7: Assessment 17A: Focusing Question Task 2 Assessment 31A: End of Module Task</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions and supports their answers by: <ul style="list-style-type: none"> <input type="checkbox"/> answering the <u>ALL</u> of the questions being asked <input type="checkbox"/> includes important text evidence/details to support the answer that moves the story forward <input type="checkbox"/> includes details from words and pictures 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student demonstrates reading skills by: <ul style="list-style-type: none"> <input type="checkbox"/> answering <u>SOME</u> of the questions being asked <input type="checkbox"/> identifies <u>KEY DETAILS</u> in the text <input type="checkbox"/> distinguishes between important and unimportant details 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops reading skills by: <ul style="list-style-type: none"> <input type="checkbox"/> answering <u>ONE</u> question being asked <input type="checkbox"/> identifies <u>A DETAIL</u> in the text 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd Summarizing Report out Trimester :	3.R.1.A.c Develop and apply skills to the reading process. Summarize a story's beginning, middle, and end and determine its central message, lesson, or moral.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p>Resource: Wit & Wisdom</p> <p><u>Module 2</u> Lesson 29: Develop a class topic sentence that explains the focus point in <i>Under the Wave of Kanagawa</i></p> <p><u>Module 3</u> Lesson 2: Handout 2C: Developing a Topic</p> <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> <p><u>Module 2:</u> Assessment 31A: New Read Assessment 3 - Callisto and her son</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student can summarize by: <ul style="list-style-type: none"> <input type="checkbox"/> using key details to support the lesson/central message/moral <input type="checkbox"/> inferring a lesson/central message/moral from the story 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student can summarize by: <ul style="list-style-type: none"> <input type="checkbox"/> including KEY details from the text <input type="checkbox"/> telling what characters do about the problem <input type="checkbox"/> telling the problem 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student can retell by: <ul style="list-style-type: none"> <input type="checkbox"/> naming the main character(s) <input type="checkbox"/> telling events in the order in which they happened in the story (Beginning, Middle, End) 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd Vocabulary Report out Trimester :	3.R.1.B.a Develop an <i>understanding of vocabulary by: decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p>Resource: Wit & Wisdom</p> <p>Module 1 Lesson 9DD: morpheme matrix activity and check for understanding</p> <p>Module 2 Lesson 27DD: handout 27B morpheme matrix activity and check for understanding in the Land part of the lesson</p> <p>Module 4 Lesson 6DD: the learn activity and check for understanding in the Land part of the lesson</p> <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> <p>Module 1: Assessment 22A: New Read Assessment 1 - “Sharks Under Attack”</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student develops an understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> identifying the meaning of common prefixes and suffixes <input type="checkbox"/> Determining how the prefix and/or suffix changes the word’s meaning 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student identifies the prefixes and suffixes by: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying the suffix (ending) <input type="checkbox"/> Identifying the prefix 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student identifies common root words by: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying the root word 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd Vocabulary Report out Trimester :	3.R.1.B.b - Develop <u>an understanding of vocabulary using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words.</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Formative Assessments
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student determines the meaning of multiple meaning words: <input type="checkbox"/> Explaining the meaning through context (context clues)	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student uses context to determine the meaning of an unknown word by: <input type="checkbox"/> Highlight or circle words that help determine meaning	Resource: Wit & Wisdom Module 1 Lessons 4-6: handout 1C: multiple meaning chart Module 4 Lesson 5DD: explore academic vocabulary: Revelation
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student identifies the unknown word: <input type="checkbox"/> Underline/point out the unknown word in a text	Summative Assessments
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd Vocabulary Report out Trimester :	3.R.1.B.d - Develop <u>an understanding of vocabulary by distinguishing the literal and nonliteral meaning of words and phrases in context</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Formative Assessments
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student demonstrates an understanding of vocabulary by: <input type="checkbox"/> Identify the figurative language being used	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student demonstrates an understanding of vocabulary: <input type="checkbox"/> EXPLAINING the meaning of figurative language in a text (pictures, sounds or feelings)	Resource: Wit & Wisdom Module 1 Lesson 17 DD: Experiment with figurative language check for understanding in the Land part of the lesson. Module 2 Lesson 6: Learn- Review Literal and Nonliteral Language
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops an understanding of vocabulary by: <input type="checkbox"/> IDENTIFYING figurative language in a text	Summative Assessments
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	Module 3: Assessment 15A: New Read Assessment 1 - “Two Places to Call Home”

Grade Level: 3rd Vocabulary Report out Trimester :	3.R.1.B.i - Develop <i>an understanding of vocabulary by using conversational, general academic, and domain-specific words and phrases.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; padding: 5px; margin-bottom: 10px;">Formative Assessments</div> Resource: Wit & Wisdom Any module: Socratic Seminar Discussions <div style="background-color: black; color: white; padding: 5px; margin-bottom: 10px;">Summative Assessments</div> Module 1: Assessment 31: End of Module Task
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student develops an understanding of vocabulary by using vocabulary from the text to do ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> What is the text mostly about? <input type="checkbox"/> Ask and answer questions about the text. <input type="checkbox"/> Use appropriate vocabulary based on purpose and audience 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student develops an understanding of vocabulary by using vocabulary from the text to do TWO of the following: <ul style="list-style-type: none"> <input type="checkbox"/> What is the text mostly about? <input type="checkbox"/> Ask and answer questions about the text. <input type="checkbox"/> Use appropriate vocabulary based on purpose and audience 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops an understanding of vocabulary by using vocabulary from the text to do ONE of the following: <ul style="list-style-type: none"> <input type="checkbox"/> What is the text mostly about? <input type="checkbox"/> Ask and answer questions about the text. <input type="checkbox"/> Use appropriate vocabulary based on purpose and audience 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Summarize and Sequence</i> Report out Trimester :	3.R.2.A.a- Read, infer, analyze and draw <i>conclusions using fiction texts including poetry and drama.</i> Summarize and sequence <i>the events/plots and explain how past events impact future events.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 3 Lesson 2: Handout 2A: Story Elements in Grandfather’s Journey
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student analyzes and draws conclusions by <input type="checkbox"/> USING evidence from the text to support their thinking	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from fictions texts by: <input type="checkbox"/> EXPLAINING how past events impact future events	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 3: Assessment 15A: New Read Assessment 1
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student summarizes fiction texts by: <input type="checkbox"/> SEQUENCING the events / plots of a fiction text.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd Character Traits Report out Trimester :	3.R.2.A.b - Read, infer, analyze and draw <u>conclusions using fiction texts including poetry and drama.</u> Describe <u>the personality traits of characters from their thoughts, words, and actions.</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p>Resource: Wit & Wisdom</p> <p>Module 3 Lesson 32: Assessment 32A: Focusing Question Task 3</p> <p>Module 4 Lesson L2: Learn: Gather Evidence (Whole Group) Teacher Actions</p> <ol style="list-style-type: none"> 1. Read aloud page 12 of <i>Emma’s Rug</i> and draw attention to the questions people ask Emma: <ol style="list-style-type: none"> a. “How do you know what to draw?” b. “Where do you get your ideas?” 2. Ask: “What inspires Emma?” 3. Have students complete the sentence frames on the slides in their Response Journals. 4. Explain that students will listen to the story a second time to gather more evidence to answer this question. <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> <p>Module 3: Assessment 15A: New Read Assessment 1</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student analyzes and draws conclusions by: <ul style="list-style-type: none"> <input type="checkbox"/> USING evidence from the text to support their thinking <input type="checkbox"/> DESCRIBING the personality traits of characters 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from fictions texts by: <ul style="list-style-type: none"> <input type="checkbox"/> IDENTIFYING details that show how the character acts <input type="checkbox"/> IDENTIFYING details that show how the character feels <input type="checkbox"/> IDENTIFYING details that show how the character thinks 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student summarizes fiction texts by: <ul style="list-style-type: none"> <input type="checkbox"/> IDENTIFYING details about the character’s identity (name, gender, age, animal/human, job/role, family member, etc.) 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd Character Interactions Report out Trimester :	3.R.2.A.c - Read, infer, analyze and draw <u>conclusions using fiction texts including poetry and drama.</u> Describe <u>the interaction of characters, including relationships and how they change.</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px; margin-bottom: 10px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1 Lesson 7: Ask: “Amos experienced a rough first day on the sea. What happened in the text to change Amos' experience with the sea?” Module 2 Lesson 28: (Whole group or small groups) Have students discuss their responses to the questions on the slide (slide 14) Teacher looking to identify: <ul style="list-style-type: none"> Do students correctly identify an important event that changed the boys’ relationship? Are students able to identify evidence to support their idea? <div style="background-color: black; color: white; text-align: center; padding: 5px; margin-top: 10px;">Summative Assessments</div> Module 3: Assessment 15A: New Read Assessment 1
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student analyzes and draws conclusions by: <ul style="list-style-type: none"> <input type="checkbox"/> USING evidence from the text to support their thinking <input type="checkbox"/> EXPLAINS how characters' relationship changes from the beginning to the end of the story 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from fictions texts by: <ul style="list-style-type: none"> <input type="checkbox"/> DESCRIBES the relationship of the characters. (how do the character feel about each other) 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student summarizes fiction texts by: <ul style="list-style-type: none"> <input type="checkbox"/> DESCRIBE the interaction of characters (what are the characters saying or doing together) 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Cause and Effect</i> Report out Trimester :	3.R.2.A.f - Read, infer, analyze and draw <u>conclusions using fiction texts including poetry and drama. Explain cause and effect relationships.</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p>Resource: Wit & Wisdom</p> <p>Module 2 Lesson 5: (Use chart from slide 19)</p> <ol style="list-style-type: none"> 1. Instruct students to reread <i>Starry Messenger</i>, looking for examples of cause-and-effect relationships. 2. Guide students to create a Cause-and-Effect Chart in their Response Journals. <p>Support Note: Reading</p> <p>Have students who read at grade level read independently. Students not on grade level-read in small groups</p> <p>Module 2 Lesson 10: (Small Groups)</p> <ol style="list-style-type: none"> 1. Assign students to small groups. 2. Tell students to reread <i>Starry Messenger</i> and work in their groups to identify the cause and effect they think are most important to the book. 3. Distribute sentence strips to each group. 4. <u>Guide students to record the cause-and-effect relationship they selected on a sentence strip and prepare to explain their choice.</u> <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> <p>Module 3: Assessment 8A: New Read Assessment 1</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student analyzes and draws conclusions by: <input type="checkbox"/> USING evidence from the text to support their thinking <input type="checkbox"/> EXPLAINING cause and effect relationships in a fiction text.	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from fictions texts by: <input type="checkbox"/> DETERMINING the relationship between the cause and effect events	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student summarizes fiction texts by: <input type="checkbox"/> IDENTIFYING cause and effect events in a fiction text.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Point of View</i> Report out Trimester :	3.R.2.A.g - Read, infer, analyze and draw <u>conclusions using fiction texts including poetry and drama. Distinguish their own point of view from that of the narrator or those of the characters.</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 3 Lesson 4: (slide 20) Whole Group Teacher Actions</p> <ol style="list-style-type: none"> Instruct students to Think–Pair–Share using the sentence frame on the slide. Facilitate a brief discussion of the responses. <p style="text-align: center;">Summative Assessments</p> <p>Module 3: Socratic Seminar: Lesson 10</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student analyzes and draws conclusions by: <ul style="list-style-type: none"> <input type="checkbox"/> USING evidence from the text to support their ideas (dialogue) <input type="checkbox"/> DISTINGUISHING their own point of view from that of the narrator or that of the characters' 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from fictions texts by: <ul style="list-style-type: none"> <input type="checkbox"/> DETERMINING the narrator or character’s feelings/beliefs about another character or a story event (perspective) 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student summarizes fiction texts by: <ul style="list-style-type: none"> <input type="checkbox"/> IDENTIFYING who the narrator of the story is 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Main idea</i> Report out Trimester :	3.R.3.A.b - Read, infer and draw <u>conclusions using text features in nonfiction texts.</u> Identify <u>the details or facts that support the main idea.</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p>Resource: Wit & Wisdom</p> <p>Module 1 Lesson 12: Any imbedded questions within the module can address this standard</p> <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> <p>Module 1: Assessment 17: Focusing Question Task 2 Assessment 22: New Read Assessment 1</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions by: <input type="checkbox"/> IDENTIFYING the details or facts that support the main idea.	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from nonfiction texts by: <input type="checkbox"/> IDENTIFYING the main idea of the text	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student reads a nonfiction text in order by: <input type="checkbox"/> IDENTIFYING the topic of the text	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Text Features</i> Report out Trimester :	3.R.3.A.c - Read, infer and draw <i>conclusions using text features in nonfiction texts. Use <u>text and graphic features to locate information and to make and verify predictions.</u></i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Formative Assessments
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions by: <input type="checkbox"/> ANSWERING questions based on information from text features	Resource: Wit & Wisdom Module 1 Lesson 14-15: Learn- Analyze the Text and Illustrations From the passages, students will need to describe how the illustration add to the text
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from nonfiction texts by: <input type="checkbox"/> LOCATE important information that could help answer the question	Module 2 Lesson 7: Handout 7B: Using Illustrations and Words in Starry Messenger
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student reads a nonfiction text in order by: <input type="checkbox"/> IDENTIFYING text features (glossary, table of contents, caption, diagram, etc.).	Module 4 Lesson 5: 1. Instruct students to review the chapter headings in <i>Alvin Ailey</i> . 2. Instruct students to Think–Pair–Share about the question on the slide. 3. As a scaffold, students may benefit from a review of the logical structures authors often use to connect ideas: sequence (time order), cause and effect, compare and contrast, and question/answer. Consider posting these structures for reference.
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	<div style="background-color: black; color: white; text-align: center; padding: 5px;"> Summative Assessments </div> Module 1 Lesson 22: New Read Assessment 22A Module 3: Assessment 26: New Read Assessment 2

Grade Level: 3rd <i>Point of View</i> Report out Trimester :	3.R.3.B.c - Read, infer and draw <u>conclusions using literary techniques in nonfiction texts.</u> Distinguish <u>point of view from what the author is trying to persuade the reader to think or do.</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Formative Assessments
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions by: <ul style="list-style-type: none"> <input type="checkbox"/> USING text evidence to support their ideas (such as opinion/feeling words, figurative language, and description to support ideas) <input type="checkbox"/> DISTINGUISHING their own point of view from that of the author 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from nonfiction texts in order to: <ul style="list-style-type: none"> <input type="checkbox"/> DESCRIBE the author’s point of view about the main topic (point of view) 	Module 2 Lesson 24: Learn- Gather Evidence to Respond to a Question (use chart on slide 15 or handout: 11A)
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student reads a nonfiction text in order to: <ul style="list-style-type: none"> <input type="checkbox"/> IDENTIFY the author’s point of view 	Summative Assessments
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Text Structures</i> Report out Trimester :	3.R.3.C.a - Read, infer and draw <i>conclusions using text structures in nonfiction texts.</i> Describe <i>relationships among events, ideas, concepts, and cause and effect in texts.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions by: <ul style="list-style-type: none"> <input type="checkbox"/> DESCRIBING the connections (chronological, cause/effect, or steps in a series) in nonfiction texts <input type="checkbox"/> Uses text evidence to illustrates how the text structures enhance comprehension of the content 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from nonfiction texts in order to: <ul style="list-style-type: none"> <input type="checkbox"/> DETERMINE how the details are connected <input type="checkbox"/> IDENTIFY text structures (cause/effect, sequential, problem/solution, descriptive, compare/contrast) 	Module 2: Assessment 8A: New Read Assessment 1
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student reads a nonfiction text in order to: <ul style="list-style-type: none"> <input type="checkbox"/> IDENTIFY key details in the text (people, events, facts, ideas, concepts) 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Problem and Solution</i> Report out Trimester :	3.R.3.C.b - Read, infer and draw <u>conclusions using text structures in nonfiction texts.</u> Explain <u>the relationship between problems and solutions.</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p>Resource: Wit & Wisdom</p> <p>Module 2 Lesson 27:</p> <ul style="list-style-type: none"> ■ Which characters are most important to the story? ■ Where does the story take place? ■ What problem do the boys face? ■ What important events take place as the boys try to solve the problem? ■ How is the problem solved <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> <p>Module 2: Assessment 8A: New Read Assessment 1</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions by: <ul style="list-style-type: none"> <input type="checkbox"/> Uses text evidence to support the main problem and solution in a non fiction text 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from nonfiction texts in order to: <ul style="list-style-type: none"> <input type="checkbox"/> Identify the main problem and solution 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student reads a nonfiction text in order to: <ul style="list-style-type: none"> <input type="checkbox"/> IDENTIFY a problem and solution 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Compare and Contrast TWO texts</i> Report out Trimester :	3.R.3.C.e - Read, infer and draw <i>conclusions using text structures in nonfiction texts.</i> Compare and contrast <i>the most important points and key details presented in texts on the same topic.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions by: <input type="checkbox"/> USES text evidence from BOTH texts to support their thinking	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 2 Lesson 25: Handout 25A: Comparing and Contrasting Texts Module 2
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from nonfiction texts in order to: <input type="checkbox"/> EXPLAIN how key details from BOTH texts differ <input type="checkbox"/> EXPLAIN how the main idea from BOTH texts differ or are the same	Lesson 26: Students compare and contrast two texts to prepare for the essay. Check for the following success criteria: <ul style="list-style-type: none"> ■ Students identify at least one similarity between <i>One Giant Leap</i> and <i>Moonshot</i>. ■ Students identify at least one difference between <i>One Giant Leap</i> and <i>Moonshot</i>.
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student reads nonfiction texts in order to: <input type="checkbox"/> SHOW how details from each text are similar <input type="checkbox"/> SHOW how details from each text are different	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 2 Assessment 25A: Focusing Question Task 2
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Drafting</i> Report out Trimester : 1, 2, 3	3.W.1.B - Appropriate to genre type, develop a <i>draft from prewriting</i> .
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom <ul style="list-style-type: none"> ● Collect first draft and notice observations. ● Use end of module checklist 32A <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Any Module: End of Module Tasks
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will develop a draft by doing ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Generate a main idea to support a multi-paragraph text <input type="checkbox"/> Support the topic sentence within each paragraph with facts and details <input type="checkbox"/> Categorize, organize and sequence (beginning, middle, end) the key details <input type="checkbox"/> Address an appropriate audience 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will develop a draft by doing TWO of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Generate a main idea to support a multi-paragraph text <input type="checkbox"/> Support the topic sentence within each paragraph with facts and details <input type="checkbox"/> Categorize, organize and sequence (beginning, middle, end) the key details <input type="checkbox"/> Address an appropriate audience 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will develop a draft by doing ONE of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Generate a main idea to support a multi-paragraph text <input type="checkbox"/> Support the topic sentence within each paragraph with facts and details <input type="checkbox"/> Categorize, organize and sequence (beginning, middle, end) the key details <input type="checkbox"/> Address an appropriate audience 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Revise and Edit</i> Report out Trimester : 1, 2, 3	3.W.1.C - Reread, revise and edit <i>drafts with assistance from adults/peers.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will reread, revise and edit drafts with assistance by doing ALL of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Main idea and focus <input type="checkbox"/> Details and Facts from sources (when appropriate) <input type="checkbox"/> Sequence (Beginning, Middle and End) <input type="checkbox"/> Audience and Purpose <input type="checkbox"/> Language Conventions 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1 Lesson 32 : 32A: End-of-Module Task Checklist Module 2 Lesson 34: Handout 34B- Making Revisions Module 4 Lesson 9: Learn- Revise Essay
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will reread, revise and edit drafts with assistance by doing THREE of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Main Idea and Focus <input type="checkbox"/> Details and Facts from sources (when appropriate) <input type="checkbox"/> Sequence (Beginning, Middle and End) <input type="checkbox"/> Audience and Purpose <input type="checkbox"/> Language Conventions 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Any Module: End of Module Tasks
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will reread, revise and edit drafts with assistance by doing of TWO of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Main Idea and Focus <input type="checkbox"/> Details and Facts from sources (when appropriate) <input type="checkbox"/> Sequence (Beginning, Middle and End) <input type="checkbox"/> Audience and Purpose <input type="checkbox"/> Language Conventions 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd Opinion Texts Report out Trimester : 1, 2, 3	3.W.2.A - Write <i>opinion texts</i> .
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student is able to produce an opinion piece with ALL the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied using an introductory paragraph <input type="checkbox"/> State an opinion or establish a position. Provide reasons for the opinion/position supported by facts and details <input type="checkbox"/> Use specific and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text <input type="checkbox"/> Provide evidence of a beginning, middle, and concluding paragraph <input type="checkbox"/> Use transitions to connect opinion and reason 	Formative Assessments Resource: Wit & Wisdom Module 2 Lesson 17: Learn- Executive Writing Introduction Paragraphs “How do I use introduction paragraphs in opinion writing?” Module 4 Lesson 31-33: Learn- Handout 32A: Plan an Essay
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student is able to produce an opinion piece with FIVE the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied using an introductory paragraph <input type="checkbox"/> State an opinion or establish a position. Provide reasons for the opinion/position supported by facts and details <input type="checkbox"/> Use specific and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text <input type="checkbox"/> Provide evidence of a beginning, middle, and concluding paragraph <input type="checkbox"/> Use transitions to connect opinion and reason 	Summative Assessments Module 2 Lesson 35: Handout 35A - End of Module Task. Students will write an essay answering the question: <i>In your opinion, what is the most important thing people have done to learn about space?</i>
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student is able to produce an opinion piece with THREE the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied using an introductory paragraph <input type="checkbox"/> State an opinion or establish a position. Provide reasons for the opinion/position supported by facts and details <input type="checkbox"/> Use specific and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text <input type="checkbox"/> Provide evidence of a beginning, middle, and concluding paragraph <input type="checkbox"/> Use transitions to connect opinion and reason 	

LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	
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Grade Level: 3rd <i>Information Texts</i> Report out Trimester : 1, 2, 3	3.W.2.B - Write <i>informative/ explanatory texts.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student is able to produce an opinion piece with ALL the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied <input type="checkbox"/> Develop the topic with simple facts, details, definitions and explanations <input type="checkbox"/> Use specific and relevant words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when quoting from a source <input type="checkbox"/> Use transition words to connect ideas within categories of information (but, therefore, since, for example) <input type="checkbox"/> Create a concluding statement or paragraph 	Formative Assessments
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student is able to produce an opinion piece with FOUR the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied <input type="checkbox"/> Develop the topic with simple facts, details, definitions and explanations <input type="checkbox"/> Use specific and relevant words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when quoting from a source <input type="checkbox"/> Use transition words to connect ideas within categories of information (but, therefore, since, for example) <input type="checkbox"/> Create a concluding statement or paragraph 	Resource: Wit & Wisdom Module 1 Lesson 18: Learn- Create an Explanatory Paragraph Module 2 Lesson 2-3: Handout 2C: Developing a Topic “Galileo’s Starry Night” & Learn- Experiment with Facts, Definitions and Details to Develop a Topic Module 4 Lesson 33: Learn- Write an Essay
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student is able to produce an opinion piece with TWO the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied <input type="checkbox"/> Develop the topic with simple facts, details, definitions and explanations <input type="checkbox"/> Use specific and relevant words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when quoting from a source <input type="checkbox"/> Use transition words to connect ideas within categories of information (but, therefore, since, for example) <input type="checkbox"/> Create a concluding statement or paragraph 	Summative Assessments
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Narrative Texts/Poems</i> Report out Trimester : 1, 2, 3	3.W.2.C - Write <i>fiction or nonfiction narratives and poems.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p>Resource: Wit & Wisdom</p> <p>Module 1 Lesson 29: Handout 29B: Writing Planner</p> <p>Module 2 Lesson 27-28: Learn- Examine Linking Words and Phrases Handout 27A- Story Map</p> <p>Module 3 Lesson 35: Learn- Experiment with Organizing Events</p> <p>Module 4 Lesson 19: Learn- Plan a Written Response “ How do I choose words and phrases for effect in explanatory writing?”</p> <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> <p>Module 3 Lesson 34: Assessment 34A: End of Module Task: Students will write a short narrative that describes a moment from one of the module texts</p>
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student is able to produce a narrative/poem piece with ALL the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish a setting and situation and introduce a narrator and/or characters <input type="checkbox"/> Use narrative techniques, such as dialogue and descriptions <input type="checkbox"/> Establish and organize an event sequence to establish a beginning, middle, end <input type="checkbox"/> Use specific and relevant words that are related to the topic, audience, and purpose <input type="checkbox"/> Use transition words and phrases to signal event order 	
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student is able to produce a narrative/poem piece with THREE the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish a setting and situation and introduce a narrator and/or characters <input type="checkbox"/> Use narrative techniques, such as dialogue and descriptions <input type="checkbox"/> Establish and organize an event sequence to establish a beginning, middle, end <input type="checkbox"/> Use specific and relevant words that are related to the topic, audience, and purpose <input type="checkbox"/> Use transition words and phrases to signal event order 	
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student is able to produce a narrative/poem piece with ONE the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish a setting and situation and introduce a narrator and/or characters <input type="checkbox"/> Use narrative techniques, such as dialogue and descriptions <input type="checkbox"/> Establish and organize an event sequence to establish a beginning, middle, end <input type="checkbox"/> Use specific and relevant words that are related to the topic, audience, and purpose <input type="checkbox"/> Use transition words and phrases to signal event order 	

LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	
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Grade Level: 3rd <i>Sources</i> Report out Trimester : 1, 2, 3	3.W.3.A.c - Decide <i>what sources of information might be relevant to answer questions.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 4 Lesson 25: Learn- Evaluate Digital Sources “How does evaluating digital sources work?” <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 1: Lesson 26: Learn- Compare a Text and Video Ask: “What similarities and differences do you notice about how information is organized in the book and in the video?”
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will apply the research process to: <input type="checkbox"/> Decide the BEST source(s) of information relevant to answer a research question	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will apply the research process to: <input type="checkbox"/> Decide ONE source of information relevant to answer a research question	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will apply the research process to: <input type="checkbox"/> Identify source(s) of information relevant to a topic	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Sentence Types</i> Report out Trimester : 1, 2, 3	3.L.1.A.f - <i>In speech and written form, apply standard English grammar. Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1 Lesson 14DD: Deep Dive- Examine Compound Sentences Module 2 Lesson 7DD: During the land portion, students will change simple sentences into compound sentences using the conventions we have learned. Lesson 8DD: Deep Dive- Execute Writing Compound Sentences
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student, in speech and written form, will apply English grammar to produce simple and compound types of ALL the following sentences: <ul style="list-style-type: none"> <input type="checkbox"/> Declarative <input type="checkbox"/> Imperative <input type="checkbox"/> Exclamatory <input type="checkbox"/> Interrogative 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student, in speech and written form, will apply English grammar to produce simple types of the ALL following sentences: <ul style="list-style-type: none"> <input type="checkbox"/> Declarative <input type="checkbox"/> Imperative <input type="checkbox"/> Exclamatory <input type="checkbox"/> Interrogative 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student, in speech and written form, will apply English grammar to produce simple types of TWO the following sentences: <ul style="list-style-type: none"> <input type="checkbox"/> Declarative <input type="checkbox"/> Imperative <input type="checkbox"/> Exclamatory <input type="checkbox"/> Interrogative 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 2 Lesson 25 and 26: Assessment 25A - Focusing Question Task 2: Students will write a four paragraph opinion essay answering the question: <i>Would you like to have been an astronaut on the Apollo 11 mission?</i> Students will be given a chance to revise sentences of this essay in Lesson 26 Deep Dive.

Grade Level: 3rd <i>Apostrophes</i> Report out Trimester : 1, 2, 3	3.L.1.B.b - <i>In written text, use an apostrophe for form possessives.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will accurately use an apostrophe in written text to form: <input type="checkbox"/> Singular and plural possessives	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1 Lesson 8DD: Students read selected sentences from <i>Amos & Boris</i> and identify the possessive nouns and what is being owned
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will use an apostrophe in written text to form: <input type="checkbox"/> Singular and plural possessives	Module 3 Lesson 4DD: In their Response Journals, students draft one sentence using a singular possessive noun and a second sentence that uses the plural possessive of the same noun.
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will use an apostrophe in written text to form: <input type="checkbox"/> Singular possessives	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 3 Lesson 5DD: Handout 5B - Students will fill in the blanks of a narrative using a word bank and forming the words into singular and plural possessives.
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Capitalization</i> Report out Trimester :	3.L.1.B.f.g. - <i>In written text, capitalize names of places, titles of books, stories, and songs.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p>Resource: Wit & Wisdom; will need to supplement activities for names of places (WW only addresses this in Grades 2 and 4)</p> <p>Module 1</p> <p>Lessons 6: Style and Conventions Deep Dive: Students will work with partners to determine rules for capitalization of titles; Students will independently or with partners correct titles that are written incorrectly.</p> <p>Lesson 27: Style and Conventions Deep Dive: Students will use sentence frames to write sentences about texts studied and capitalize them correctly.</p> <p>Module 2</p> <p>Lesson 11DD: Style and Conventions Deep Dive- Experiment with Compound Sentences</p> <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> <p>Module 1</p> <p>Lesson 8: Assessment 8A - Focusing Question - Students will write a paragraph citing a text we have studied describing the central message of the text with evidence</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will use capitalization in written text by doing the following ALL of the time: <input type="checkbox"/> Names of places <input type="checkbox"/> Titles of books, stories and songs	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will use capitalization in written text by doing the following MOST of the time: <input type="checkbox"/>	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will use capitalization in written text by doing SOME the following some of the time: <input type="checkbox"/>	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 3rd <i>Speaking and Listening</i> Report out Trimester :	3.SL.1.A.b - Develop and apply <i>effective listening skills</i> and <i>strategies in formal and information settings</i> . Ask questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. In formal and informal conversations, student will do ALL the following: <ul style="list-style-type: none"> <input type="checkbox"/> Pose specific questions to check for understanding <input type="checkbox"/> Respond to specific questions about the topic <input type="checkbox"/> Link comments that contribute to the discussions 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1 Lesson 3: Learn Examine: Agree and Disagree Respectfully Lesson 23: Learn: Participate in a Socratic Seminar Lesson 28: Learn: Socratic Seminar
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. In formal and informal conversations, student will do SOME the following: <ul style="list-style-type: none"> <input type="checkbox"/> Pose specific questions to check for understanding <input type="checkbox"/> Respond to specific questions about the topic <input type="checkbox"/> Link comments that contribute to the discussions 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 3 Lesson 22: Students will participate in a socratic seminar to discuss the following prompt: <i>Who decides the meaning of a work of art?</i>
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. In formal and informal conversations, student will do ONE the following: <ul style="list-style-type: none"> <input type="checkbox"/> Pose specific questions to check for understanding <input type="checkbox"/> Respond to specific questions about the topic <input type="checkbox"/> Link comments that contribute to the discussions 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

FOURTH GRADE	MODULE 1	MODULE 2	MODULE 3	MODULE 4
READING				
4.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.	x	x	x	x
a.Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.	x	x	x	x
b.Drawing conclusions by providing textual evidence of what the text says explicitly.	x	x	x	x
4.R.1.B Develop an understanding of vocabulary.	x	x	x	x
a.Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.	x	x	x	x
b.Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.	x	x	x	x
d.Identify the meaning of common idioms and figurative language.	x	x	x	x
f.Using conversational, general academic, and domain-specific words and phrases.	x	x	x	
4.R.1.D Read independently for multiple purposes over sustained periods of time.	x	x	x	x
4.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama.	x	x	x	x
a.Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme.	x	x	x	x
c.Describe the interaction of characters, including relationships and how they change.	x	x	x	x
e.Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person.			x	x
4.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts.	x	x	x	x
a.Use multiple text features to locate information and gain an overview of the contents of text.	x	x	x	
c.Interpret and explain factual information presented graphically.	x	x	x	x
4.R.3.B Read, infer, and draw conclusions using literary techniques in nonfiction texts.			x	
b.Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose, and support the analysis.			x	
4.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts.		x	x	x
b.Explain explicit and implicit relationships among ideas in texts		x	x	x
WRITING				
4.W.1.B Appropriate to genre type, develop a draft from prewriting.	x	x	x	x
4.W.1.C Reread, revise, and edit drafts with assistance.	x	x	x	x
4.W.2.A Write opinion texts.			x	
4.W.2.B Write informative/explanatory texts.	x	x	x	x
4.W.2.C Write fiction or nonfiction narratives and poems.		x		x
4.W.3.A Apply research process to use information from a variety of sources.	x		x	
c.Identify a variety of relevant sources, literary and informational.			x	
g.Differentiate between paraphrasing and plagiarism when using ideas of others.	x			
LANGUAGE				
4.L.1.A In speech and written form, apply standard English grammar.	x	x	x	
h.Produce and expand the complete simple and compound four types of sentences.	x	x	x	
4.L.1.B In written text, apply punctuation, capitalization and spelling.	x		x	
c.Insert a comma before a coordinating conjunction in a compound sentence.	x		x	
e.Use correct capitalization.	x			
SPEAKING				
4.SL.1.A Develop and apply effective listening skills and strategies in formal informal settings.			x	
b.Posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others.			x	

4TH GRADE MODULE 1: A Great Heart

Essential Question: What does it mean to have a great heart, literally and figuratively?

At the end of this unit, students will know:

The heart is a literal muscle that sustains human life and a figurative center of human emotions. In this module, students explore the literal and figurative meanings of heart. They develop a deep understanding of the human circulatory system and what it takes to maintain a healthy literal heart. To understand the figurative meaning of great heart, they read biographies of people who demonstrate qualities of great heart and a novel-in-verse, *Love That Dog*, about a boy who finds his voice by examining his own broken heart.

At the end of this unit, students will be able to:

Students write an informative essay in response to the Essential Question, explaining what it means to have a great heart, literally and figuratively. They develop their essays using evidence from the two core texts, *The Circulatory Story* and *Love That Dog*. Essays include an introduction with a clear focus statement, two supporting paragraphs with evidence and elaboration to support the focus, and a conclusion.

Priority Standards

Reading:	<p>4.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.</p> <p>a.Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.</p> <p>b.Drawing conclusions by providing textual evidence of what the text says explicitly.</p> <p>4.R.1.B Develop an understanding of vocabulary.</p> <p>a.Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.</p> <p>b.Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.</p> <p>d.Identify the meaning of common idioms and figurative language.</p> <p>f.Using conversational, general academic, and domain-specific words and phrases.</p> <p>4.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>4.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama.</p> <p>a.Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme.</p> <p>c.Describe the interaction of characters, including relationships and how they change.</p> <p>4.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts.</p> <p>a.Use multiple text features to locate information and gain a n overview of the contents of text.</p> <p>c.<u>Interpret and explain factual information presented graphically.</u></p>
Writing:	<p>4.W.1.B Appropriate to genre type, develop a draft from prewriting.</p> <p>4.W.1.C Reread, revise, and edit drafts with assistance.</p> <p>4.W.2.B Write informative/explanatory texts.</p> <p>4.W.3.A Apply research process to use information from a variety of sources.</p> <p>g.<u>Differentiate between paraphrasing and plagiarism when using ideas of others.</u></p>
Language:	<p>4.L.1.A In speech and written form, apply standard English grammar.</p> <p>h.Produce and expand the complete simple and compound four types of sentences.</p> <p>4.L.1.B In written text, apply punctuation, capitalization and spelling.</p> <p>c.Insert a comma before a coordinating conjunction in a compound sentence.</p> <p>e.<u>Use correct capitalization.</u></p>
Speaking:	

Resources:

Literary	<ul style="list-style-type: none"> • <i>Love That Dog</i>, Sharon Creech
Informational	<ul style="list-style-type: none"> • <i>The Circulatory Story</i>, Mary K. Corcoran; Illustrations, Jef Czekaj
Visual Art	<ul style="list-style-type: none"> • <i>Portrait of Dr. Samuel D. Gross (The Gross Clinic)</i>, Thomas Eakins

4TH GRADE MODULE 2: Extreme Settings

Essential Question: How does a challenging setting or physical environment change a person?

At the end of this unit, students will know:

This module leads students on a journey through various extreme settings—to a fictional Venus where it rains nonstop, into mountains around the world, and deep into the Canadian wilderness. As they explore a variety of literary and informational texts, students learn about the kinds of challenges that harsh environments present to humans, what it takes to survive in them, and how people’s experiences in, and responses to, extreme settings can shape who they become.

At the end of this unit, students will be able to:

Students write an original survival story in which they imagine they are lost on a mountain and must rely on their own survival skills. Their stories include sensory details, descriptive snapshots and thought shots, details about mountainous environments and survival techniques, dialogue that reveals the character’s attitude, and a natural conclusion.

Priority Standards

Reading:	<p>4.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.</p> <p>a.Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.</p> <p>b.Drawing conclusions by providing textual evidence of what the text says explicitly.</p> <p>4.R.1.B Develop an understanding of vocabulary.</p> <p>a.Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.</p> <p>b.Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.</p> <p>d.Identify the meaning of common idioms and figurative language.</p> <p>f.Using conversational, general academic, and domain-specific words and phrases.</p> <p>4.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>4.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama.</p> <p>a.Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme.</p> <p>c.Describe the interaction of characters, including relationships and how they change.</p> <p>4.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts.</p> <p>a.Use multiple text features to locate information and gain an overview of the contents of text.</p> <p>c.Interpret and explain factual information presented graphically.</p> <p>4.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts.</p> <p>b.Explain explicit and implicit relationships among ideas in texts</p>
Writing:	<p>4.W.1.B Appropriate to genre type, develop a draft from prewriting.</p> <p>4.W.1.C Reread, revise, and edit drafts with assistance.</p> <p>4.W.2.B Write informative/explanatory texts.</p> <p>4.W.2.C Write fiction or nonfiction narratives and poems.</p>
Language:	<p>4.L.1.A In speech and written form, apply standard English grammar.</p> <p>h.Produce and expand the complete simple and compound four types of sentences.</p>
Speaking:	
Resources:	
Literary	<ul style="list-style-type: none"> ● <i>Hatchet</i>, Gary Paulsen ● “All Summer in a Day,” Ray Bradbury ● “Dust of Snow,” Robert Frost ● “Stopping by Woods on a Snowy Evening,” Robert Frost
Informational	<ul style="list-style-type: none"> ● <i>SAS Survival Handbook: The Ultimate Guide to Surviving Anywhere</i>, John “Lofty” Wiseman
Visual Art	<ul style="list-style-type: none"> ● <i>Fallingwater</i>, Frank Lloyd Wright

4TH GRADE MODULE 3: The Redcoats are Coming!

Essential Question: Why is it important to understand all sides of a story?

At the end of this unit, students will know:

“The Redcoats are coming! The Redcoats are coming!” These famous words attributed to Paul Revere sounded an alarm across the American colonies that would forever change the country’s identity. As students read a variety of literary and informational texts about the American Revolution, they learn about the conflict between the American colonies and the British empire from multiple perspectives. By viewing these events with a critical eye, students deepen critical thinking skills and understanding of history.

At the end of this unit, students will be able to:

Students write an opinion essay to convince a friend that the American patriots were, or were not, justified in fighting for their independence from Britain. They include an introduction with a clear opinion statement and two supporting reasons; two supporting paragraphs to explain and elaborate on each reason, backed by specific evidence from module texts; and a conclusion.

Priority Standards

Reading:	<p>4.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.</p> <p>a.Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.</p> <p>b.Drawing conclusions by providing textual evidence of what the text says explicitly.</p> <p>4.R.1.B Develop an understanding of vocabulary.</p> <p>a.Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.</p> <p>b.Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.</p> <p>d.Identify the meaning of common idioms and figurative language.</p> <p>f.Using conversational, general academic, and domain-specific words and phrases.</p> <p>4.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>4.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama.</p> <p>a.Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme.</p> <p>c.Describe the interaction of characters, including relationships and how they change.</p> <p>e.Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person.</p> <p>4.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts.</p> <p>a.Use multiple text features to locate information and gain a n overview of the contents of text.</p> <p>c.Interpret and explain factual information presented graphically.</p> <p>4.R.3.B Read, infer, and draw conclusions using literary techniques in nonfiction texts.</p> <p>b.Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author’s purpose, and support the analysis.</p> <p>4.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts.</p> <p>b.Explain explicit and implicit relationships among ideas in texts</p>
Writing:	<p>4.W.1.B Appropriate to genre type, develop a draft from prewriting.</p> <p>4.W.1.C Reread, revise, and edit drafts with assistance.</p> <p>4.W.2.A Write opinion texts.</p> <p>4.W.2.B Write informative/explanatory texts.</p> <p>4.W.2.C Write fiction or nonfiction narratives and poems.</p> <p>4.W.3.A Apply research process to use information from a variety of sources.</p> <p>c.Identify a variety of relevant sources, literary and informational.</p>
Language:	<p>4.L.1.A In speech and written form, apply standard English grammar.</p> <p>h.Produce and expand the complete simple and compound four types of sentences.</p> <p>4.L.1.B In written text, apply punctuation, capitalization and spelling.</p> <p>c.Insert a comma before a coordinating conjunction in a compound sentence.</p>
Speaking:	<p>4.SL.1.A Develop and apply effective listening skills and strategies in formal informal settings.</p> <p>b.Posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others.</p>

Resources:

Literary	<ul style="list-style-type: none"> ● <i>Woods Runner</i>, Gary Paulsen ● <i>The Scarlet Stockings Spy</i>, Trinka Hakes Noble ● <i>Colonial Voices: Hear Them Speak</i>, Kay Winters
Informational	<ul style="list-style-type: none"> ● <i>George vs. George: The American Revolution as Seen from Both Sides</i>, Rosalyn Schanzer

Visual Art	<ul style="list-style-type: none">● <i>The Boston Massacre</i>, Paul Revere● <i>Washington Crossing the Delaware</i>, Emanuel Leutze● <i>Raising the Flag at Ground Zero</i>, Thomas Franklin
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4TH GRADE MODULE 4: Myth Making

Essential Question: What can we learn from myths and stories?

At the end of this unit, students will know:

Through immersion in mythology from different cultures and a contemporary novel, students learn about the relevance of mythology and the power of stories to impart important life lessons. Students build knowledge about ancient Greek culture and mythology and engage in comparative study of familiar Greek myths such as “Pandora’s Box” and “Demeter and Persephone” and Native American myths written as children’s plays in Joseph Bruchac’s *Pushing Up the Sky*. Sharon Creech’s novel *Walk Two Moons*, a tapestry of stories within stories—each with ties to mythology—provides a backdrop for understanding how authors convey important truths through stories.

At the end of this unit, students will be able to:

Students write an essay to explain two themes that myths and stories can teach. They draw on evidence from two informational texts—Understanding Greek Myths by Natalie Hyde and introductions in *Pushing Up the Sky* by Joseph Bruchac—to describe ancient Greeks and Native American tribes. They provide examples from two of the module’s literary texts to explain what myths and stories can teach people.

Priority Standards

Reading:	<p>4.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.</p> <p>a.Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.</p> <p>b.Drawing conclusions by providing textual evidence of what the text says explicitly.</p> <p>4.R.1.B Develop an understanding of vocabulary.</p> <p>a.Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.</p> <p>b.Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.</p> <p>d.Identify the meaning of common idioms and figurative language.</p> <p>4.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>4.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama.</p> <p>a.Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme.</p> <p>c.Describe the interaction of characters, including relationships and how they change.</p> <p>e.Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person.</p> <p>4.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts.</p> <p>c.Interpret and explain factual information presented graphically.</p> <p>4.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts.</p> <p>b.Explain explicit and implicit relationships among ideas in texts</p>
Writing:	<p>4.W.1.B Appropriate to genre type, develop a draft from prewriting.</p> <p>4.W.1.C Reread, revise, and edit drafts with assistance.</p> <p>4.W.2.B Write informative/explanatory texts.</p> <p>4.W.2.C Write fiction or nonfiction narratives and poems.</p>
Language:	
Speaking:	
Resources:	
Literary	<ul style="list-style-type: none"> ● <i>Pushing Up the Sky: Native American Plays for Children</i>, Joseph Bruchac ● <i>Gifts from the Gods: Ancient Words & Wisdom from Greek and Roman Mythology</i>, Lise Lunge-Larsen ● <i>Walk Two Moons</i>, Sharon Creech
Informational	<ul style="list-style-type: none"> ● <i>Understanding Greek Myths</i>, Natalie Hyde
Visual Art	<ul style="list-style-type: none"> ● <i>Parthenon</i>

FOURTH GRADE SCALES

Grade Level: 4 Report out Trimester: 1, 2, 3	4. R.1. A. a Develop and demonstrate <i>comprehension-reading skills</i> in response to texts by drawing conclusions and inferring by referencing <i>textual evidence</i> of what the text says explicitly, as well as <i>inferences</i> drawn from the text.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p> Resource: Wit & Wisdom Module 1: A Great Heart Lesson 17: In the learn, pairs will gather and record evidence to answer both literal and inferential questions. Lesson 19-20: In the learn, the students will fill out notice and wonder charts. Lesson 26: students will read and annotate text and also prepare for and participate in socratic seminar Module 2: Extreme Settings Lesson 1: Deep Dive Lesson 3-5: Ask and answer questions Lesson 26-28, 30: Students are examining story elements and summarizing </p> <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> <p> Module 3: The Redcoats Are Coming Lesson 30: Identify and analyze evidence that supports an opinion about whether or not the American colonists were right to fight for their independence from Britain </p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions and supports their answers by: <ul style="list-style-type: none"> <input type="checkbox"/> answering the <u>ALL</u> of the questions being asked <input type="checkbox"/> Makes inferences about the text using evidence and details 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student demonstrates reading skills by: <ul style="list-style-type: none"> <input type="checkbox"/> answering <u>SOME</u> of the questions being asked <input type="checkbox"/> includes important text evidence/details to support the answer that moves the story forward <input type="checkbox"/> Asks appropriate questions about the text 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops reading skills by: <ul style="list-style-type: none"> <input type="checkbox"/> answering <u>ONE</u> question being asked <input type="checkbox"/> identifies <u>A DETAIL</u> in the text from words and pictures <input type="checkbox"/> makes <u>A CONNECTION</u> to the text 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester: 1, 2, 3	4. R.1. A. b Develop and demonstrate <i>comprehension-reading skills</i> in response to texts by drawing conclusions by providing <i>textual evidence</i> of what the text says explicitly.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1: A Great Heart Lesson 19-20: Identify the phrases or sentences in the exemplar summary that represent characteristics of an effective narrative summary. Lesson 31: Synthesize evidence from multiple texts in a Socratic Seminar. Module 2: Extreme Setting Lesson 8-9: Students respond to TDQs about the theme and characterization of the speaker of the poem. Lesson 24: Identify the main events of the story and explain how the setting impacts the plot. Module 3: The Redcoats Are Coming Lesson 19: Determine themes in <i>The Scarlet Stockings Spy</i> by examining the perspectives and actions of different characters. Module 4: Myth Making Lesson 16-20: Summarize the beginning story of <i>Walk Two Moons</i> , including the elements of characters, settings, and plot.
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student demonstrates reading skills by: <input type="checkbox"/> Selecting the most compelling text evidence to support an inference	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student develops reading skills by: <input type="checkbox"/> Selecting text evidence to support an inference	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops reading skills by: <input type="checkbox"/> identifying <u>DETAILS</u> in the text	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester: 1, 2, 3	4. R.1.B.a Develop an understanding of <u>vocabulary</u> by determining the <u>meaning of academic English words</u> derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student determines the meaning of academic English words by: <ul style="list-style-type: none"> <input type="checkbox"/> identifying the meaning of common prefixes and suffixes <input type="checkbox"/> determining how the prefix and/or suffix changes the word’s meaning 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1: A Great Heart Lesson 1, 7, 8, 21, 22, 29, 30: Deep dives Module 2: Extreme Settings Lesson 12, 13, 14, 16, 17, 26, 33, 34: Deep dives Module 3: The Redcoats Are Coming Lesson 1, 2, 4, 5, 16: Deep dives Module 4: Myth Making Lesson 1, 3, 8, 13, 16, 17, 32, 33, 34: Deep dives
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student develops an understanding of academic English words by: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying the suffix (ending) <input type="checkbox"/> Identifying the prefix 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> N/A
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops an understanding of academic English words by: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying the root word 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester : 1, 2, 3	4. R. 1. B. b Develop an understanding of <u>vocabulary</u> by using the <u>context</u> of the sentence to determine the <u>meaning of unfamiliar words or multiple-meaning words</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student determines an understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> Explaining the meaning through context (context clues) 	<div style="background-color: black; color: white; text-align: center; padding: 2px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1: A Great Heart Lesson 9, 29, 30: Deep dives Module 2: Extreme Settings Lesson 2, 12, 16, 24, 33, 34: Deep dives Module 3: The Redcoats Are Coming Lesson 9, 21, 30, 31, 32: Deep dives Module 4: Myth Making Lesson 1, 2, 3, 8, 15, 18, 19, 21, 23, 26, 30, 33, 34
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student demonstrates understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> Highlight or circle words that help determine meaning 	<div style="background-color: black; color: white; text-align: center; padding: 2px;">Summative Assessments</div> N/A
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops an understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> Underline/point out the unknown word in a text 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester: 1, 2, 3	4. R. 1. B. d Develop an understanding of <i>vocabulary</i> by identifying the <i>meaning of common idioms and figurative language</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student demonstrates an understanding of vocabulary by:</p> <p><input type="checkbox"/> EXPLAINING the meaning of figurative language in a text (pictures, sounds or feelings)</p>	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 1: A Great Heart Lesson 9: Identify and explain an example of figurative language in <i>The Circulatory Story</i>. Module 2: Extreme Setting Lesson 3 and 4: Deep dives Module 3: The Redcoats Are Coming Lesson 10: Deep Dive Module 4: Myth Making Lesson 5 and 20: Deep Dive</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student demonstrates an understanding of vocabulary by:</p> <p><input type="checkbox"/> Identifying the figurative language technique being utilized</p>	<p style="text-align: center;">Summative Assessments</p> <p>N/A</p>
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student develops an understanding of vocabulary by:</p> <p><input type="checkbox"/> IDENTIFYING figurative language in a text</p>	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester: 1, 2, 3	4. R. 1. B. f. Develop an understanding of <u>vocabulary</u> by using <u>conversational, general academic, and domain-specific words and phrases</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student demonstrates an understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> Using conversational, general academic, and domain-specific words and phrases correctly most of the time 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1: A Great Heart Lesson 9, 16, 27: Deep Dive Module 2: Extreme Settings Lesson 15, 33, 34: Deep Dive Module 3: The Redcoats Are Coming Lesson 15 and 30: Deep Dive <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div>
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student demonstrates an understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> Using conversational, general academic, and domain-specific words and phrases correctly some of the time 	N/A
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops an understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> Using conversational, general academic, and domain-specific words and phrases correctly with prompting. 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester: 1, 2, 3	4. R. 1. D Read <i>independently for multiple purposes over sustained periods of time.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will: <ul style="list-style-type: none"> <input type="checkbox"/> Independently read a developmentally appropriate text for multiple purposes over a sustained period of time <input type="checkbox"/> Produce evidence of reading independently for multiple purposes over sustained periods of time 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Reading Logs Observation <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> N/A
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. At times, the student will: <ul style="list-style-type: none"> <input type="checkbox"/> Independently read a developmentally appropriate text for multiple purposes over a sustained period of time <input type="checkbox"/> Produce evidence of reading independently for multiple purposes over sustained periods of time 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student needs support and prompting to: <ul style="list-style-type: none"> <input type="checkbox"/> Independently read a developmentally appropriate text for multiple purposes over a sustained period of time <input type="checkbox"/> Produce evidence of reading independently for multiple purposes over sustained periods of time 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester: 1, 2, 3	4. R. 2. A. a Read, infer, analyze, and draw conclusions using <i>fiction texts, including poetry and drama</i> by summarizing and sequencing the <i>events/plot, explain how past events impact future events, and identify the theme.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student analyzes and draws conclusions from fiction text by: <ul style="list-style-type: none"> <input type="checkbox"/> USING evidence from the text to support their thinking <input type="checkbox"/> SELECTING the most compelling theme based on text evidence 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1: A Great Heart Lesson 21-24: Summarize key events from a novel. Lesson 27-28: Identify elements of poetry Jack uses in his poem. Module 2: Extreme Settings Lesson 17-19: Generate questions related to story elements to be answered in later chapters of the text <i>Hatchet</i> . Lesson 32: Participate effectively in a collaborative oral presentation that demonstrates understanding of the theme and main ideas in <i>Hatchet</i> . Module 3: The Redcoats Are Coming Lesson 27-29: Analyze how the Patriots demonstrate great heart. Module 4: Myth Making Lesson 3-6: Explain the polytheistic beliefs of the ancient Greeks.
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from fiction text by: <ul style="list-style-type: none"> <input type="checkbox"/> EXPLAINING how past events impact future events <input type="checkbox"/> IDENTIFYING a theme 	Lesson 24-25: Explain the connection between the themes in <i>Walk Two Moons</i> and Greek and Native American myths, and what they reveal about this story.
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student summarizes fiction text by: <ul style="list-style-type: none"> <input type="checkbox"/> SEQUENCING the events / plots of a fiction text. 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 4: Myth Making Lesson 33: Participate effectively in a collaborative text-based discussion to share one’s own ideas in the context of the discussion, extending the level of discourse when appropriate.
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester: 1, 2, 3	4. R. 2. A. c Read, infer, analyze, and draw conclusions <i>using fiction texts</i> , including poetry and drama, by describing how the <i>relationships of characters change</i> by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student analyzes and draws conclusions from fiction text by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> USING evidence from the text to support their thinking <input type="checkbox"/> EXPLAINS how characters’ relationship changes from the beginning to the end of the story 	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 1: A Great Heart Lesson 28: Focusing Question Task 3 Module 2: Extreme Settings Lesson 2: Collaboratively write a summary of “All Summer in a Day.” Lesson 5: Socratic Seminar Lesson 18: Students will generate a response to TDQs and complete a story map for chapters 1–3 of <i>Hatchet</i>. Lesson 24 DD Lesson 26 Exit Ticket Lesson 27 DD Lesson 31 skit Module 3: The Redcoats Are Coming! Ls 24 DD Module 4: Myth Making Ls 17 Exit Ticket Ls.24-25, 27-32, L36</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student makes inferences from fiction text by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> DESCRIBES the relationship of the characters. (how do the character feel about each other) 	
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student summarizes fiction text by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> DESCRIBE the interaction of characters (what are the characters saying or doing together) 	<p style="text-align: center;">Summative Assessments</p> <p>N/A</p>
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester: 3	4. R. 2. A. e Read, infer, analyze, and draw conclusions using fiction texts, including poetry and drama by comparing and contrasting the <u>point of view</u> from which stories are narrated; explain whether the narrator or speaker of a story is <u>first or third person</u> .
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student analyzes and draws conclusions from fiction text by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> COMPARING and CONTRASTING first and third person point of view in fiction text <input type="checkbox"/> DESCRIBES details about the narrator and their point of view to support the comparison 	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 3: The Redcoats Are Coming! Lesson 18: Translate some of the statements from third-person to first-person point of view.</p> <p style="text-align: center;">Summative Assessments</p> <p>N/A</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student makes inferences from fiction text by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> EXPLAINING why a text is in first or third person point of view using text evidence 	
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student summarizes fiction text by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> IDENTIFYING first or third person point of view 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester : 1, 2, 3	4. R. 3. A. a. Read, infer, and draw conclusions <i>using text features in nonfiction texts</i> by using <i>multiple text features</i> to locate <i>information</i> and gain an <i>overview of the contents of the text</i> .
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions from nonfiction text by: <input type="checkbox"/> EXPLAINING what the text feature’s information means and explains about the topic	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1: A Great Heart Lesson 13: Identify a text feature on pages 14–19 of <i>The Circulatory Story</i> , and explain how it aids in comprehension of the text. Module 2: Extreme Settings Lesson 15: Draw a graphic organizer to show why people need shelter according to the information in the <i>SAS Survival Handbook</i> .
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from nonfiction text by: <input type="checkbox"/> USING accurate details from the text features to support explanations	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> N/A
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student reads nonfiction text by: <input type="checkbox"/> IDENTIFYING the type of text feature (glossary, table of contents, caption, diagram, etc.)	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester: 1, 2, 3	4. R. 3. A. c. Read, infer and draw conclusions using <i>text features</i> in nonfiction texts by interpreting and explaining <i>factual information presented graphically</i> .
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student draws conclusions from nonfiction text by:</p> <p><input type="checkbox"/> EXPLAINING what the text feature’s information means and explains about the topic</p>	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 1: A Great Heart Lesson 8: Draw a sketch of the heart, labeling the four chambers, and explain the significance of the word <i>chamber</i> in relation to the heart. Lesson 16: Use the text to label a diagram of the heart to use as a reference. Module 2: Extreme Settings Lessons 12-14 Module 3: The Redcoats Are Coming Lessons 2-3, 6 Module 4: Myth Making Ls.1-2</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student makes inferences from nonfiction text by:</p> <p><input type="checkbox"/> USING accurate details from the text features to support explanations</p>	<p style="text-align: center;">Summative Assessments</p>
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student reads nonfiction text by:</p> <p><input type="checkbox"/> IDENTIFYING the text feature (graphs, charts, diagram, illustrations, etc.)</p>	N/A
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester : 3	4. R. 3. B. b. Read, infer, and draw conclusions using <i>literary techniques</i> in nonfiction texts from a variety of cultures and times by analyzing, making inferences, and drawing conclusions about <i>persuasive text</i>; using <i>evidence</i> from the text to explain the <i>author's purpose</i>; and support the <i>analysis</i>.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions from nonfiction text by: <ul style="list-style-type: none"> <input type="checkbox"/> analyzing text effectively, making clear inferences and drawing well-supported conclusions about the author’s purpose. 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 3: The Redcoats Are Coming Lesson 7: Write a paragraph to explain the second supporting point of a focus statement and support the explanation with text evidence. Lessons 9-10
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from nonfiction text by: <ul style="list-style-type: none"> <input type="checkbox"/> IDENTIFYING elements in the text and makes basic inferences about the author’s purpose but may struggle with drawing fully supported conclusions. 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> N/A
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student reads nonfiction text by: <ul style="list-style-type: none"> <input type="checkbox"/> IDENTIFYING author’s purpose (persuade, inform, entertain) 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester:	4. R. 3. B. c. Read, infer, and draw conclusions using <i>literary techniques</i> in nonfiction texts by explaining how an author uses <i>language</i> to present information to influence what the reader thinks or does.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student draws conclusions from nonfiction text by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying and describing where and how the author’s language in nonfiction text affects the readers thoughts or actions. 	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 3: The Redcoats Are Coming Lesson 7: Write a paragraph to explain the second supporting point of a focus statement and support the explanation with text evidence. Lessons 9-10</p> <p style="text-align: center;">Summative Assessments</p> <p>N/A</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student makes inferences from nonfiction text by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying where and how the author’s language in nonfiction text affects the readers thoughts or actions. 	
1	<p>To achieve a 1, and “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student reads nonfiction text by::</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying where and how the author’s language in nonfiction text affects the readers thoughts or actions with prompting. 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester: 2, 3	4. R. 3. C. b. Read, infer, and draw conclusions using text structures in nonfiction Texts to explain <i>explicit and implicit relationships</i> among ideas in texts.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions from nonfiction text by: <ul style="list-style-type: none"> <input type="checkbox"/> EXPLAINING how the text structure(s) support both explicit and implicit information <input type="checkbox"/> DEMONSTRATING understanding of both directly stated content and inferred meanings <input type="checkbox"/> PROVIDING specific examples from the text that illustrate how the structure enhances comprehension of the content and supports the author’s purpose. 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> <p>Resource: Wit & Wisdom Module 3: The Redcoats Are Coming Lesson 2-4: Compare and contrast two accounts of the Boston Massacre from the article “Massacre in King Street” and <i>George vs. George: The American Revolution as Seen from Both Sides</i> to reveal more about the incident and about multiple perspectives. Lesson 18: Analyze Maddy Rose’s actions to understand her perspective on the American Revolution. Module 4: Myth Making Lesson 1: Generate ideas and questions to guide further reading about Greek mythology. Lesson 3: Determine the context needed to most effectively explain Greek myths.</p>
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student makes inferences from nonfiction text by <ul style="list-style-type: none"> <input type="checkbox"/> ARTICULATES how the use of specific text structures (e.g., cause and effect, comparison, sequence) helps to reveal or emphasize particular ideas or relationships in the text. 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> <p>Module 3: The Redcoats Are Coming Lesson 34: Identify and analyze evidence that supports an opinion about whether or not the American colonists were right to fight for their independence from Britain.</p>
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student reads nonfiction text by: <ul style="list-style-type: none"> <input type="checkbox"/> IDENTIFYING the text structure being used in the text (problem/solution, compare/contrast, sequence, description, cause/effect) 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester: 3	4. W. 2. A Writes <i>opinion texts</i> by composing <i>well-developed writing</i> for the audience and purpose
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 3: The Redcoats are Coming Lesson 13: Create an introduction for an opinion letter to the Sons of Liberty regarding the Boston Tea Party. Lesson 11: Write a first-person opinion paragraph from the perspective of a colonist regarding the Tea Tax. Lesson 17: Conduct research to confirm historical information in a historical fiction text is accurate</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 3: Lesson 35: End of Module Task</p>
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student consistently is able to produce an opinion piece with the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied using an introductory paragraph <input type="checkbox"/> State an opinion or establish a position. Provide reasons for the opinion/position supported by facts and details <input type="checkbox"/> Use specific and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text <input type="checkbox"/> Use transitions to connect opinion and reason <input type="checkbox"/> Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs 	
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student inconsistently is able to produce an opinion piece with the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied using an introductory paragraph <input type="checkbox"/> State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details <input type="checkbox"/> Use specific and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text <input type="checkbox"/> Use transitions to connect opinion and reason <input type="checkbox"/> Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs 	
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>With support and scaffolding, the student is able to produce an opinion piece:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied using an introductory paragraph <input type="checkbox"/> State an opinion or establish a position. Provide reasons for the opinion/position supported by facts and details <input type="checkbox"/> Use specific and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text <input type="checkbox"/> Use transitions to connect opinion and reason <input type="checkbox"/> Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester: 1, 3	4. W. 2. B Writes <i>Informational/Explanatory texts</i> by composing well-developed writing texts for the audience and purpose
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student consistently is able to produce an informational/explanatory piece with the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic using a topic sentence in an introductory paragraph <input type="checkbox"/> Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations <input type="checkbox"/> Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose <input type="checkbox"/> Include information using student’s original language except when using quotations from a source <input type="checkbox"/> Use transitions to connect categories of information <input type="checkbox"/> Use text structures when useful 	Formative Assessments Resource: Wit & Wisdom Module 1: A Great Heart Lesson 5: Focusing Question Task 1 Lesson 24: Choose one of the themes of <i>Love That Dog</i> and independently write an informative paragraph about that theme. Module 2: Extreme Settings Lesson 14: Explain why the author chose to use the word <i>spectacular</i> to describe mountains Module 3: The Redcoats are Coming Lesson 8: Write an introduction and conclusion that support a focus statement and evidence paragraphs in an essay. Lesson 6: Write a paragraph to explain each point in a focus statement and support the explanation with text evidence. Lesson 7: Write a paragraph to explain the second supporting point of a focus statement and support the explanation with text evidence.
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student inconsistently is able to produce an informational/explanatory piece with the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic using a topic sentence in an introductory paragraph <input type="checkbox"/> Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations <input type="checkbox"/> Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose <input type="checkbox"/> Include information using student’s original language except when using quotations from a source <input type="checkbox"/> Use transitions to connect categories of information <input type="checkbox"/> Use text structures when useful 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With support and scaffolding, the student is able to produce an informational/explanatory piece: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic using a topic sentence in an introductory paragraph <input type="checkbox"/> Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations <input type="checkbox"/> Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose <input type="checkbox"/> Include information using student’s original language except when using quotations from a source <input type="checkbox"/> Use transitions to connect categories of information <input type="checkbox"/> Use text structures when useful 	Summative Assessments Module 1: End of Module Task Module 3: End of Module Task - pull informational grade on how well students were able to support their opinion with text evidence.
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester : 2	4. W. 2. C Writes <i>fiction or nonfiction narratives or poems</i> by composing <i>well-developed writing</i> texts for audience and purpose
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student consistently is able to produce an fiction or nonfiction narrative or poem with the following: <ul style="list-style-type: none"> <input type="checkbox"/> Establish a setting and situation/topic and introduce a narrator and/or characters <input type="checkbox"/> Use narrative techniques, such as dialogue, motivation, and descriptions <input type="checkbox"/> Organize an event sequence that unfolds naturally to establish a beginning/ middle/end <input type="checkbox"/> Use a variety of transitions to manage the sequence of events <input type="checkbox"/> Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 2: Extreme Settings Lesson 10: Create a narrative to show how a setting affects a character, incorporating sensory detail, snapshots, and thoughtshots <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 2: End of Module Task
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student consistently is able to produce an fiction or nonfiction narrative or poem with the following: <ul style="list-style-type: none"> <input type="checkbox"/> Establish a setting and situation/topic and introduce a narrator and/or characters <input type="checkbox"/> Use narrative techniques, such as dialogue, motivation, and descriptions <input type="checkbox"/> Organize an event sequence that unfolds naturally to establish a beginning/ middle/end <input type="checkbox"/> Use a variety of transitions to manage the sequence of events <input type="checkbox"/> Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With support and scaffolding, the student is able to produce an fiction or nonfiction narrative or poem piece: <ul style="list-style-type: none"> <input type="checkbox"/> Establish a setting and situation/topic and introduce a narrator and/or characters <input type="checkbox"/> Use narrative techniques, such as dialogue, motivation, and descriptions <input type="checkbox"/> Organize an event sequence that unfolds naturally to establish a beginning/ middle/end <input type="checkbox"/> Use a variety of transitions to manage the sequence of events <input type="checkbox"/> Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester: 3	4. W. 3. A. c Apply the <i>research process</i> to use <i>information from a variety of sources</i> by identifying a <i>variety of relevant sources</i> , literary and informational.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will consistently: <ul style="list-style-type: none"> <input type="checkbox"/> Identify relevant resources for research purposes 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 3: The Redcoats are Coming Lesson 4: Gather evidence to support a focus statement Lesson 5: Gather evidence to prepare to write an explanatory essay about the perspectives of the two main sides of the American Revolution. Lesson 17: Conduct research to confirm historical information in a historical fiction text is accurate. Lesson 33: Evaluate the relevance of information gathered from <i>Woods Runner</i> to explain an opinion of the colonists’ decision to fight for independence.
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will inconsistently: <ul style="list-style-type: none"> <input type="checkbox"/> Identify relevant resources for research purposes 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 3: End of Module Task
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With scaffolding and support, the student will: <ul style="list-style-type: none"> <input type="checkbox"/> Identify relevant resources for research purposes 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester : 3	4. W. 3. A. g Apply the <i>research process</i> to use <i>information from a variety of sources</i> by differentiating between <i>paraphrasing and plagiarism</i> when using ideas of others.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions and supports their answers by: To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will consistently: <ul style="list-style-type: none"> <input type="checkbox"/> Identify examples of plagiarism and paraphrasing <input type="checkbox"/> Accurately paraphrase the works of others 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 3: The Redcoats are Coming Lesson 15: Synthesize information, details, and perspectives from a variety of texts and text types to create an informed opinion of the Boston Tea Party ** Module 1, Lesson 10 also covers this standard
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will inconsistently: <ul style="list-style-type: none"> <input type="checkbox"/> Identify examples of plagiarism and paraphrasing <input type="checkbox"/> Accurately paraphrase the works of others 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 3: End of Module Task
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With scaffolding and support the student will: <ul style="list-style-type: none"> <input type="checkbox"/> Identify examples of plagiarism and paraphrasing OR <input type="checkbox"/> Accurately paraphrase the works of others 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester : 1, 2, 3	4. L. 1. A. h. In speech and written form, apply <u>standard English grammar</u> by producing and expanding the <u>complete simple</u> and <u>compound four types of sentences</u> .
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produce a variety of complete simple and compound sentences in their writing. 	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 1: A Great Heart Ls 13 DD, Ls 14 DD, Ls 15 DD, Ls 31 DD, L32 Module 2: Extreme Settings LD 27DD, L28DD Module 3: The Redcoats Are Coming LD 17 DD, L 20 DD, L 33 DD, L 34 DD, L 35 DD</p> <p style="text-align: center;">Summative Assessments</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> produce a variety of complex simple and compound sentences in isolation and begin to use them in their writing. 	N/A
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>With scaffolding and support, the student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify complex simple and compound sentences and begin to use them in their writing. 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester : 1, 3	4. L. 1. B. c. In written text, apply <i>punctuation, capitalization and spelling</i> by inserting <i>a comma before a coordinating conjunction in a compound sentence.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student consistently is able to: <input type="checkbox"/> insert a comma before a coordinating conjunction in a compound sentence	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1: A Great Heart Ls 13 DD, Ls 14 DD, Ls 15 DD, Ls 31 DD, L32 Module 3: The Redcoats are Coming Ls 17 DD, Ls 18 DD, Ls 19 DD, Ls 20 DD, Ls 33 DD, Ls 34 DD, Ls 35 DD <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> N/A
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student inconsistently is able to : <input type="checkbox"/> insert a comma before a coordinating conjunction in a compound sentence	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With scaffolding and support the student is able to: <input type="checkbox"/> insert a comma before a coordinating conjunction in a compound sentence	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester : 1	4. L. 1. B. e. In written text, apply <u>punctuation, capitalization</u> and <u>spelling</u> by using <u>correct capitalization</u> .
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student consistently is able to:</p> <p><input type="checkbox"/> Use correct capitalization in their writing.</p>	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 1: A Great Heart Ls. 10 DD, Ls 11 DD, Ls 12 DD, Ls 31 DD, Ls 32</p> <p style="text-align: center;">Summative Assessments</p> <p>N/A</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student inconsistently is able to:</p> <p><input type="checkbox"/> Use correct capitalization in their writing.</p>	
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>With scaffolding and support the student is able to:</p> <p><input type="checkbox"/> Use the correct capitalization in writing.</p>	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 4 Report out Trimester : 3	4. SL. 1. A. b. Develop and apply <i>effective listening skills</i> and <i>strategies</i> in formal and informal settings by posing and responding to <i>specific questions</i> to clarify or follow up on information, making <i>comments that contribute to the discussion</i>, and linking <i>to the remarks of others</i>.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. In formal and informal conversations, student will: <ul style="list-style-type: none"> <input type="checkbox"/> Pose specific questions <input type="checkbox"/> Respond to specific questions <input type="checkbox"/> Make comments that contribute to the discussions 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 3: The Redcoats Are Coming Lesson 21: Students write questions about what they read and sort into the content stage that will be used to answer the questions. Lesson 29: Participate effectively in a collaborative discussion about <i>The Boston Massacre</i> , <i>Washington Crossing the Delaware</i> , and <i>Raising the Flag at Ground Zero</i> and how art may be used to affect public opinion.
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. In formal and informal conversations, student will do 2 of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Pose specific questions <input type="checkbox"/> Respond to specific questions <input type="checkbox"/> Make comments that contribute to the discussions 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 3: The Redcoats Are Coming Lesson 34: Engage effectively in a collaborative discussion to respond to the essential question, citing evidence from texts, building on others’ ideas, and expressing their own ideas clearly.
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With support and scaffolding in formal and informal conversations, student will do 1 of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Pose specific questions <input type="checkbox"/> Respond to specific questions <input type="checkbox"/> Make comments that contribute to the discussions 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

FIFTH GRADE	MODULE 1	MODULE 2	MODULE 3	MODULE 4
READING				
5.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.	X	X	X	
a.Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	
b.Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.	X		X	
5.R.1.B Develop an understanding of vocabulary.	X	X	X	X
a.Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context.	X	X	X	X
b.Using context to determine meaning of unfamiliar or multiple-meaning words.	X	X	X	X
d.Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text	X	X	X	X
g.Using conversational , general academic, and domain-specific words and phrases.	X	X	X	X
5.R.1.D Read independently for multiple purposes over sustained periods of time.	X	X	X	X
5.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama.	X		X	X
a.Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.	X		X	X
b.Explain the theme or moral lesson, conflict, and resolution in a story or novel.	X		X	X
c.Describe how a narrator’s or speaker’s point of view influences others.	X			
5.R.3.A Read, infer , and draw conclusions using text features in nonfiction texts.				X
a.Use multiple text features and graphics to locate information and gain an overview of the contents of text information.				
5.R.3.B Read, infer, and draw conclusions using literary techniques in nonfiction texts.	X		X	
g.Use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning.	X		X	
5.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts.	X		X	X
c.Analyze how the pattern of organization of a text influences the relationships.				X
e.Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	X		X	X
WRITING				
5.W.1.B Appropriate to genre, type develop a draft from prewriting.	X	X	X	X
5.W.1.C Reread, revise, and edit drafts with assistance.	X	X	X	X
5.W.2.A Write opinion texts.			X	
5.W.2.B Write informative/explanatory texts.	X	X		X
5.W.2.C Write fiction or nonfiction narrative and poems.		X		
5.W.3.A Apply a research process to use information from a variety of sources.			X	X
d.Select relevant sources, literary and informational.				X
g.Differentiate between paraphrasing and plagiarism when using ideas of others.			X	X
LANGUAGE				
5.L.1.A In speech and written form, apply standard English grammar.	X	X		X
a.Explain and use the either parts of speech.	X	X		X
e.Produce a variety of complex sentences in writing.	X			X
5.L.1.B In written text, apply punctuation, capitalization and spelling.	X	X	X	
c.Use a comma to separate an introductory clause in a complex sentence.	X	X	X	
h.Use apostrophes in singular nouns to show possession.	X			
i.Write apostrophes in regular plural nouns to show possession	X			
SPEAKING				
5.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings.			X	X
b.Posing and responding to specific questions to clarify or follow up on information and make comments that contribute to the discussion to link to the remarks of others.			X	X
d.Listening for the speaker’s message and summarizing main points based on evidence.			X	X

5TH GRADE MODULE 1: Cultures in Conflict

Essential Question: How do cultural beliefs and values guide people?

At the end of this unit, students will know:

Students explore ways in which cultural beliefs and values guide people’s actions, individually and collectively. Their study focuses on one group, the Nez Perce, during a tumultuous and tragic era of US westward expansion. Through a variety of literary and informational texts, including a speech by Chief Joseph and the historical novel *Thunder Rolling in the Mountains*, students learn about impacts of US westward expansion; traditional Nez Perce culture and the significance of the Nez Perce homeland; and the conflict between the Nez Perce, led by the Chief Joseph, and the United States government.

At the end of this unit, students will be able to:

Students write an informative/explanatory essay to explain how Chief Joseph’s “Lincoln Hall Speech” conveys two important beliefs and values of the Nez Perce people. Students develop their ideas with specific evidence from the speech and elaboration to explain how each belief or value is conveyed in the speech and how it guides Chief Joseph’s words

Priority Standards

Reading:	<p>5.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.</p> <p>a.Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>b.Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.</p> <p>5.R.1.B Develop an understanding of vocabulary.</p> <p>a.Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context.</p> <p>b.Using context to determine meaning of unfamiliar or multiple-meaning words.</p> <p>d.Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</p> <p>g.Using conversational , general academic, and domain-specific words and phrases.</p> <p>5.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>5.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama.</p> <p>a.Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.</p> <p>b.Explain the theme or moral lesson, conflict, and resolution in a story or novel.</p> <p>c.Describe how a narrator’s or speaker’s point of view influences others.</p> <p>5.R.3.B Read, infer, and draw conclusions using literary techniques in nonfiction texts.</p> <p>g.Use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning.</p> <p>5.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts.</p> <p>e.Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
Writing:	<p>5.W.1.B Appropriate to genre, type develop a draft from prewriting.</p> <p>5.W.1.C Reread, revise, and edit drafts with assistance.</p> <p>5.W.2.B Write informative/explanatory texts.</p>
Language:	<p>5.L.1.A In speech and written form, apply standard English grammar.</p> <p>a.Explain and use the either parts of speech.</p> <p>e.Produce a variety of complex sentences in writing.</p> <p>5.L.1.B In written text, apply punctuation, capitalization and spelling.</p> <p>c.Use a comma to separate an introductory clause in a complex sentence.</p> <p>h.Use apostrophes in singular nouns to show possession.</p> <p>i.Write apostrophes in regular plural nouns to show possession.</p>
Speaking:	

Resources:

Literary	<ul style="list-style-type: none"> • <i>Thunder Rolling in the Mountains</i>, Scott O’Dell and Elizabeth Hall
Informational	<ul style="list-style-type: none"> • “Lincoln Hall Speech,” Washington D.C., January 14, 1879, Chief Joseph, Nez Perce
Visual Art	<ul style="list-style-type: none"> • <i>The White Cloud</i>, Head Chief of the Iowas, George Catlin • <i>Portrait of George Washington</i>, Gilbert Stuart

5TH GRADE MODULE 2: Word Play

Essential Question: How and why do writers play with words?

At the end of this unit, students will know:

The English language, with its rich, hybrid history and innumerable sounds and word choices, is rife with opportunity for wordplay. In this module, students explore the richness and complexity of the English language from a humorous angle as they examine how authors use wordplay to engage audiences, create humor and meaning, and express themes. Their study centers on Norton Juster’s classic modern fantasy novel, *The Phantom Tollbooth*, in which the young hero, Milo, must complete an impossible quest to rescue princesses Rhyme and Reason from the Mountains of Ignorance and restore them to the Kingdom of Wisdom.

At the end of this unit, students will be able to:

Students write an exploded moment narrative in which Milo, the main character in *The Phantom Tollbooth*, encounters one of the demons from the Mountains of Ignorance and helps him resolve a conflict related to the wordplay of his name and experiences in the story. Students establish setting and characters, create dialogue that clearly introduces the demon’s problem and shows how Milo helps him resolve it by imparting wisdom learned on his journey.

Priority Standards

Reading:	<p>5.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.</p> <p>a.Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>5.R.1.B Develop an understanding of vocabulary.</p> <p>a.Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context.</p> <p>b.Using context to determine meaning of unfamiliar or multiple-meaning words.</p> <p>d.Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</p> <p>g.Using conversational , general academic, and domain-specific words and phrases.</p> <p>5.R.1.D Read independently for multiple purposes over sustained periods of time.</p>
Writing:	<p>5.W.1.B Appropriate to genre, type develop a draft from prewriting.</p> <p>5.W.1.C Reread, revise, and edit drafts with assistance.</p> <p>5.W.2.B Write informative/explanatory texts.</p> <p>5.W.2.C Write fiction or nonfiction narrative and poems.</p>
Language:	<p>5.L.1.A In speech and written form, apply standard English grammar.</p> <p>a.Explain and use the either parts of speech.</p> <p>5.L.1.B In written text, apply punctuation, capitalization and spelling.</p> <p>c.Use a comma to separate an introductory clause in a complex sentence.</p>
Speaking:	
Resources:	
Literary	<ul style="list-style-type: none"> ● <i>The Phantom Tollbooth</i>, Norton Juster
Informational	
Visual Art	<ul style="list-style-type: none"> ● <i>The Persistence of Memory</i>, Salvador Dalí ● <i>Time Transfixed</i>, René Magritte

5TH GRADE MODULE 3: A War Between Us

Essential Question: How did the Civil War impact people?

At the end of this unit, students will know:

This module offers students a look at the watershed event of American history—the Civil War—from various perspectives, including boy soldiers in the North and South, girls and women on the home front, and free people of color in New Orleans. Through close analysis of a historical novel and informational texts, including primary source journals, students examine ways in which the Civil War irrevocably changed lives of individuals and families.

At the end of this unit, students will be able to:

Students write an opinion essay to express their opinion about whether the Civil War has a mostly positive or mostly negative impact on the Pruitt family in *The River Between Us*. Students provide two reasons to support their opinion and develop them with evidence from the novel and elaboration.

Priority Standards

Reading:	<p>5.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.</p> <p>a.Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>b.Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.</p> <p>5.R.1.B Develop an understanding of vocabulary.</p> <p>a.Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context.</p> <p>b.Using context to determine meaning of unfamiliar or multiple-meaning words.</p> <p>d.Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</p> <p>g.Using conversational , general academic, and domain-specific words and phrases.</p> <p>5.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>5.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama.</p> <p>a.Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.</p> <p>b.Explain the theme or moral lesson, conflict, and resolution in a story or novel.</p> <p>5.R.3.B Read, infer, and draw conclusions using literary techniques in nonfiction texts.</p> <p>g.Use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning.</p> <p>5.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts.</p> <p>e.Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
Writing:	<p>5.W.1.B Appropriate to genre, type develop a draft from prewriting.</p> <p>5.W.1.C Reread, revise, and edit drafts with assistance.</p> <p>5.W.2.A Write opinion texts.</p> <p>5.W.3.A Apply a research process to use information from a variety of sources.</p> <p>g.Differentiate between paraphrasing and plagiarism when using ideas of others.</p>
Language:	<p>5.L.1.B In written text, apply punctuation, capitalization and spelling.</p> <p>c.Use a comma to separate an introductory clause in a complex sentence.</p>
Speaking:	<p>5.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings.</p> <p>b.Posing and responding to specific questions to clarify or follow up on information and make comments that contribute to the discussion to link to the remarks of others.</p> <p>d.Listening for the speaker's message and summarizing main points based on evidence.</p>

Resources:

Literary	<ul style="list-style-type: none"> • <i>The River Between Us</i>, Richard Peck
Informational	<ul style="list-style-type: none"> • <i>The Boys’ War</i>, Jim Murphy
Visual Art	<ul style="list-style-type: none"> • <i>Photographs of Abraham Lincoln</i>, Alexander Gardner

5TH GRADE MODULE 4: Breaking Barriers

Essential Question: How can sports influence individuals and societies?

At the end of this unit, students will know:

In this module, students explore the power of sports to bring people together, challenge injustices, and provide hope for the future. Students study examples of athletes, teams, and organizations that have challenged and overcome barriers through sport, including an apartheid-era rugby team, a spunky girl named Squeaky, little-known players of the Negro Leagues, and a youth soccer team made up of refugees from war-torn countries.

At the end of this unit, students will be able to:

Students apply their research skills to research one of three soccer organizations and write an essay that explains how the organization uses soccer to transform individuals and societies. Students read an article about the organization and then research additional information from two other sources. Then, they write an essay to introduce the organization and its mission, state their thesis, and develop their ideas with evidence and elaboration from their research.

Priority Standards

Reading:	<p>5.R.1.B Develop an understanding of vocabulary.</p> <p>a.Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context.</p> <p>b.Using context to determine meaning of unfamiliar or multiple-meaning words.</p> <p>d.Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</p> <p>g.Using conversational , general academic, and domain-specific words and phrases.</p> <p>5.R.1.D Read independently for multiple purposes over sustained periods of time.</p> <p>5.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama.</p> <p>a.Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.</p> <p>b.Explain the theme or moral lesson, conflict, and resolution in a story or novel.</p> <p>5.R.3.A Read, infer , and draw conclusions using text features in nonfiction texts.</p> <p>a.Use multiple text features and graphics to locate information and gain an overview of the contents of text information.</p> <p>5.R.3.C Read, infer, and draw conclusions using text structures in nonfiction texts.</p> <p>c.Analyze how the pattern of organization of a text influences the relationships.</p> <p>e.Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
Writing:	<p>5.W.1.B Appropriate to genre, type develop a draft from prewriting.</p> <p>5.W.1.C Reread, revise, and edit drafts with assistance.</p> <p>5.W.2.B Write informative/explanatory texts.</p> <p>5.W.3.A Apply a research process to use information from a variety of sources.</p> <p>d.Select relevant sources, literary and informational.</p> <p>g.Differentiate between paraphrasing and plagiarism when using ideas of others.</p>
Language:	<p>5.L.1.A In speech and written form, apply standard English grammar.</p> <p>a.Explain and use the either parts of speech.</p> <p>e.Produce a variety of complex sentences in writing.</p>
Speaking:	<p>5.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings.</p> <p>b.Posing and responding to specific questions to clarify or follow up on information and make comments that contribute to the discussion to link to the remarks of others.</p> <p>d.Listening for the speaker's message and summarizing main points based on evidence.</p>

Resources:

Literary	<ul style="list-style-type: none"> <i>We Are the Ship: The Story of Negro League Baseball</i>, Kadir Nelson
Informational	
Visual Art	<ul style="list-style-type: none"> <i>The Fall of Icarus (1943)</i>, Henri Matisse <i>Joie de Vivre</i>, Mark di Suvero

FIFTH GRADE SCALES

Grade Level: 5 Report out Quarter: 1, 2, 3, 4	5. R. 1. A.a: Develop and demonstrate <i>comprehension-reading skills</i> in response to texts by drawing conclusions and inferring by referencing <i>textual evidence</i> to support analysis of what the text says explicitly, as well as <i>inferences</i> drawn from the text.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Formative Assessments
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions and supports their answers by: <ul style="list-style-type: none"> <input type="checkbox"/> answering <u>ALL</u> of the questions being asked <input type="checkbox"/> Inferring by referencing textual evidence 	Resource: Wit & Wisdom Module 1: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 2: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 3: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 4: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student demonstrates reading skills by: <ul style="list-style-type: none"> <input type="checkbox"/> answering <u>SOME</u> of the questions being asked <input type="checkbox"/> Drawing conclusions or inferring referencing textual evidence 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops reading skills by: <ul style="list-style-type: none"> <input type="checkbox"/> answering <u>ONE</u> question being asked <input type="checkbox"/> identifies <u>A DETAIL</u> in the text from words and pictures <input type="checkbox"/> makes <u>AN INFERENCE</u> about the text 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	Summative Assessments
		Module 1: EOM Task Module 2: EOM Task Module 3: EOM Task Module 4: EOM Task

Grade Level: 5 Report out Quarter: 1, 2, 3, 4	5. R.1. A. b Develop and demonstrate <i>comprehension-reading skills</i> in response to texts by drawing conclusions by providing <i>textual evidence</i> of what the text says explicitly as well as inferences drawn from the text.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Formative Assessments
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student demonstrates reading skills by: <input type="checkbox"/> Selecting the most compelling text evidence to support an inference	Resource: Wit & Wisdom Module 1: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 2: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 3: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 4: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student develops reading skills by: <input type="checkbox"/> Selecting text evidence to support an inference	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops reading skills by: <input type="checkbox"/> identifying <u>EVIDENCE</u> in the text	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	Summative Assessments Module 1: EOM Task Module 2: EOM Task Module 3: EOM Task Module 4: EOM Task

Grade Level: 5 Report out Quarter: 1, 2, 3, 4	5. R.1.B.a Develop an understanding of <i>vocabulary</i> by determining the <i>meaning of academic English words</i> derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student determines the meaning of academic English words by: <ul style="list-style-type: none"> <input type="checkbox"/> identifying the meaning of Latin, Greek, and other linguistic root, prefixes and suffixes <input type="checkbox"/> determining how the prefix and/or suffix changes the word’s meaning 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1: Vocabulary Assessment Module 2: Vocabulary Assessment Module 3: Vocabulary Assessment Module 4: Vocabulary Assessment
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student develops an understanding of academic English words by: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying the root word <input type="checkbox"/> Identifying the suffix (ending) <input type="checkbox"/> Identifying the prefix (beginning) 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> N/A
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops an understanding of academic English words by: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying the root word 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter : Q 1, 2, 3, 4	5. R. 1. B. b Develop an understanding of <i>vocabulary</i> by using the <i>context</i> , to determine the <i>meaning of unfamiliar words or multiple-meaning words</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1: Vocabulary Assessment Module 2: Vocabulary Assessment Module 3: Vocabulary Assessment Module 4: Vocabulary Assessment
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student determines an understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> Explaining the meaning through context (context clues) 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student demonstrates understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> Highlight or circle words that help determine meaning 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> N/A
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops an understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> Underline/point out the unknown word in a text 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter: 1, 2, 3, 4	5. R. 1. B. d Develop an understanding of <u>vocabulary</u> by explaining the <u>meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings and texts.</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> Resource: Wit & Wisdom Resource: Wit & Wisdom Module 1: Vocabulary Assessment Module 2: Vocabulary Assessment Module 3: Vocabulary Assessment Module 4: Vocabulary Assessment <p style="text-align: center;">Summative Assessments</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student demonstrates an understanding of vocabulary by: <input type="checkbox"/> <u>EXPLAINING</u> the meaning of figurative language in a text including idioms, adages, similes, metaphors, hyperboles, and other sayings	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student demonstrates an understanding of vocabulary by: <input type="checkbox"/> <u>IDENTIFYING</u> the figurative language technique being utilized including idioms, adages, similes, metaphors, hyperboles, and other sayings	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops an understanding of vocabulary by: <input type="checkbox"/> <u>IDENTIFYING</u> some figurative language in a text	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter: 1, 2, 3, 4	5. R. 1. B. g Develop an understanding of <u>vocabulary</u> by using <u>conversational, general academic, and domain-specific words and phrases</u>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> Resource: Wit & Wisdom Module 1: Vocabulary Assessment Module 2: Vocabulary Assessment Module 3: Vocabulary Assessment Module 4: Vocabulary Assessment
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student demonstrates an understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> Using conversational, general academic, and domain-specific words and phrases correctly most of the time 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student demonstrates an understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> Using conversational, general academic, and domain-specific words and phrases correctly some of the time 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops an understanding of vocabulary by: <ul style="list-style-type: none"> <input type="checkbox"/> Using conversational, general academic, and domain-specific words and phrases correctly with prompting. 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	
		Summative Assessments
		N/A

Grade Level: 5 Report out Quarter: 1, 2, 3, 4	5. R. 1. D Read <i>independently for multiple purposes over sustained periods of time.</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Reading Logs Observation <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> N/A
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will: <ul style="list-style-type: none"> <input type="checkbox"/> Independently read a developmentally appropriate text for multiple purposes over a sustained period of time <input type="checkbox"/> Produce evidence of reading independently for multiple purposes over sustained periods of time 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. At times, the student will: <ul style="list-style-type: none"> <input type="checkbox"/> Independently read a developmentally appropriate text for multiple purposes over a sustained period of time <input type="checkbox"/> Produce evidence of reading independently for multiple purposes over sustained periods of time 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student needs support and prompting to: <ul style="list-style-type: none"> <input type="checkbox"/> Independently read a developmentally appropriate text for multiple purposes over a sustained period of time <input type="checkbox"/> Produce evidence of reading independently for multiple purposes over sustained periods of time 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter: 1, 2, 3, 4	5. R. 2. A. a Read, infer, analyze, and draw conclusions <i>using fiction texts</i> , including poetry and drama, by comparing and contrasting how the <i>roles and functions of characters in various plots, their relationships, and their conflicts</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. In fiction texts, the student compares and contrasts : <ul style="list-style-type: none"> <input type="checkbox"/> Functions of characters <input type="checkbox"/> Relationships <input type="checkbox"/> Conflicts 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 2: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 3: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 4: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student compares and contrasts some of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Functions of characters <input type="checkbox"/> Relationships <input type="checkbox"/> Conflicts 	Vocabulary Assessment Module 3: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 4: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student compares or contrasts one of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Functions of characters <input type="checkbox"/> Relationships <input type="checkbox"/> Conflicts <input type="checkbox"/> Character traits 	Vocabulary Assessment <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 1: EOM Task Module 2: EOM Task Module 3: EOM Task Module 4: EOM Task
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter: 1, 2, 3, 4	5.R.2. A.b Read, infer, analyze, and draw conclusions <i>using fiction texts</i> , including poetry and drama, by explaining the <i>the theme or moral lesson, conflict, and resolution in a story or novel</i>
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Formative Assessments
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will explain : <input type="checkbox"/> The theme or moral of a story or novel <input type="checkbox"/> The conflict in a story or novel <input type="checkbox"/> The resolution in a story or novel	Resource: Wit & Wisdom Module 1: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 2: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will explain TWO of the following: <input type="checkbox"/> The theme or moral of a story or novel <input type="checkbox"/> The conflict in a story or novel <input type="checkbox"/> The resolution in a story or novel	Module 3: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student will explain ONE of the following: <input type="checkbox"/> The theme or moral of a story or novel <input type="checkbox"/> The conflict in a story or novel <input type="checkbox"/> The resolution in a story or novel	Module 4: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	Summative Assessments
		Module 1: EOM Task Module 2: EOM Task Module 3: EOM Task Module 4: EOM Task

Grade Level: 5 Report out Quarter: 1	5. R. 2. A. c Read, infer, analyze, and draw conclusions <i>using fiction texts</i> , including poetry and drama, by describing how the <i>narrator’s or speakers point of view influences others</i> .
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 1: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment</p> <p style="text-align: center;">Summative Assessments</p>
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student analyzes and draws conclusions from fiction text by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifying the narrator’s point of view <input type="checkbox"/> giving accurate text details to support the point of view <input type="checkbox"/> explaining how the narrator’s point of view affects what is described and how it is described 	
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student draws conclusions from fiction text by answering some of the following :</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifying the narrator’s point of view <input type="checkbox"/> giving accurate text details to support the point of view <input type="checkbox"/> explaining how the narrator’s point of view affects what is described and how it is described 	<p>Module 1: EOM Task</p> <p>reading the play, describe the narrator’s point of view/perspective. How does the narrator’s perspective influence [EVENT FROM STORY/POEM]? How would the story be different if [CHARACTER] were telling the story? Based on the events in the passage, which sentence best describes [CHARACTER’S] thoughts about ___?</p>
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student identifies the point of view 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5
Report out Quarters : 4

5. R. 3. A. a. Read, infer, and draw conclusions *using text features in nonfiction texts* by using *multiple text features and graphics* to locate *information* and gain an *overview of the contents of text information*.

Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student draws conclusions from nonfiction text by:</p> <p><input type="checkbox"/> EXPLAINING what the graphics or text feature information means and explains about the topic</p>	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 4: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 4: EOM Task</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student makes inferences from nonfiction text by:</p> <p><input type="checkbox"/> USING accurate details from the text features and graphics to support explanations</p>	
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student reads nonfiction text by:</p> <p><input type="checkbox"/> IDENTIFYING the type of text feature (glossary, table of contents, caption, diagram, etc.)</p>	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter : 1, 2, 3, 4	5. R. 3. B. a. Read, infer, and draw conclusions using <i>literary techniques</i> in nonfiction texts by evaluating if the <i>author's purpose</i> was achieved, <i>identify</i> reasons for the decision, and <i>provide</i> evidence to <i>support</i> the claim.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student infers and draws conclusions from nonfiction text by all of the following: <ul style="list-style-type: none"> <input type="checkbox"/> identifying at least two important points <input type="checkbox"/> connecting text evidence with the key point it supports <input type="checkbox"/> explaining how details from the reasons and evidence support the author’s points 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom We will look for resources to assess this throughout the year <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> N/A
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student infers and draws conclusions from nonfiction text by some of the following: <ul style="list-style-type: none"> <input type="checkbox"/> identifying at least two important points <input type="checkbox"/> connecting text evidence with the key point it supports <input type="checkbox"/> explaining how details from the reasons and evidence support the author’s points 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student reads nonfiction text by: <ul style="list-style-type: none"> <input type="checkbox"/> <u>IDENTIFYING</u> some important points 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter: 1, 3	5. R. 3. B. g. Read, infer, and draw conclusions using <i>literary techniques</i> in nonfiction texts by using reasoning to determine the logic of an <i>author's conclusion</i> and <i>provide</i> evidence to <i>support</i> the reasoning.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Formative Assessments
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student infers and draws conclusions from nonfiction text by: <input type="checkbox"/> Determining the logic of an author’s conclusions <input type="checkbox"/> Providing text evidence to support	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student infers and draws conclusions from nonfiction text by: <input type="checkbox"/> Determining the logic of an author’s conclusions	Resource: Wit & Wisdom Module 1: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 3: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student infers and draws conclusions from nonfiction text by: <input type="checkbox"/> Determine an author’s conclusions	Summative Assessments
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	Module 1: EOM Task Module 3: EOM Task

Grade Level: 5
Report out Quarter: 4

5. R. 3. C. c. Read, infer, and draw conclusions using *text structures* in nonfiction texts by analyzing how the *pattern of organization* of a text influences the relationships.

Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will draw conclusions by: <ul style="list-style-type: none"> ○ describing the main text structure in two or more texts ○ explaining the similarities/differences in the organizational structures of the texts ○ citing accurate text evidence that supports the comparison 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 4: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will draw conclusions by TWO of the following: <ul style="list-style-type: none"> ○ describing the main text structure in two or more texts ○ explaining the similarities/differences in the organizational structures of the texts ○ citing accurate text evidence that supports the comparison 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 4: EOM Task
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student IDENTIFY the text structure of a given text.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5
Report out Quarter: 4

5. R. 3. C. c. Read, infer, and draw conclusions using *text structures* in nonfiction texts by integrating information *from several texts* on the same topic in order *to speak or write about the subject knowledgeably*.

Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student will draw conclusions in multiple texts by:</p> <ul style="list-style-type: none"> □ answering a specific question about a particular topic □ including text evidence from texts to support ideas 	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 4: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student will draw conclusions in multiple texts by:</p> <ul style="list-style-type: none"> □ answering a specific question about a particular topic 	<p style="text-align: center;">Summative Assessments</p> <p>Module 4: EOM</p>
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student will draw conclusions in a single text by:</p> <ul style="list-style-type: none"> □ answering a specific question about a particular topic 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter: 1,2,3,4	5. RF. 3. A. a. Develop phonics in the <i>reading process</i> by decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in content.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: i-Ready <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Fluency Screener and Phonics Assessments
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. With consistency (95% or above), the student will decode unfamiliar multisyllabic words in context by: <ul style="list-style-type: none"> <input type="checkbox"/> Using knowledge of all letter/sound correspondence <input type="checkbox"/> Using knowledge of syllabication patterns <input type="checkbox"/> Using knowledge of morphology 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Inconsistently (88% or above), the student will decode unfamiliar multisyllabic words in context by: <ul style="list-style-type: none"> <input type="checkbox"/> Using knowledge of all letter/sound correspondence <input type="checkbox"/> Using knowledge of syllabication patterns <input type="checkbox"/> Using knowledge of morphology 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With support and scaffolding, the student will decode unfamiliar multisyllabic words in context by: <ul style="list-style-type: none"> <input type="checkbox"/> Using knowledge of all letter/sound correspondence <input type="checkbox"/> Using knowledge of syllabication patterns <input type="checkbox"/> Using knowledge of morphology 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter: 1,2,3,4	5. RF. 3. A. b. Develop phonics in the <u>reading process</u> by reading root words, prefixes, suffixes, and important words from all specific content curricula
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>With consistency (95% or above), the student will read from all specific content curricula:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Root words <input type="checkbox"/> Prefixes <input type="checkbox"/> Suffixes <input type="checkbox"/> Domain specific 	<p style="text-align: center;">Formative Assessments</p> <p>Resource: i-Ready</p> <p style="text-align: center;">Summative Assessments</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Inconsistently (88% or above), the student will read from all specific content curricula:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Root words <input type="checkbox"/> Prefixes <input type="checkbox"/> Suffixes <input type="checkbox"/> Domain specific 	Fluency Screener and Phonics Assessments
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>With support and scaffolding, the student will read from all specific content curricula:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Root words <input type="checkbox"/> Prefixes <input type="checkbox"/> Suffixes <input type="checkbox"/> Domain specific 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter: 3	5. W. 2. A Writes <i>opinion texts</i> by composing <i>well-developed writing</i> for the audience and purpose
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student consistently is able to produce an opinion piece with the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied using an introductory paragraph that supports writer’s purpose <input type="checkbox"/> State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details <input type="checkbox"/> Use specific and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text <input type="checkbox"/> Use transitions to connect opinion and reasons <input type="checkbox"/> Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs 	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Focusing Question Tasks Module 3</p> <p style="text-align: center;">Summative Assessments</p>
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student inconsistently is able to produce an opinion piece with the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied using an introductory paragraph that supports writer’s purpose <input type="checkbox"/> State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details <input type="checkbox"/> Use specific and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text <input type="checkbox"/> Use transitions to connect opinion and reasons <input type="checkbox"/> Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs 	Module 3: EOM Task
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With support and scaffolding, the student is able to produce an opinion piece: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied using an introductory paragraph that supports writer’s purpose <input type="checkbox"/> State an opinion or establish a position. Provide reasons for the opinion/position supported by facts and details <input type="checkbox"/> Use specific and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text <input type="checkbox"/> Use transitions to connect opinion and reasons <input type="checkbox"/> Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter: 1, 2, 4	5. W. 2. B Writes <i>informational/explanatory texts</i> by composing <i>well-developed writing</i> for the audience and purpose
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student consistently is able to produce an informational/explanatory piece with the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied using an introductory paragraph that supports writer’s purpose <input type="checkbox"/> Develop a topic with supporting paragraphs from sources using topic sentences with facts, details, examples, and quotations <input type="checkbox"/> Use organizations format that suits the topic - use text structures whe useful <input type="checkbox"/> Use specific and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text <input type="checkbox"/> Use transitions to connect ideas within and across categories of information 	Formative Assessments
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student inconsistently is able to produce an informational/explanatory piece with the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied using an introductory paragraph that supports writer’s purpose <input type="checkbox"/> Develop a topic with supporting paragraphs from sources using topic sentences with facts, details, examples, and quotations <input type="checkbox"/> Use organizations format that suits the topic - use text structures whe useful <input type="checkbox"/> Use specific and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text <input type="checkbox"/> Use transitions to connect ideas within and across categories of information 	Summative Assessments
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With support and scaffolding, the student is able to produce an informational/explanatory piece: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied using an introductory paragraph that supports writer’s purpose <input type="checkbox"/> Develop a topic with supporting paragraphs from sources using topic sentences with facts, details, examples, and quotations <input type="checkbox"/> Use organizations format that suits the topic - use text structures whe useful <input type="checkbox"/> Use specific and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text <input type="checkbox"/> Use transitions to connect ideas within and across categories of information 	Module 1: EOM Task Module 2: EOM Task Module 4: EOM Task
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	
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Grade Level: 5 Report out Quarter: 3, 4	5. W. 3. A. g. Apply research to differentiate between <i>paraphrasing</i> and <i>plagiarism</i> when using ideas of others
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will consistently: <ul style="list-style-type: none"> <input type="checkbox"/> Identify examples of plagiarism and paraphrasing <input type="checkbox"/> Accurately paraphrase the works of others 	Formative Assessments Resource: Wit & Wisdom Module 3: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 4: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will inconsistently: <ul style="list-style-type: none"> <input type="checkbox"/> Identify examples of plagiarism and paraphrasing <input type="checkbox"/> Accurately paraphrase the works of others 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With scaffolding and support the student will: <ul style="list-style-type: none"> <input type="checkbox"/> Identify examples of plagiarism and paraphrasing OR <input type="checkbox"/> Accurately paraphrase the works of others 	Summative Assessments Module 3: EOM Task Module 4: EOM Task
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter : 3, 4	5. SL. 1. A. d. Develop and apply <i>effective listening skills</i> and <i>strategies</i> in formal and informal settings by listening for <i>speaker's message</i> and summarizing <i>main points</i> based on evidence
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student will</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restate the speaker's message <input type="checkbox"/> Summarize the main points of a speaker 	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 3: Socratic Seminars 1-2 Module 4: Socratic Seminars 1-2</p> <p style="text-align: center;">Summative Assessments</p> <p>N/A</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student will</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restate the speaker’s message OR <input type="checkbox"/> Summarize the main points of the speaker 	
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student will</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restate points made by the speaker 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter: 1, 3, 4	5. L. 1. A. a In speech and written form, apply standard English grammar by explaining and using the eight parts of speech
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 1: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 3: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 4: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 1: EOM Task Module 2: EOM Task Module 4: EOM Task</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student will EXPLAIN and USE the 8 parts of speech	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student will IDENTIFY and USE the 8 parts of speech	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With scaffolding and support: The student will IDENTIFY the 8 parts of speech	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter: 1,4	5.L.1.A.e. In speech and written form, apply standard English grammar by producing a variety of complex sentences in writing.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> Resource: Wit & Wisdom Module 1: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 4: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment <p style="text-align: center;">Summative Assessments</p> Module 1: EOM Task Module 4: EOM Task
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student is able to produce a variety of complex sentences in their writing	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student is able to produce a variety of complex sentences in isolation and begin to use them in their writing.	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With scaffolding and support, the student is able to identify complex sentences and begin to use them in their writing.	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter: 1,2 and 3	5.L.1.B.c. In written text, apply punctuation, capitalization, and spelling by using a comma to separate an introductory clause in a complex sentence.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> Resource: Wit & Wisdom Module 1: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 2: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 3: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment <p style="text-align: center;">Summative Assessments</p> Module 1: EOM Task Module 2: EOM Task Module 3: EOM Task
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. In written text, the student will consistently use a comma when writing an introductory clause	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. In written text, the student will inconsistently use a comma when writing an introductory clause	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With scaffolding and support, In written text, the student will use a comma when writing an introductory clause	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter: 1,3	5.L.1.B.h. In written text, apply punctuation, capitalization and spelling by using apostrophes in singular nouns to show possession
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 1: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment Module 3: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. In written text, the student consistently will use apostrophes in singular nouns to show possession.	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. In written text, the student inconsistently will use apostrophes in singular nouns to show possession.	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With scaffolding and support, In written text, the student will use apostrophes in singular nouns to show possession.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 1: EOM Task Module 3: EOM Task

Grade Level: 5 Report out Quarter: 1	5.L.1.B.i In written text, apply punctuation capitalization and spelling to write apostrophes in regular plural to show possession
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Formative Assessments Resource: Wit & Wisdom Module 1: Focusing Question Tasks 1-5 New Read Assessments 1-2 Socratic Seminars 1-2 Vocabulary Assessment
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. In written text, the student will consistently write apostrophes in regular plural to show possession.	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below.	Summative Assessments
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With scaffolding and support, in written text, the student will write apostrophes in regular plural to show possession.	Module 1: EOM Task
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 5 Report out Quarter : 3, 4	5. SL. 1. A. b. Develop and apply <i>effective listening skills</i> and <i>strategies</i> in formal and informal settings by posing and responding to <i>specific questions</i> to clarify or follow up on information, making <i>comments that contribute to the discussion</i> , and linking <i>to the remarks of others</i> .
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. In formal and informal conversations, student will: <ul style="list-style-type: none"> <input type="checkbox"/> Pose specific questions <input type="checkbox"/> Respond to specific questions <input type="checkbox"/> Make comments that contribute to the discussions 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. In formal and informal conversations, student will do 2 of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Pose specific questions <input type="checkbox"/> Respond to specific questions <input type="checkbox"/> Make comments that contribute to the discussions 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 3: Socratic Seminars 1-2 Module 4: Socratic Seminars 1-2
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With support and scaffolding in formal and informal conversations, student will do 1 of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Pose specific questions <input type="checkbox"/> Respond to specific questions <input type="checkbox"/> Make comments that contribute to the discussions 	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

SIXTH GRADE	MODULE 1	MODULE 2	MODULE 3	MODULE 4
READING				
6.RL/RI.1 Approach texts as a reader by comprehending and interpreting grade appropriate texts.	X	X	X	X
a.Evidence/inference: draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X
b.Word meaning: determine meaning of words and phrases as they are used in the text, including figurative and connotative language meaning using context, affixes or reference materials.	X	X	X	X
d.Theme/claim: Determine the theme(s)/central idea of a text and cite evidence of its development.	X	X	X	X
6.RL/RI.2 Approach texts as a writer by analyzing craft and structure in grade appropriate texts.	X	X	X	X
b.Point of view: explain how an author develops the point of view of the narrator or speaker in a literary text. Explain how an author’s point of view or purpose is conveyed in an informational text.			X	X
c.Craft and meaning: analyze how word choice, including figurative language and/or the repetition of words or word sounds, contribute to meaning.	X	X	X	X
RL.2.d.Interaction and meaning: describe how a particular text’s plot unfolds in a series of episodes as well as and how the characters respond or change as the plot moves toward a resolution.	X	X	X	
RI.2.d Argument and evidence: identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.			X	
6.RI.3 Approach texts as a researcher by synthesizing/comparing/contrasting ideas from multiple grade appropriate texts.			X	X
b.Relationships in texts: compare and contrast one author’s presentation of events with that of another.			X	X
WRITING				
6.W.1.A Approach the writing task as a researcher.				X
a/b.Research:conduct research to answer a question drawing on several sources; integrate information. gather relevant information from multiple print and digital resources; assess the credibility of sources; quote or paraphrase while avoiding plagiarism; provide basic bibliographic information for sources.				X
6.W.2.A Approach the writing task as a writer.	X	X	X	X
b.Development: Follow a writing process to produce writing in narrative, expository, and argumentative genres:	X	X	X	X
Expository (informative/explanatory) writing to examine a topic with relevant facts, examples, and details.	X			X
Narrative writing, including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques and relevant descriptive details.		X		
Argumentative writing introducing and supporting a claim with clear reasons and relevant evidence.			X	
6.W.3.A Approach the writing task as a reader.	X	X	X	X
a.introduce the topic, maintain a clear focus throughout the text, provide a conclusion that follows from the text.	X		X	X
b.choose precise language and establish and maintain an appropriate and consistent style with complete sentences.	X	X		X
c.demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	X	X		X
d.use transitions to clarify relationships, connect ideas, and claims, and signal time shifts.	X	X	X	X
SPEAKING				
6.SL.1 Collaborate	X		X	X
6.SL.1.B Questioning: delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	X		X	X
6.SL.1.C Viewpoints of others: review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.			X	X

6TH GRADE MODULE 1: Resilience in the Great Depression

Essential Question: How can enduring tremendous hardship contribute to personal transformation?

At the end of this unit, students will know:

Readers are drawn to stories of transformation and redemption and admire characters who, through wit and will, persevere in difficult circumstances. Through literary and informational texts and visual art, students envision what life was like during the Great Depression and explore the hardships that people faced—from bank failures to the Dust Bowl to the loss of jobs, homes, and farms and the forced migration of thousands of people in search of opportunities. Students learn how characters demonstrate resilience and transcend challenges to find hope and even joy.

At the end of this unit, students will be able to:

Students choose one of the protagonists—*Bud from Bud, Not Buddy* or *Billie Jo from Out of the Dust*—and write a cause-and-effect essay to explain how that character’s responses to the hardships they face during the Great Depression contribute to their personal transformation. This task captures students’ understanding of how hardship can, ironically, contribute to the resilience of the human spirit.

Priority Standards

Reading:	<p>6.RL/RI.1 Approach texts as a reader by comprehending and interpreting grade appropriate texts.</p> <p>a.Evidence/inference: draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>b.Word meaning: determine meaning of words and phrases as they are used in the text, including figurative and connotative language meaning using context, affixes or reference materials.</p> <p>d.Theme/claim: Determine the theme(s)/central idea of a text and cite evidence of its development.</p> <p>6.RL/RI.2 Approach texts as a writer by analyzing craft and structure in grade appropriate texts.</p> <p>c.Craft and meaning: analyze how word choice, including figurative language and/or the repetition of words or word sounds, contribute to meaning.</p> <p>RL.2.d.Interaction and meaning: describe how a particular text’s plot unfolds in a series of episodes as well as and how the characters respond or change as the plot moves toward a resolution.</p>
Writing:	<p>6.W.2.A Approach the writing task as a writer.</p> <p>b.Development: Follow a writing process to produce writing in narrative, expository, and argumentative genres:</p> <ul style="list-style-type: none"> • Expository (informative/explanatory) writing to examine a topic with relevant facts, examples, and details. <p>6.W.3.A Approach the writing task as a reader.</p> <p>a.introduce the topic, maintain a clear focus throughout the text, provide a conclusion that follows from the text.</p> <p>b.choose precise language and establish and maintain an appropriate and consistent style with complete sentences.</p> <p>c.demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d.use transitions to clarify relationships, connect ideas, and claims, and signal time shifts.</p>
Language:	
Speaking:	<p>6.SL.1 Collaborate</p> <p>6.SL.1.B Questioning: delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>

Resources:

Literary	<ul style="list-style-type: none"> • <i>Bud, Not Buddy</i>, Christopher Paul Curtis • <i>Out of the Dust</i>, Karen Hesse
Visual Art	<ul style="list-style-type: none"> • <i>Kentucky Flood</i>, Margaret Bourke-White • <i>Migrant Mother</i>, Dorothea Lange

6TH GRADE MODULE 2: A Hero's Journey

Essential Question: What is the significance and power of the hero's journey?

At the end of this unit, students will know:

Stories of transformation are timeless and speak to the shared human experience of facing and responding to challenges. In this module, students read enduring epics—Homer's *The Odyssey* and the Indian epic *The Ramayana*— in contemporary forms. Students explore how these monomyths include timeless archetypes and a structural framework that play essential roles in the hero's growth. Though ancient, these myths offer students deeply relevant, human models of heroes: extraordinary but flawed individuals who endure hard-fought struggle, experience transformation, and change the world for the better.

At the end of this unit, students will be able to:

Students use their knowledge of the monomyth to create an original hero's journey. They outline their narrative using the Character Archetypes and Stages of the Hero's Journey tables; compose two narrative scenes that each showcase a stage from different phases of the hero's journey; use technology to create a presentation; and perform a fluent reading of one of their narrative scenes for the class. Students' stories reflect their understanding of the monomyth as a journey of vital, personal growth that collectively benefits all people.

Priority Standards

Reading:	<p>6.RL/RI.1 Approach texts as a reader by comprehending and interpreting grade appropriate texts.</p> <p>a.Evidence/inference: draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>b.Word meaning: determine meaning of words and phrases as they are used in the text, including figurative and connotative language meaning using context, affixes or reference materials.</p> <p>d.Theme/claim: Determine the theme(s)/central idea of a text and cite evidence of its development.</p> <p>6.RL/RI.2 Approach texts as a writer by analyzing craft and structure in grade appropriate texts.</p> <p>c.Craft and meaning: analyze how word choice, including figurative language and/or the repetition of words or word sounds, contribute to meaning.</p> <p>RL.2.d.Interaction and meaning: describe how a particular text's plot unfolds in a series of episodes as well as and how the characters respond or change as the plot moves toward a resolution.</p>
Writing:	<p>6.W.2.A Approach the writing task as a writer.</p> <p>a/b.Development: Follow a writing process to produce writing in narrative, expository, and argumentative genres:</p> <ul style="list-style-type: none"> • Narrative writing, including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques and relevant descriptive details. • Expository (informative/explanatory) writing to examine a topic with relevant facts, examples, and details. <p>6.W.3.A Approach the writing task as a reader.</p> <p>b.choose precise language and establish and maintain an appropriate and consistent style with complete sentences.</p> <p>c.demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d.use transitions to clarify relationships, connect ideas, and claims, and signal time shifts.</p>
Language:	
Speaking:	
Resources:	
<p>Literary</p> <ul style="list-style-type: none"> • <i>The Odyssey</i>, Gillian Cross; Illustrations, Neil Packer • <i>Ramayana: Divine Loophole</i>, Sanjay Patel 	

6TH GRADE MODULE 3: Narrating the Unknown

Essential Question: How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?

At the end of this unit, students will know:

How do we understand the past and unlock mysteries of long-ago events and time periods? In this module, students examine what happened at America’s first permanent settlement of Jamestown. Through the lenses of historical fiction, primary source documents, forensic anthropology, and visual analysis, students explore the factors that shaped and led to the decline and near extinction of Jamestown.

At the end of this unit, students will be able to:

Students evaluate the factors that had the most significant impact on the Jamestown colony’s development and decline and write an essay in which they argue whether the social or environmental factors were most significant to the settlement’s struggle to thrive. Students support their claim with clear reasons, evidence from at least two module texts (including *Blood on the River*), and elaboration to explain how the evidence supports their reasons.

Priority Standards

Reading:	<p>6.RL/RI.1 Approach texts as a reader by comprehending and interpreting grade appropriate texts.</p> <p>a.Evidence/inference: draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>b.Word meaning: determine meaning of words and phrases as they are used in the text, including figurative and connotative language meaning using context, affixes or reference materials.</p> <p>d.Theme/claim: Determine the theme(s)/central idea of a text and cite evidence of its development.</p> <p>6.RL/RI.2 Approach texts as a writer by analyzing craft and structure in grade appropriate texts.</p> <p>b.Point of view: explain how an author develops the point of view of the narrator or speaker in a literary text. Explain how an author’s point of view or purpose is conveyed in an informational text.</p> <p>c.Craft and meaning: analyze how word choice, including figurative language and/or the repetition of words or word sounds, contribute to meaning.</p> <p>RL.2.d.Interaction and meaning: describe how a particular text’s plot unfolds in a series of episodes as well as and how the characters respond or change as the plot moves toward a resolution.</p> <p>RI.2.d Argument and evidence: identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>6.RI.3 Approach texts as a researcher by synthesizing/comparing/contrasting ideas from multiple grade appropriate texts.</p> <p>b.Relationships in texts: compare and contrast one author’s presentation of events with that of another.</p>
Writing:	<p>6.W.2.A Approach the writing task as a writer.</p> <p>c.Development: Follow a writing process to produce writing in narrative, expository, and argumentative genres:</p> <ul style="list-style-type: none"> • Argumentative writing introducing and supporting a claim with clear reasons and relevant evidence. <p>6.W.3.A Approach the writing task as a reader.</p> <p>a.introduce the topic, maintain a clear focus throughout the text, provide a conclusion that follows from the text.</p> <p>d.use transitions to clarify relationships, connect ideas, and claims, and signal time shifts.</p>
Language:	
Speaking:	<p>6.SL.1 Collaborate</p> <p>6.SL.1.B Questioning: delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>6.SL.1.C Viewpoints of others: review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>

Resources:

Literary	<ul style="list-style-type: none"> • <i>Blood on the River: James Town 1607</i>, Elisa Carbone
Informational	<ul style="list-style-type: none"> • <i>Written in Bone: Buried Lives of Jamestown and Colonial Maryland</i>, Sally Walker
Visual Art	<ul style="list-style-type: none"> • <i>Nighthawks</i>, Edward Hopper • <i>The Lighthouse at Two Lights</i>, Edward Hopper • <i>Lighthouse Hill</i>, Edward Hopper

6TH GRADE MODULE 4: Courage in Crisis

Essential Question: How can the challenges of a hostile environment inspire heroism?

At the end of this unit, students will know:

This module features extraordinary true stories of individuals who act heroically in the most hostile, challenging environments. Students read the harrowing account of how Ernest Shackleton and his crew of 27 men survive in Antarctica after their ship is destroyed. They also read Malala Yousafzai’s personal account of her experiences as a young activist speaking out against girls’ limited access to education in war-torn Pakistan.

At the end of this unit, students will be able to:

Students choose an individual whose heroic action during a time of challenge or controversy affected others’ lives. They apply their research skills to find information from relevant and credible sources, take notes, and then synthesize information across multiple sources to write an informative essay about how the individual’s heroic actions in response to a hostile environment positively affected others. Students compile their essays into a class anthology.

Priority Standards

Reading:	<p>6.RI.1 Approach texts as a reader by comprehending and interpreting grade appropriate texts.</p> <p>a.Evidence/inference: draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL/RI.1.b.Word meaning: determine meaning of words and phrases as they are used in the text, including figurative and connotative language meaning using context, affixes or reference materials.</p> <p>RI.1.d.Theme/claim: Determine the theme(s)/central idea of a text and cite evidence of its development.</p> <p>6.RI.2 Approach texts as a writer by analyzing craft and structure in grade appropriate texts.</p> <p>b.Point of view: explain how an author develops the point of view of the narrator or speaker in a literary text. Explain how an author’s point of view or purpose is conveyed in an informational text.</p> <p>RL/RI.2.c.Craft and meaning: analyze how word choice, including figurative language and/or the repetition of words or word sounds, contribute to meaning.</p> <p>6.RI.3 Approach texts as a researcher by synthesizing/comparing/contrasting ideas from multiple grade appropriate texts.</p> <p>b.Relationships in texts: compare and contrast one author’s presentation of events with that of another.</p>
Writing:	<p>6.W.1.A Approach the writing task as a researcher.</p> <p>a/b.Research:</p> <ul style="list-style-type: none"> ● conduct research to answer a question drawing on several sources; integrate information. ● gather relevant information from multiple print and digital resources. ● assess the credibility of sources ● quote or paraphrase while avoiding plagiarism; provide basic bibliographic information for sources. <p>6.W.2.A Approach the writing task as a writer.</p> <p>b.Development: Follow a writing process to produce writing in narrative, expository, and argumentative genres:</p> <ul style="list-style-type: none"> ● Expository (informative/explanatory) writing to examine a topic with relevant facts, examples, and details. <p>6.W.3.A Approach the writing task as a reader.</p> <p>a.introduce the topic, maintain a clear focus throughout the text, provide a conclusion that follows from the text.</p> <p>b.choose precise language and establish and maintain an appropriate and consistent style with complete sentences.</p> <p>c.demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d.use transitions to clarify relationships, connect ideas, and claims, and signal time shifts.</p>
Language:	
Speaking:	<p>6.SL.1 Collaborate</p> <p>6.SL.1.B Questioning: delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>6.SL.1.C Viewpoints of others: review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>

Resources:

Literary	<ul style="list-style-type: none"> ● <i>Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance</i>, Jennifer Armstrong ● <i>I Am Malala: How One Girl Stood Up for Education and Changed the World</i>, Malala Yousafzai and Patricia McCormick
Visual Art	<ul style="list-style-type: none"> ● <i>Snow Storm: Steam-Boat off a Harbour’s Mouth</i>, Joseph Mallord William Turner

SIXTH GRADE SCALES

Grade Level: 6 Report out Quarter: 1, 2, 3, 4	6. R. 1. A.a: Approach text as a reader by comprehending and interpreting grade appropriate texts by drawing conclusions and inferring by referencing <u>textual evidence</u> to support analysis of what the text says explicitly, as well as <u>inferences</u> drawn from the text.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Formative Assessments
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student draws conclusions and supports their answers by: <ul style="list-style-type: none"> <input type="checkbox"/> answering <u>ALL</u> of the questions being asked <input type="checkbox"/> inferring by referencing textual evidence <input type="checkbox"/> analyze inferences made using explicit text evidence 	Resource: Wit & Wisdom Module 1: Focusing Question Task 1-6 New Read Assessments 1-2 Socratic Seminars 1-3 End of Module Task Module 2: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 End of Module Task
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student demonstrates reading skills by: <ul style="list-style-type: none"> <input type="checkbox"/> answering <u>SOME</u> of the questions being asked <input type="checkbox"/> drawing conclusions or inferring referencing textual evidence from a straightforward text <input type="checkbox"/> analyze inferences made using explicit text evidence from a straightforward text 	Module 3: Focusing Question Task 1-5 New Read Assessments 1-2 Socratic Seminars 1-3 End of Module Task Module 4:
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student develops reading skills by: <ul style="list-style-type: none"> <input type="checkbox"/> answering <u>ONE</u> question being asked <input type="checkbox"/> identifies <u>A DETAIL</u> in the text from words and pictures <input type="checkbox"/> makes <u>AN INFERENCE</u> about the text 	Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 End of Module Task Summative Assessments
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	Module 1: EOM Task Module 2: EOM Task Module 3: EOM Task Module 4: EOM Task

Grade Level: 5 Report out Quarter: 2	5. W. 2. C Writes <u><i>fiction or nonfiction narratives or poems</i></u> by composing <u><i>well-developed writing</i></u> texts for audience and purpose
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student consistently is able to produce an fiction or nonfiction narrative or poem with the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce narrator and characters <input type="checkbox"/> Establish setting and situation or topic <input type="checkbox"/> Use narrative techniques such as dialogue, motivation, and descriptions <input type="checkbox"/> Organize and event sequence with a beginning, middle, and end <input type="checkbox"/> Use a variety of transitions to manage the sequence of events <input type="checkbox"/> Use specific, relevant ,and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Select relevant resources, literary and informational <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text 	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 2: Focusing Question Tasks 1-5 <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 2: EOM Task
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student consistently is able to produce an fiction or nonfiction narrative or poem with the following: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce narrator and characters <input type="checkbox"/> Establish setting and situation or topic <input type="checkbox"/> Use narrative techniques such as dialogue, motivation, and descriptions <input type="checkbox"/> Organize and event sequence with a beginning, middle, and end <input type="checkbox"/> Use a variety of transitions to manage the sequence of events <input type="checkbox"/> Use specific, relevant ,and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Select relevant resources, literary and informational <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. With support and scaffolding, the student is able to produce an fiction or nonfiction narrative or poem piece: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce narrator and characters <input type="checkbox"/> Establish setting and situation or topic <input type="checkbox"/> Use narrative techniques such as dialogue, motivation, and descriptions <input type="checkbox"/> Organize and event sequence with a beginning, middle, and end <input type="checkbox"/> Use a variety of transitions to manage the sequence of events <input type="checkbox"/> Use specific, relevant ,and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Select relevant resources, literary and informational <input type="checkbox"/> Include information using the student’s original language except when using direct quotations from a source <input type="checkbox"/> Reference the name of the author(s) or name the source used for details or facts included in the text 	

Grade Level: 6 Report out Quarter: 1, 2, 3, 4	6.RL.1.B, 6.RI.1.B Approach the text as a reader by comprehending and interpreting grade appropriate texts by determining meaning of words and phrases as they are used in the text, including figurative and connotative language meaning using context, affixes, or reference materials
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom</p> <p>Module 1: Focusing Question Task 1-6 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment</p> <p>Module 2: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment</p> <p>Module 3: Focusing Question Task 1-5 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment</p> <p>Module 4: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 1: EOM Task</p> <p>Module 2: EOM Task</p> <p>Module 3: EOM Task</p> <p>Module 4: EOM Task</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student comprehends and interprets text by determining meaning of ALL words and phrases as they are used in the text including: <input type="checkbox"/> Figurative language using context, affixes, or reference materials <input type="checkbox"/> Connotative language meaning using context, affixes, or reference materials	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student comprehends and interprets text by determining meaning of SOME words <input type="checkbox"/> Figurative language using context, affixes, or reference materials <input type="checkbox"/> Connotative language meaning using context, affixes, or reference materials	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student comprehends and interprets text by identifying <input type="checkbox"/> Figurative language using context, affixes, or reference materials <input type="checkbox"/> Connotative language meaning using context, affixes, or reference materials	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 1, 2, 3, 4	6.RL.1.D Approach the text as a reader by comprehending and interpreting grade appropriate texts by determining theme and cite evidence of its development (6.RL.1.D)
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom</p> <p>Module 1: Focusing Question Task 1-6 New Read Assessments 1-2 Socratic Seminars 1-3</p> <p>Module 2: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3</p> <p>Module 3: Focusing Question Task 1-5 New Read Assessments 1-2 Socratic Seminars 1-3 End of Module Task</p> <p>Module 4: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 1: EOM Task</p> <p>Module 2: EOM Task</p> <p>Module 3: EOM Task</p> <p>Module 4: EOM Task</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student comprehends and interprets text by determining theme <input type="checkbox"/> Citing evidence of its development	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student comprehends and interprets text by determining theme <input type="checkbox"/> Citing evidence of theme (lack of evidence for its development)	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student comprehends and interprets text by stating a theme	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 1, 2, 3, 4	6.RI.1.D Approach the text as a reading by comprehending and interpreting grade appropriate texts by determining the central idea of a text and cite evidence of its development
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Formative Assessments
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student comprehends and interprets text by determining central idea <input type="checkbox"/> Citing evidence of its development	Resource: Wit & Wisdom Module 1: Focusing Question Task 1-6 New Read Assessments 1-2 Socratic Seminars 1-3
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student comprehends and interprets text by central idea <input type="checkbox"/> Citing evidence of central idea (lack of evidence for its development)	Module 2: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student comprehends and interprets text by stating a central idea	Module 3: Focusing Question Task 1-5 New Read Assessments 1-2 Socratic Seminars 1-3
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	Module 4: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 Summative Assessments Module 1: EOM Task Module 2: EOM Task Module 3: EOM Task Module 4: EOM Task

Grade Level: 6
Report out Quarter: 3

6.RL.2.B Approach texts as a writer by analyzing craft and structure in grade appropriate texts by analyzing point of view in literary texts

Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student analyzes the craft and structure of a text by analyzing point of view in literary text by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explaining how an author develops point of view through a narrator or a speaker through <ul style="list-style-type: none"> <input type="checkbox"/> Dialogue and Thoughts <input type="checkbox"/> Character’s Explanation <input type="checkbox"/> Actions <input type="checkbox"/> Character relationships 	<p style="text-align: center; background-color: black; color: white; padding: 5px;">Formative Assessments</p> <p>Resource: Wit & Wisdom</p> <p>Module 3: Focusing Question Task 1-5 New Read Assessments 1-2 Socratic Seminars 1-3 End of Module Task</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student recognizes the craft and structure of a text by identifying point of view in literary text by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explaining how an author portrays a point of view through a narrator or a speaker using TWO OR MORE of the following <ul style="list-style-type: none"> <input type="checkbox"/> Dialogue and Thoughts <input type="checkbox"/> Character’s Explanation <input type="checkbox"/> Actions <input type="checkbox"/> Character relationships 	<p style="text-align: center; background-color: black; color: white; padding: 5px;">Summative Assessments</p> <p>Module 3: EOM Task</p>
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student recognizes the craft and structure of a text by identifying point of view in literary text by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying the author’s point of view 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 4	6.RI.2.B Approach the text as a writer by analyzing craft and structure in grade appropriate texts by explaining how an author’s point of view or purpose is conveyed in an informational text
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3	<p>To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed.</p> <p>The student analyzes the craft and structure of a text by analyzing point of view in informational text by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explaining how an author develops point of view through <input type="checkbox"/> Quotes <input type="checkbox"/> Text Features <input type="checkbox"/> Expanations 	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 4: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 4: EOM Task</p>
2	<p>To achieve a 2, the “in progress” (basic) student meets all the success criteria below.</p> <p>The student recognizes the craft and structure of a text by identifying point of view in informational text by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explaining how an author develops point of view through <ul style="list-style-type: none"> <input type="checkbox"/> Quotes <input type="checkbox"/> Text Features <input type="checkbox"/> Expanations 	
1	<p>To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal.</p> <p>The student recognizes the craft and structure of a text by identifying point of view in informational text by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explaining how an author develops point of view 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 1,2,3,4	6.RI.2.C Approach the text as a writer by analyzing craft and structure in grade appropriate texts by analyzing how word choice, figurative language, repetition of words and word sounds contribute to meaning.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 1: Focusing Question Task 1-6 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment Module 2: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment Module 3: Focusing Question Task 1-5 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment Module 4: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 1: EOM Task Module 2: EOM Task Module 3: EOM Task Module 4: EOM Task</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. The student analyzes craft and structure by analyzing meaning of text using examples of: <input type="checkbox"/> Word Choice <input type="checkbox"/> Figurative language <input type="checkbox"/> Word repetition	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. The student analyzes craft and structure by explaining meaning of text using examples of: <input type="checkbox"/> Word Choice <input type="checkbox"/> Figurative language <input type="checkbox"/> Word repetition	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. The student analyzes craft and structure by identifying meaning of straightforward text using examples of: <input type="checkbox"/> Word Choice <input type="checkbox"/> Figurative language <input type="checkbox"/> Word repetition	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 1, 2, 3	RL.2.D Approach texts as a writer by analyzing craft and structure in grade appropriate texts by analyzing interaction and meaning describing how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 1: Focusing Question Task 1-6 New Read Assessments 1-2 Socratic Seminars 1-3 Module 2: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 Module 3: Focusing Question Task 1-5 New Read Assessments 1-2 Socratic Seminars 1-3</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 1: EOM Task Module 2: EOM Task Module 3: EOM Task</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. Student will analyze craft and structure in grade level texts by <ul style="list-style-type: none"> <input type="checkbox"/> identifying key episodes in a story and explaining their significance <input type="checkbox"/> reflect on character interactions <input type="checkbox"/> analyze character change or response towards a resolution 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Student will analyze craft and structure in grade level texts by <ul style="list-style-type: none"> <input type="checkbox"/> identifying key episodes in a story <input type="checkbox"/> mentioning character interactions <input type="checkbox"/> identifying character change or response towards a resolution 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. Student will analyze craft and structure in grade level texts by <ul style="list-style-type: none"> <input type="checkbox"/> identifying important episodes in a story <input type="checkbox"/> mentioning character relationships <input type="checkbox"/> identifying character change from beginning to end of a story 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter:3	6.RI.2.D Approach the text as a writer by analyzing craft and structure in grade appropriate texts by identifying an author’s argument in a text and distinguish claims that are not supported by reasons and evidence from claims that are not.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 3: Focusing Question Task 1-5 New Read Assessments 1-2 Socratic Seminars 1-3</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 3: EOM Task</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. Students will analyze craft and structure in a text by <input type="checkbox"/> identifying author's argument in a text <input type="checkbox"/> distinguishing claims that are supported by evidence from claims that are not	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Students will identify craft and structure in a text by <input type="checkbox"/> identifying author's argument in a text <input type="checkbox"/> identifying claims that are supported by evidence from claims that are not	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. Students will identify craft and structure in a text by <input type="checkbox"/> identifying author's argument in a text	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 3, 4	6.RI.3.B Approach the text as a researcher by synthesizing/comparing/contrasting ideas from multiple grade appropriate texts to compare and contrast one author’s presentation of events from another.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 3: Focusing Question Task 1-5 New Read Assessments 1-2 Socratic Seminars 1-3 End of Module Task Vocabulary Assessment Module 4: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 End of Module Task Vocabulary Assessment
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. Students will analyze multiple texts to compare and contrast one author's presentation of events from another by <input type="checkbox"/> synthesizing ideas <input type="checkbox"/> comparing and contrasting ideas	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Students will cite multiple texts to compare and contrast one author's presentation of events from another by <input type="checkbox"/> synthesizing ideas <input type="checkbox"/> comparing and contrasting ideas	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. Students will use multiple texts to compare and contrast one author's presentation of events from another by <input type="checkbox"/> comparing and contrasting ideas	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 3: EOM Task Module 4: EOM Task

Grade Level: 6 Report out Quarter: 4	6.W.1.A.a Approach the writing task as a researcher by conducting research to answer a question drawing on several sources; integrating information, and gathering relevant information from multiple print and digital resources
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 4: Focusing Question Task 1-4</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 4: EOM Task</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. Student will conduct research to answer a question by <input type="checkbox"/> integrating information from several sources <input type="checkbox"/> gathering relevant information from multiple print and digital resources	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Student will conduct research to answer a question by <input type="checkbox"/> integrating information from 1-2 sources <input type="checkbox"/> gathering relevant information from print and digital resources	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. Student will conduct research to answer a question by <input type="checkbox"/> citing information from 1-2 sources <input type="checkbox"/> gathering information from print and digital resources	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 4	6.W.1.A.b Approach the writing task as a researcher by assessing the credibility of sources and quoting or paraphrasing while avoiding plagiarism; providing basic bibliographic information for sources
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Module 4: Focusing Question Task 1-4 <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 4: EOM Task
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. Students complete research by doing ALL of the following <ul style="list-style-type: none"> <input type="checkbox"/> assessing credibility of sources <input type="checkbox"/> quoting or paraphrasing while avoiding plagiarism <input type="checkbox"/> providing basic bibliographic information 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Students complete research by doing TWO of the following <ul style="list-style-type: none"> <input type="checkbox"/> assessing credibility of sources <input type="checkbox"/> quoting or paraphrasing while avoiding plagiarism <input type="checkbox"/> providing basic bibliographic information 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. Students complete research by doing ONE of the following <ul style="list-style-type: none"> <input type="checkbox"/> assessing credibility of sources <input type="checkbox"/> quoting or paraphrasing while avoiding plagiarism <input type="checkbox"/> providing basic bibliographic information 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 2	6.W.2.A.a Approach the writing task as a writer by following a process to produce writings in narrative genres including poems about real or imagined characters, well-structured event sequences, narrative techniques and relevant descriptive details.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<div style="background-color: black; color: white; text-align: center; padding: 5px;">Formative Assessments</div> Resource: Wit & Wisdom Module 2: Focusing Question Task 1-4 <div style="background-color: black; color: white; text-align: center; padding: 5px;">Summative Assessments</div> Module 2: EOM Task
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. Students develop writing in narrative genres (including poems) with ALL of the following <ul style="list-style-type: none"> <input type="checkbox"/> real or imagined characters <input type="checkbox"/> well structured event sequences <input type="checkbox"/> narrative techniques <input type="checkbox"/> relevant descriptive details 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Students develop writing in narrative genres (including poems) with ALL of the following <ul style="list-style-type: none"> <input type="checkbox"/> real or imagined characters <input type="checkbox"/> event sequences <input type="checkbox"/> narrative techniques <input type="checkbox"/> descriptive details 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. Students develop writing in narrative genres (including poems) with ALL of the following <ul style="list-style-type: none"> <input type="checkbox"/> real or imagined characters <input type="checkbox"/> event sequences 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 1, 2, 3, 4	6.W.2.A.b. Follow a writing process to produce writing in expository (informative/explanatory) writing to examine a topic with relevant facts, examples and details
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Formative Assessments
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. Students will produce expository writing by providing relevant <ul style="list-style-type: none"> <input type="checkbox"/> facts <input type="checkbox"/> examples <input type="checkbox"/> details 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Students will produce expository writing by providing <ul style="list-style-type: none"> <input type="checkbox"/> facts <input type="checkbox"/> examples <input type="checkbox"/> details 	Summative Assessments
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. Students will produce expository writing by providing ONE or TWO <ul style="list-style-type: none"> <input type="checkbox"/> facts <input type="checkbox"/> examples <input type="checkbox"/> details 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 3	6.W.2.A.c Approach the writing task as a writer by following a process to produce writings in the argumentative genre by introducing and supporting a claim with clear reasons and relevant evidence.
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 3: Focusing Question Task 1-5 New Read Assessments 1-2</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 3: EOM Task</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. Students will produce argumentative writing by <input type="checkbox"/> introducing a claim <input type="checkbox"/> supporting a claim with clear reasons and relevant evidence	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Students will produce argumentative writing by <input type="checkbox"/> introducing a claim <input type="checkbox"/> supporting a claim with reasons and evidence	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. Students will produce argumentative writing by <input type="checkbox"/> introducing a claim <input type="checkbox"/> EITHER supporting a claim with reasons OR text evidence	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 1, 3, 4	6.W.3.A.a Approach the writing task as a reader by revising and editing writing with consideration for task, purpose, and audience
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom</p> <p>Module 1: Focusing Question Task 1-6 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment</p> <p>Module 3: Focusing Question Task 1-5 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment</p> <p>Module 4: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 1: EOM Task</p> <p>Module 3: EOM Task</p> <p>Module 4: EOM Task</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. Student will revise and edit writing with consideration for task, audience, and purpose by <input type="checkbox"/> introducing a topic <input type="checkbox"/> maintaining a clear focus throughout a text <input type="checkbox"/> providing a conclusion that follows a text	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Student will revise and edit writing with consideration for task, audience, and purpose by <input type="checkbox"/> introducing a topic <input type="checkbox"/> maintain a focus throughout a text <input type="checkbox"/> providing a conclusion that follows a text	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. Student will revise and edit writing with consideration for task, audience, and purpose by <input type="checkbox"/> introducing a topic <input type="checkbox"/> maintain a focus throughout a text <input type="checkbox"/> provides a conclusion	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 1, 3, 4	6.W.3.A.b Approach the writing task as a reader by revising and editing writing with consideration for task, purpose, and audience
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 1: Focusing Question Task 1-6 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment Module 2: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment Module 4: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 1: EOM Task Module 2: EOM Task Module 4: EOM Task</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. Student will revise and edit writing with consideration for task, audience, and purpose by <input type="checkbox"/> choosing precise language <input type="checkbox"/> establishing and maintaining appropriate and consistent style <input type="checkbox"/> sentences are complete	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Student will revise and edit writing with consideration for task, audience, and purpose by <input type="checkbox"/> choosing language <input type="checkbox"/> establishing a consistent style <input type="checkbox"/> sentences are complete	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. Student will revise and edit writing with consideration for task, audience, and purpose by <input type="checkbox"/> establishing a consistent style <input type="checkbox"/> sentences are complete	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 1, 2, 3	6.W.3.A.c Approach the writing task as a reader by revising and editing writing with consideration for task, purpose, and audience
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 1: Focusing Question Task 1-6 New Read Assessments 1-2 Socratic Seminars 1-3 End of Module Task Vocabulary Assessment Module 2: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 End of Module Task Vocabulary Assessment Module 4: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 End of Module Task Vocabulary Assessment</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 1: EOM Task Module 2: EOM Task Module 4: EOM Task</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. Student will revise and edit writing with consideration for task, audience, and purpose by: <input type="checkbox"/> Demonstrating a CONSISTENT command of the conventions and Standard English usage including spelling and punctuation	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Student will revise and edit writing with consideration for task, audience, and purpose by Demonstrating a command of the conventions and Standard English usage including spelling and punctuation	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. Student will revise and edit writing with consideration for task, audience, and purpose by Inconsistent or incorrect use of conventions and Standard English usage including spelling and punctuation	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	

Grade Level: 6 Report out Quarter: 1, 2, 3, 4	6.W.3.A.d Approach the writing task as a reader by revising and editing writing with consideration for task, purpose, and audience
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Performance Level Descriptor	Success Criteria	How can I assess this standard? Sample Tasks-Formative Assessments
4	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	<p style="text-align: center;">Formative Assessments</p> <p>Resource: Wit & Wisdom Module 1: Focusing Question Task 1-6 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment Module 2: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment Module 3: Focusing Question Task 1-5 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment Module 4: Focusing Question Task 1-4 New Read Assessments 1-2 Socratic Seminars 1-3 Vocabulary Assessment</p> <p style="text-align: center;">Summative Assessments</p> <p>Module 1: EOM Task Module 2: EOM Task Module 3: EOM Task Module 4: EOM Task</p>
3	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. Student will revise and edit writing with consideration for task, audience, and purpose by using variety of transitional phrases to appropriately: <ul style="list-style-type: none"> <input type="checkbox"/> clarify relationships <input type="checkbox"/> connect ideas and claims <input type="checkbox"/> signal time shifts 	
2	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. Student will revise and edit writing with consideration for task, audience, and purpose by using a variety of basic transitions to appropriately <ul style="list-style-type: none"> <input type="checkbox"/> clarify relationships <input type="checkbox"/> connect ideas and claims <input type="checkbox"/> signal time shifts 	
1	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. Student will revise and edit writing with consideration for task, audience, and purpose by using repetitive transitions to accomplish one of the following <ul style="list-style-type: none"> <input type="checkbox"/> clarify relationships <input type="checkbox"/> connect ideas and claims <input type="checkbox"/> signal time shifts 	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing an opportunity for targeted support and growth in this area.	