

# Flow of Step 1

## Salem-Keizer School District

### Objectives:

- Briefly Review the Steps of the Process
- Review the Flow of Step 1
- Provide Time for Questions

### Agenda:

Welcome/Objectives

Data Team Process  
Review

Flow of Step 1

Process Sheet/Doc

Questions

Reflection/Closing

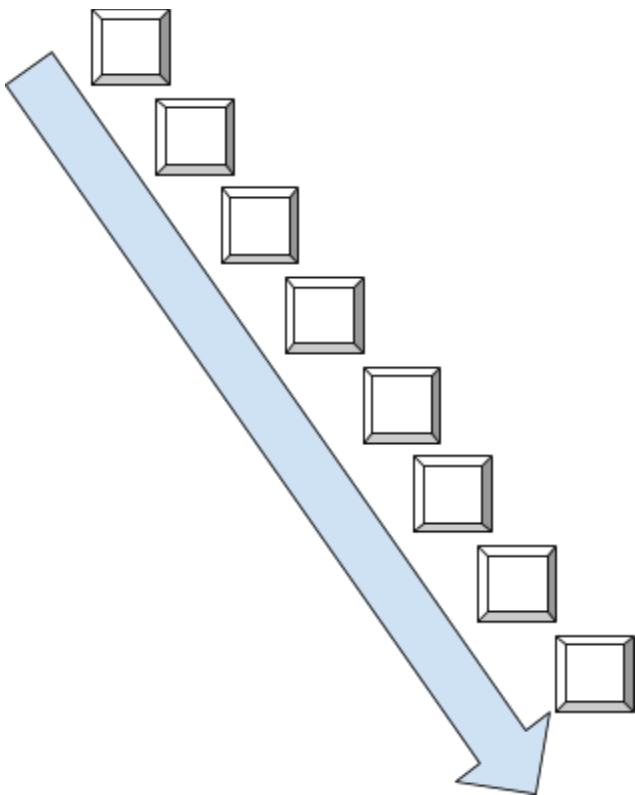


Order the steps by placing a number next to each one:

### Pieces of Step 1 - Plan and Prepare

_____ Create pre-assessment	_____ Create scoring agreements
_____ Deconstruct to student friendly learning targets	_____ Select/revise a post assessment
_____ Select additional strategies for Core	_____ Choose Priority standards
_____ Administer Pre-Assessment & score	_____ Use resources & materials to decide which lessons match, what to skip/skim, what needs to be supplemented

### **The Flow of Step One: Plan and Prepare**



## Unit Curriculum Map

Standards	Enduring Understanding	Essential Questions	Content and Vocabulary	Learning Targets	Assessments	Instructional Strategies						
<p><i>Copy and Paste the Priority Standard(s)</i></p> <p>RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><i>Fill in Enduring Understanding and Essential questions (Recommended to pull from a resource, rather than write your own.)</i></p> <p>Determining how characters respond to challenges in a text helps me analyze the characteristics of myself and others.</p>	<p>How does determining how characters respond in a text help us analyze the characteristics of myself and others?</p>	<p>Identify vocabulary</p> <p>Explain Determine Character Respond Challenges Reflects</p>	<p><i>Place the learning targets, identified above, in order that they will be taught</i></p> <p><b>Knowledge:</b> I can identify the characters and the challenges they experience in a story or drama (Pre-req) (K)  I can identify the speaker and topic within a poem (Pre-req) (K)  <b>Reasoning:</b> I can explain how characters in a story or drama respond to challenges (R)  I can explain how the speaker in a poem reflects upon a topic (R)</p>	<p><i>(Include Pre, Post and possible progress monitors)</i></p> <p>PM: Progress monitor compare and contrast Frankie/Ryan using the double bubble map.  PM: Students will write a paragraph comparing/contrasting them. (independent) - sentence frames allowed at teacher's discretion  PM: theme (independent) during independent reading Groups (Put Data into Process Sheet) on task card  Post test: Administer on Monday 10/22; graded and entered in process sheet by 10/24 data team; 2 lines per teacher to reflect both standards separately (XX RL.2 + XX RL.3)</p>	<p><i>List lessons from your adopted curriculum that match the learning targets AND</i> <i>- Select additional high impact instructional strategies that will be used to teach targets not yet fully addressed</i></p> <p>Spadefoot toad = 18 days, Washed up = 12 days <b>Lesson 1:</b> use double bubble maps/diagrams with corresponding differences. <b>** Discuss HIGH LEVEL comparisons examples/non examples**</b> <b>** Students need to Keep all graphic organizers to reuse for sentence frames.**</b> <b>Lesson 2:</b> Skip Lesson 2 reading Analysis instead do independent version of Lesson 1 with Ben and Jenny <b>Lesson 3:</b> Skip lesson 3,4,5 Reading analysis. Instead, introduce sentence frames for comparing/ contrasting to class. <b>Lesson 4:</b> U1A6 in readygen pg. 64, Compare/ contrast Ben's feelings in the setting and the characteristics of the physical setting (classroom and woods)-  <b>**Pause teaching RL3 - compare and contrast events until Unit 1 Module B with the text for <u>Washed Up</u></b> <b>Teach Lesson 5:</b> Skip Lesson 7 and 8. Reading Analysis. Introduce <b>theme</b> by modifying Lesson 9 Reading Analysis : Do Anchor chart of theme:</p>						
						<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">In this story the conflict was _____.</td> <td style="width: 33%;">The character responds by _____.</td> <td style="width: 33%;">Should we respond like the character or not like the character. _____.</td> </tr> <tr> <td>Therefore the theme is _____.</td> <td></td> <td></td> </tr> </table>	In this story the conflict was _____.	The character responds by _____.	Should we respond like the character or not like the character. _____.	Therefore the theme is _____.		
In this story the conflict was _____.	The character responds by _____.	Should we respond like the character or not like the character. _____.										
Therefore the theme is _____.												

<p>RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Using details to compare and contrast characters and settings in a text helps me gather evidence to make judgments.</p>	<p>How does comparing and contrasting help us analyze characters' interactions and form judgments?</p>	<p>Compare Contrast Characters Setting</p>	<p><b>Knowledge:</b> I can define the terms compare and contrast (Pre-Req) (K)  I can describe the characters and settings using specific details from the text (K)  I can identify similarities of two or more characters or settings in a story or drama (K)  I can identify differences of two or more characters or settings in a story or drama (K)  <b>Reasoning:</b> I can compare and contrast two or more characters or settings using specific details from a text (R)</p>		<p><b>Lesson 6 - Skip Lesson 10</b> Do reading <b>analysis extension</b> from lesson 11 (skip actual reading analysis) Do example text question writing with sentence frames for theme. The theme is _____. I know this because _____ Reading Groups: <b>Lesson 7:</b> - Read Lesson 12 but skip language analysis, instead compare and contrast two characters and their feelings in Shells (found in the text collection), (language analysis extension questions for this activity) <b>Lesson 8:</b> Instead of reading analysis do input chart for theme with Shells with Thinking frames and The theme is _____. I know this because _____. <b>Lesson 9:</b> Do as a partner activity: Comparing and contrasting Mrs. Tibbets and Aunt Esther (May bring in baby powder to smell for talc powder) with sentence frames. <b>Lesson 10-11:</b> (2 days each and feel free to include theme to review the concept) Read ch 2 and do Guided version - Partners or groups do together with consistent teacher feedback (modeled if needed) of same lesson. <b>Lesson 12-14:</b> (2 days each, and feel free to include theme to review the concept)  See detailed version of full instructional plan with reading group connections in day by day plans link:  (SEE THE DETAILED PLAN: <a href="http://bit.ly/5thGradeCoreplan">http://bit.ly/5thGradeCoreplan</a>)</p>
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## Step 1: Plan and Prepare Instruction

### CHOOSE PRIORITY STANDARD(S)

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Mark the standard type/s	Knowledge	Reasoning	Performance Skill	Product
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### Deconstruct the Standard

List the nouns...

Define nouns as needed...

List the verbs...

Define verb as needed...

### Identify Learning Targets

Learning Targets listed here come directly from the State of Kentucky Deconstructed Standards (link below). These were used as a resource to pull from, but have been revised and improved upon to match the SK district projection maps and units of study by the Salem Keizer team in the unit map below. Link: <http://education.ky.gov/curriculum/conpro/engla/Pages/ELA-Deconstructed-Standards.aspx> Please remember that these are meant to jump start your data team work, but you'll still need to work collaboratively to come to agreement about definitions of key words (space above). You may also add to and/or revise wording of learning targets as needed in the map below.

<b>Knowledge Targets</b>	<b>Reasoning Targets</b>	<b>Performance Skill Targets</b>	<b>Product Targets</b>
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 [Progress Monitor #3 Steps 2-7](#) | 
 [Post Assessment Steps 2-7](#)

## Team Process Sheet

What must students know? What is the underpinning knowledge needed?	How are students using knowledge to solve a problem, make a decision, etc.?	What must students be able to do? How are they using knowledge and reasoning to perform a task?	What are students asked to produce or create?
<p><b>RI.3</b> Identify: -the historical events that occurred in a text -scientific ideas or concepts that occur in a text -the steps in a procedure</p> <p><b>RI.8</b> Identify the key points in a text. Identify details that support key points.</p> <p><b>W.2</b> Recognize an informative text. Recognize an explanatory text. Identify topic sentences. Identify facts. Identify definitions. Identify concluding statement.</p>	<p><b>RI.3</b> Describe the connection that occurs in a text between a series of: -historical events -scientific ideas or concepts -the steps from a procedure</p> <p><b>RI.8</b> Describe how reasons support the author's specific points.</p> <p><b>W.2</b> I can use facts to appropriately develop points. Determine an appropriate concluding statement or section.</p> <p><b>W.7</b></p>	<p><b>SL.1</b> I can participate in conversations about grade 2 topics and texts. I can follow agreed-upon rules for discussion. I can connect comments to the comments of others. I can ask questions to better understand topics and texts.</p>	<p><b>W.2</b> I can write an explanatory/informative text that focuses on a specific topic. I can write an explanatory/informative text that uses facts to develop the topic. I can write an explanatory/informative text that includes a concluding statement or section</p>

## Unit Curriculum Map 2018-19

**Unit 1, Module B**  
**Days: 16 Dates: Oct.8 - Oct. 30**

Standards	Enduring Understanding	Essential Questions	Content and Vocabulary	Learning Targets	Assessments	Instructional Strategies
<i>Copy and Paste the Priority Standard(s)</i>	<i>Fill in Enduring Understanding and Essential questions (Recommended to pull from a resource, rather than write your own.)</i>		<i>Identify vocabulary</i>	<i>Place the learning targets, identified above, <u>in order that they will be taught</u></i>	<i>(Include Pre, Post and possible progress monitors)</i>	<i>List lessons from your adopted curriculum that match the learning targets AND - Select additional high impact instructional strategies that will be used to teach targets not yet fully addressed</i>
*RF.3b Know spelling-sound correspondences for additional common vowel teams.						
RF.4 Read with sufficient accuracy and fluency to support comprehension. *RF.4a Read grade-level text with purpose and understanding.						
*RI.3 Describe the connection between a series of historical events, scientific ideas or (concepts), or steps in technical procedures in a text.*	Describing connections between concepts helps me construct meaning and understand relationships.	How can making connections between concepts help us construct meaning and understand relationships in the world around us?	concepts, connection, describe	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>I can identify scientific concepts that occur in a text. (K)</li> </ul> <b>Reasoning:</b> <ul style="list-style-type: none"> <li>I can describe the connections between a series of scientific concepts in a text.(R)</li> </ul>		

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Tips & Tricks to recording your Step 1 work.

# Reflection Page

# Flow of Step 1

## Salem-Keizer School District

### Objectives:

- Briefly Review the Steps of the Process
- Review the Flow of Step 1
- Provide Time for Questions

### Reflection:

I want to remember...

Something that isn't clear is...

Other feedback...