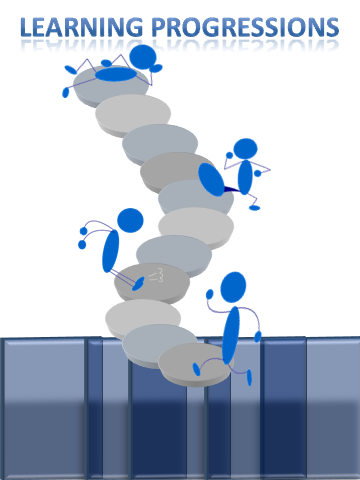
**K**





**Office of School Performance**



|  |  |
| --- | --- |
| The development of the Hillsboro School District K – 6 CCSS Learning Progressions was facilitated by Susan Richmond literacy TOSA at HSD’s Office of School Performance guided by Karin Hess’ Depth of Knowledge Reading Matrix (*National* *Center for Assessment).* <http://www.nciea.org/>  The DOK matrix draws from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels. The Cognitive Rigor Matrix has been developed to integrate these two models as a strategy for analyzing instruction, for influencing teacher lesson planning, and for designing assessment items and tasks.  *Content and assessment experts who offered advice, counsel, and feedback include:*  Steve Larson Assistant Superintendent  Dayle Spitzer Executive Director of Elementary Schools  Travis ReimanExecutive Director of English Learner Programs & Professional Development  http://clipart.edigg.com/1362998641/People_Clipart/Stickmen_Clipart/Stickmen005.gifHolly Peterson Literacy Specialist TOSA, Office of School Performance  Candace Strohm Administrative Assistant  Kathy Wilson Administrative Assistant  Nancy Grundy Administrative Assistant  The actual Learning Progressions writers were K – 6 teachers and coaches within the Hillsboro School District.  Their expertise, time and commitment made this work possible: | **Contributors to the Development of this Document** |

.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Aliceson Brandt | Holly Haskell | Mandy Wedel | Debbie Alvarado | Deanna Crackel | Cheryl Gary | Deb Ward |
| Alicia Glasscock | Holly Peterson | Mary Hall | Erin Lowther | Julie Jeffery | Jo Strawn | Brianne Dutton |
| Allison Reid | Jamie Goldstein | Mike Strande | Erin Shepherd | Kristin Volk | Trina Schoebel | Jenn Johnson |
| Allyson Bice | Janet Stinson | Nikki Thoen | Heather McCullum | Heather Hafner | Linda Benson | Sheri Fisher |
| Annie Miller | Jean Summers | Penny Jahraus | Kandi Hess | Christie Walters | Carrie Ellis | Gina McLain |
| Arcema Tovar | Jeanin Garrett | Sarah Retzlaff | Karen Dials | Judy Ramer | Jill Russo | Lois Richter |
| Berta Lule | Jenice Herzog | Shannon O’Neal | Krista Geffre | Melissa Hancock | Stephanie Gerig | Liana Duran |

**Learning Progressions Defined**

HSD Elementary Reading Learning Progressions were created working backward from each reading standard in order to create the small ***instructional steps*** called ***learning progressions*** (the predicted set of skills needed to be able to complete the required task demand (DOK) of each standard).

Another definition for Learning Progressions comes from (Corcoran, Mosher, & Rogat, 2009) **“A *hypothesized ordered progression of the levels* through which understandings and skills shift and develop as the student progresses toward the desired target with focused instruction.”**

HSD’s Learning Progressions are based on the difficulty of a task (Bloom’s) and the complexity of a task (Depth of Knowledge/DOK (Webb).

These progressions are sequenced by both Bloom’s Taxonomy and Webb’s Depth of Knowledge following the CR Matrix by Karin Hess (the matrix used by SBAC for developing assessments to match task demands). [ELA - DOK Matrix by Hess](http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf)

**Using the Learning Progressions**

Each literary and informational reading standard has a learning progression of sequential steps. These steps can be an instructional resource for mapping lessons based on student need. The learning progressions have “purple boxes.” These are identified developmental major key tasks for students. They are natural points for adjusting instruction. The “purple” adjustment points are assessed each quarter in the **K – 6 Pre-Assessments**. The Learning Progressions are also a “class checklist.” The results of the pre-assessments are a bridge to differentiate instruction based on student need and a bridge toward mastering each standard (assessed at the end of each quarter in the **K-6 Common** **Formative Assessments**). The learning progressions and a summary assessment sheet are on the Teaching and Learning Site at HSD as well as <http://sresource.homestead.com/index.html>.

**Learning Progressions Key of DOK Levels**

|  |  |  |  |
| --- | --- | --- | --- |
| **K C**  Knowledge Comprehension | **AP**  Application | **AN EV**  Analysis Evaluation | **SY**  Synthesis |

|  |
| --- |
| **Common Core State Standards Reading Literature Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard. |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| **Th**e Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).*  http://l.thumbs.canstockphoto.com/canstock3354940.jpgRoyalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri Moucka |
|  |

**Quarter 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RL.K.1** With prompting and support, ask and answer questions about key details in a text | | Questions for RL.K.1: (Oral Language)   * Who is/was \_\_\_\_? * What did \_\_\_\_\_? * When did \_\_\_\_? * Where was \_\_\_\_when \_\_\_\_? | | | Hints: Students learn to understand, use and responds to question words.  Students need to learn to summarize and retell events in sequential order.  Goals:  1. Ask questions about a text.  2. Answer questions about a text. | | | | Links:  [Asking and Answering Lower-Level Questions](http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_KC2.pdf)  [Asking and Answering Higher Level Questions](http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_KAHLQ.pdf)  [Modeling Questions Lesson](http://www.readinglady.com/index.php?module=pagemaster&PAGE_user_op=view_page&PAGE_id=8)  [Help Your Child Understand WH Questions](http://www.superduperinc.com/handouts/pdf/110_WH_Questions.pdf)  [Questioning and other Strategy Posters](http://www.readinglady.com/index.php?module=documents&JAS_DocumentManager_op=viewDocument&JAS_Document_id=3)  [Video Morning Meeting Dialogue Sharing with Questions](http://www.youtube.com/watch?v=FLgSRAxTbsE&feature=related) | |
| **Grade K** | | **Path to DOK - 1** | | | | | **Path to DOK - 2** | | | |
|  | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 -K**a | **DOK 1 -Kc** | **DOK 1 - C**f | | **DOK 2 -Ch** | | **DOK 2 -Ci** | **DOK 2 -Cl** | **Standard** |
| **Path to DOK 1,2**  **Reading Literature CCSS**  **Learning Progressions** | | Recall details in a story the teacher has read to and discussed with the class (rote memory). | Understands the Standard Academic Language: ask, answer, questions and key details. | **Answers and asks questions that ask who, what, where, when, or how about texts read to and discussed in class.** | | Concept Development  Recognizes that different question words required specific responses. | | **Summarize a sequence of events from a text read to in class.** | **Answers and asks questions referring to specific details in a text read to in class (new questions not discussed in class).** | **RL.K.1** With prompting and support, ask and answer questions about key details in a text |
| **Student NAME** | |
| 1 |  |  |  |  | |  | |  |  |  |
| 2 |  |  |  |  | |  | |  |  |  |
| 3 |  |  |  |  | |  | |  |  |  |
| 4 |  |  |  |  | |  | |  |  |  |
| 5 |  |  |  |  | |  | |  |  |  |
| 6 |  |  |  |  | |  | |  |  |  |
| 7 |  |  |  |  | |  | |  |  |  |
| 8 |  |  |  |  | |  | |  |  |  |
| 9 |  |  |  |  | |  | |  |  |  |
| 10 |  |  |  |  | |  | |  |  |  |
| 11 |  |  |  |  | |  | |  |  |  |
| 12 |  |  |  |  | |  | |  |  |  |
| 13 |  |  |  |  | |  | |  |  |  |
| 14 |  |  |  |  | |  | |  |  |  |
| 15 |  |  |  |  | |  | |  |  |  |
| 16 |  |  |  |  | |  | |  |  |  |
| 17 |  |  |  |  | |  | |  |  |  |
| 18 |  |  |  |  | |  | |  |  |  |
| 19 |  |  |  |  | |  | |  |  |  |
| 20 |  |  |  |  | |  | |  |  |  |
| 21 |  |  |  |  | |  | |  |  |  |
| 22 |  |  |  |  | |  | |  |  |  |
| 23 |  |  |  |  | |  | |  |  |  |

**Quarter 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RL.K.2** With prompting and support, retell familiar stories, including key details | | Questions for RL.K.2:   * What happened first in the story (next, last, etc...) | | | Hints: Story Retell is a sequential skill  Goals:  1. Identify characters in a story.  2. Identify setting in a story.  3. Identify major evets in a story. | | | Links:  [Article: The Power of Story Retelling](http://www.nationalserviceresources.org/filemanager/download/learns/spr2003.pdf)  [Identifying Story Grammar to Map a Story](http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_KISG.pdf)  [Story Map Strategy with Graphic Organizers](http://www.readingrockets.org/strategies/story_maps/)  [Sequencing Events of a Story](http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_1CRMESIS.pdf) | | |
| **Grade K** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | |
|  | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - K**a | **DOK 1 - Kc** | **DOK 1 - C**f | | **DOK 2 - Ch** | **DOK 2 - Ci** | | **DOK 2 - Cl** | **Standard** |
| **Path to DOK 1,2**  **Reading Literature CCSS**  **Learning Progressions** | | Recalls details about a story read to and discussed in class (details about characters, settings and events), (rote memory). | Understands the Standard Academic Language: familiar, stories, key details, details and retell. | **Describe or explain (by telling or answering) key details or events in a story using who, what, where, why, and how.** | | Concept Development  Understands that key details can help retell a story. | **Summarizes a familiar story read to in class using key details (can do with little prompting or support).** | | **Locates key details in order to answer questions about a familiar story.** | **RL.K.2** With prompting and support, retell familiar stories, including key details |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  | |  |  |
| 2 |  |  |  |  | |  |  | |  |  |
| 3 |  |  |  |  | |  |  | |  |  |
| 4 |  |  |  |  | |  |  | |  |  |
| 5 |  |  |  |  | |  |  | |  |  |
| 6 |  |  |  |  | |  |  | |  |  |
| 7 |  |  |  |  | |  |  | |  |  |
| 8 |  |  |  |  | |  |  | |  |  |
| 9 |  |  |  |  | |  |  | |  |  |
| 10 |  |  |  |  | |  |  | |  |  |
| 11 |  |  |  |  | |  |  | |  |  |
| 12 |  |  |  |  | |  |  | |  |  |
| 13 |  |  |  |  | |  |  | |  |  |
| 14 |  |  |  |  | |  |  | |  |  |
| 15 |  |  |  |  | |  |  | |  |  |
| 16 |  |  |  |  | |  |  | |  |  |
| 17 |  |  |  |  | |  |  | |  |  |
| 18 |  |  |  |  | |  |  | |  |  |
| 19 |  |  |  |  | |  |  | |  |  |
| 20 |  |  |  |  | |  |  | |  |  |
| 21 |  |  |  |  | |  |  | |  |  |
| 22 |  |  |  |  | |  |  | |  |  |
| 23 |  |  |  |  | |  |  | |  |  |

**Quarter 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RL.K.3** With prompting and support, identify characters, settings, and major events in a story. | | Questions for RL.K.3:   * Who are the characters in the story? * Describe the setting in the story. * Does the setting change in the story? When? * Describe or tell about something important in the story. | | Hints: Help students define characters, setting and major events prior to identifying!  Goals:  1. Identify characters in a story.  2. Identify settings in a story.  3. Identify major events in a story. | | | Links:  [A Little 8 Page Book of Elements](http://www.cherylsigmon.com/pdf/Little-book-for-narrative.pdf)  [Kindergarten Story Telling Rubric](http://www.ctserc.org/isss/Kindergarten%20Storytelling%20Rubric.pdf)  [Storytelling Checklist](http://www.bridgew.edu/Library/CAGS_Projects/TPALINGO/web%20page/designresearch.htm#checklist)  [Retell with a Wordless Book Training Video](http://www.montgomeryschoolsmd.org/departments/development/resources/kindergarten_broadacreses/02.shtm) | | | |
| **Grade K** | | **Path to DOK - 1** | | | | | | **Path to DOK - 2** | | |
|  | | | | | | | **End Goal** | |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | | **DOK 1 - Cd** | **DOK 1 - Cf** | | **DOK 2 - Ch** | | **Standard**  **DOK-2 APn** |
| **Path to DOK 1,2**  **Reading Literature CCSS**  **Learning Progressions** | | Recall characters, settling beginning, middle and ending events in a story read and discussed in class. | Define the terms (know the meanings of) Standard Academic Language: story, character, setting , major and event. | | **Identify specific characters, setting and event sequences in a new- (i.e., not a well-known traditional story), (read and discussed in class).** | **Answer describing questions about characters, setting or events in a story read and discussed in class.** | | **Connects story events to a specific character or setting.** | | **RL.K.3** With prompting and support, identify characters, settings, and major events in a story (read but not discussed in class) |
| **Student NAME** | |
| 1 |  |  |  | |  |  | |  | |  |
| 2 |  |  |  | |  |  | |  | |  |
| 3 |  |  |  | |  |  | |  | |  |
| 4 |  |  |  | |  |  | |  | |  |
| 5 |  |  |  | |  |  | |  | |  |
| 6 |  |  |  | |  |  | |  | |  |
| 7 |  |  |  | |  |  | |  | |  |
| 8 |  |  |  | |  |  | |  | |  |
| 9 |  |  |  | |  |  | |  | |  |
| 10 |  |  |  | |  |  | |  | |  |
| 11 |  |  |  | |  |  | |  | |  |
| 12 |  |  |  | |  |  | |  | |  |
| 13 |  |  |  | |  |  | |  | |  |
| 14 |  |  |  | |  |  | |  | |  |
| 15 |  |  |  | |  |  | |  | |  |
| 16 |  |  |  | |  |  | |  | |  |
| 17 |  |  |  | |  |  | |  | |  |
| 18 |  |  |  | |  |  | |  | |  |
| 19 |  |  |  | |  |  | |  | |  |
| 20 |  |  |  | |  |  | |  | |  |
| 21 |  |  |  | |  |  | |  | |  |
| 22 |  |  |  | |  |  | |  | |  |
| 23 |  |  |  | |  |  | |  | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RL.K.4** Ask and answer questions about unknown words in a text. | | Questions for RL.K.4  • Why word does the author use again and again? What does it mean?  • Look at this word on page \_\_\_\_ (read in context). What does it mean?  • Why words did the author use to make us feel \_\_\_? Or know\_\_\_\_?   * When the author says \_\_\_\_ does it mean the same as \_\_\_? | | | Teacher Hints: This standard is embedded in other standards.  Goal:  1. Ask questions about unknown words.  2. Answer questions about unknown words. | | | | [Teaching Vocabulary in Kindergarten Resources](http://www.fcrr.org/assessment/ET/questions/QTGK/quesKVocab.html)  [Text-Talk-Strategy with Julius](http://www.readwritethink.org/classroom-resources/lesson-plans/text-talk-julius-baby-25.html)  [Identify the Word Meaning Lesson Plans](http://www.fcrr.org/Curriculum/pdf/GK-1/V_Final.pdf)  [Kindergarten Vocabulary Center](http://www.busyteacherscafe.com/literacy_centers/vocabularycenter.html) | | |
| **Grade K** | | **Path to DOK - 1** | | | | | **Path to DOK - 2** | | | | |
|  | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - K**a | **Dok 1 - K**c | **DOK 1 - Ce** | | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK – 2 Cl** | | **DOK – 2 APn** | **Standard** |
| **Path to DOK 1**  **Reading Literature CCSS**  **Learning Progressions** | | Recalls word meanings from a text read and discussed in class. | Understands and uses correctly Standard Academic Language: ask, answer, questions, unknown, words and text. | Select appropriate words when meaning is evident (point to the picture that means \_\_\_ or shows a \_\_\_).  **(L.K.4a** Identify new meanings for familiar words and apply them accurately..) | | **Asks and answers basic who, what, when, where and how questions about unknown words in a text read and discussed in class.** | **Concept Development:** Student understands that words represent things, actions and feelings.  (**L.K.5c** Identify real-life connections between words and their use..) | **Locates words that give specific meaning to a text (what words help us to know how \_\_\_ feels) read and discussed in class.**  **L.K.4** (Determine or clarify the meaning of unknown and multiple-meaning words and phrases.) | | **Asks questions about words within the context of the story  (What is a \_\_\_?)**  **Answers questions about words within the context of a story**  **(Why did the boy say\_\_ when\_\_)?** | **RL.K.4** Ask and answer questions about unknown words in a text. |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  |  | |  |  |
| 2 |  |  |  |  | |  |  |  | |  |  |
| 3 |  |  |  |  | |  |  |  | |  |  |
| 4 |  |  |  |  | |  |  |  | |  |  |
| 5 |  |  |  |  | |  |  |  | |  |  |
| 6 |  |  |  |  | |  |  |  | |  |  |
| 7 |  |  |  |  | |  |  |  | |  |  |
| 8 |  |  |  |  | |  |  |  | |  |  |
| 9 |  |  |  |  | |  |  |  | |  |  |
| 10 |  |  |  |  | |  |  |  | |  |  |
| 11 |  |  |  |  | |  |  |  | |  |  |
| 12 |  |  |  |  | |  |  |  | |  |  |
| 13 |  |  |  |  | |  |  |  | |  |  |
| 14 |  |  |  |  | |  |  |  | |  |  |
| 15 |  |  |  |  | |  |  |  | |  |  |
| 16 |  |  |  |  | |  |  |  | |  |  |
| 17 |  |  |  |  | |  |  |  | |  |  |
| 18 |  |  |  |  | |  |  |  | |  |  |
| 19 |  |  |  |  | |  |  |  | |  |  |
| 20 |  |  |  |  | |  |  |  | |  |  |
| 21 |  |  |  |  | |  |  |  | |  |  |
| 22 |  |  |  |  | |  |  |  | |  |  |
| 23 |  |  |  |  | |  |  |  | |  |  |

**Quarter 2**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RL.K.5** Recognize common types of texts (e.g., storybooks, poems). | | Questions for RL.K.5   * What book can I read that has rhyming words? * Which book tells a make-believe story? * What is a fairy tale? * What book tells about real things? * How is the story-book different than a \_\_\_\_\_ book? * How are \_\_\_\_ and \_\_\_\_ the same? | | | Teacher Hints: Students should have reference posters to refer to about different text types.  Goal:  1. Recognize Text Types | | | | Links:  [A Bear of a Poem Lesson Plan](http://www.readwritethink.org/classroom-resources/lesson-plans/bear-poem-composing-performing-835.html)  [Compare Fiction and Non with Little Red Riding Hood Text Sets](http://www.readwritethink.org/classroom-resources/lesson-plans/comparing-fiction-nonfiction-with-889.html)  [Down by the Bay](http://www.readwritethink.org/files/resources/lesson_images/lesson121/bay.pdf)  [Lesson Unit Book Sorting of Different Types of Texts](http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html) | | |
| **Grade K** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | | |
|  | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK1 - K**c | **DOK 1 - C**d | | **DOK 1- Cf** | **DOK 2 - C**h | **DOK 2 - Cl** | | **DOK 2 - APn** | **Standard** |
| **Path to DOK 2**  **Reading Literature CCSS**  **Learning Progressions** | | Locate different kinds of common text that have been read and discussed in class. | Define and be able to use Standard Academic Language: texts, types, storybooks, poems, etc... | Use the correct terms for different kinds of text when referring to a text (storybook, poem, fairytale, etc...). | | **Answers questions about details or literary elements in various types of texts**. | Concept Development  Understands that there are different kinds of text types (poems, stories- fable, folktale, and/or myth). | **Is able to identify and locate features that are specific to different text types.** | | **Is able to use text types (features) to locate specific information.** | **RL.K.5** Recognize common types of texts (e.g., storybooks, poems). |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  |  | |  |  |
| 2 |  |  |  |  | |  |  |  | |  |  |
| 3 |  |  |  |  | |  |  |  | |  |  |
| 4 |  |  |  |  | |  |  |  | |  |  |
| 5 |  |  |  |  | |  |  |  | |  |  |
| 6 |  |  |  |  | |  |  |  | |  |  |
| 7 |  |  |  |  | |  |  |  | |  |  |
| 8 |  |  |  |  | |  |  |  | |  |  |
| 9 |  |  |  |  | |  |  |  | |  |  |
| 10 |  |  |  |  | |  |  |  | |  |  |
| 11 |  |  |  |  | |  |  |  | |  |  |
| 12 |  |  |  |  | |  |  |  | |  |  |
| 13 |  |  |  |  | |  |  |  | |  |  |
| 14 |  |  |  |  | |  |  |  | |  |  |
| 15 |  |  |  |  | |  |  |  | |  |  |
| 16 |  |  |  |  | |  |  |  | |  |  |
| 17 |  |  |  |  | |  |  |  | |  |  |
| 18 |  |  |  |  | |  |  |  | |  |  |
| 19 |  |  |  |  | |  |  |  | |  |  |
| 20 |  |  |  |  | |  |  |  | |  |  |
| 21 |  |  |  |  | |  |  |  | |  |  |
| 22 |  |  |  |  | |  |  |  | |  |  |
| 23 |  |  |  |  | |  |  |  | |  |  |

**Quarter 2**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story | | Questions for RL.K.6   * Who is the author? Where do you see his/her name? * What does and author do? * Who is the illustrator? Where do you see his/her name? * What does an illustrator do? | | Teacher Hints: Lesson should include the role of the author and illustrator. The “role” is part of the definition for each concept!  Goal:  1. Name the author of a story.  2. Name the illustrator of a story. | | | Links:  [Teaching Structure with Books](http://www.readingrockets.org/article/22242/)  [Author's Purpose Checklist](http://www.busyteacherscafe.com/worksheets/reading/authorspurpose.pdf)  [Parts of a Story Worksheet](http://www.busyteacherscafe.com/worksheets/reading/Parts%20of%20a%20Story.pdf)  [Map it Out - How Illustrations Contribute to the Telling of the Story](http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Map_it_Out.aspx#Preparation) | | |
| **Grade K** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | |
|  | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1- Ka** | **DOK 1 - K**c | | **DOK 1 - Cf** | **DOK 2 - C**h | | **DOK 2 - C**l | **Standard** |
| **Path to DOK 2**  **Reading Literature CCSS**  **Learning Progressions** | | Retells the name of an author or illustrator in texts read and discussed in class. | Define and be able to use Standard Academic Language: author, illustrator, story, role, telling and name. | | **Answers questions that require explaining what an author and illustrator’s roles are in a story.** | Concept Development  Explain who the author is and his/her role.  Explain who the illustrator is and his/her role. | | **Locate information from an illustration or in the text to answer questions about the text.** | **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story |
| **Student NAME** | |
| 1 |  |  |  | |  |  | |  |  |
| 2 |  |  |  | |  |  | |  |  |
| 3 |  |  |  | |  |  | |  |  |
| 4 |  |  |  | |  |  | |  |  |
| 5 |  |  |  | |  |  | |  |  |
| 6 |  |  |  | |  |  | |  |  |
| 7 |  |  |  | |  |  | |  |  |
| 8 |  |  |  | |  |  | |  |  |
| 9 |  |  |  | |  |  | |  |  |
| 10 |  |  |  | |  |  | |  |  |
| 11 |  |  |  | |  |  | |  |  |
| 12 |  |  |  | |  |  | |  |  |
| 13 |  |  |  | |  |  | |  |  |
| 14 |  |  |  | |  |  | |  |  |
| 15 |  |  |  | |  |  | |  |  |
| 16 |  |  |  | |  |  | |  |  |
| 17 |  |  |  | |  |  | |  |  |
| 18 |  |  |  | |  |  | |  |  |
| 19 |  |  |  | |  |  | |  |  |
| 20 |  |  |  | |  |  | |  |  |
| 21 |  |  |  | |  |  | |  |  |
| 22 |  |  |  | |  |  | |  |  |
| 23 |  |  |  | |  |  | |  |  |

**Quarter 2**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | | Questions for RL.K.7   * What happened when \_\_\_\_\_ (event)? * What do the words in the book tell us about \_\_\_\_\_?   Can you find an illustration that also tells about \_\_?   * What is your favorite part of the story? Show me with an illustration or words. * Look at the illustration. When did this happen in the story? | | | Teacher Hints: The relationship could be how the illustration provides more details than the text or how the illustration shows what happens in the text.  Goal:  1. Describe the relationship between illustrations and the story. | | | Links:  [Lesson Plan Literature Response](http://www.readwritethink.org/classroom-resources/lesson-plans/literature-response-primary-classrooms-30737.html)  [Hand washing Teaching Module (Illustrations to Text)](http://www.kdheks.gov/wash_em/teach_module/wash_em_teachers_module.pdf)  [Training Video for Teaching RL.K.7](http://vimeo.com/33566042)  [Cow Billy George and the Greased Pig Connecting Illustration to Print](http://www.cowbillygeorge.com/resources/CCSSI_Kindergarten_Reading_RL.K.7._CBGGP.pdf) | | |
| **Grade K** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | |
|  | | | | | | | | |
| **DOK Guide 🡺** | | **DOK 1 - K**a | **DOK 1 - Kc** | **DOK – 1 Cf** | | **DOK – 2 Ch** | **DOK 2 - C**h | | **DOK 2 – C l** | **Standard** |
| **Path to DOK 1,2**  **Reading Literature CCSS**  **Learning Progressions** | | Locate illustrations in a story.  Recall specific points in the story.  Read and discussed. | Define and be able to use Standard Academic Language: describe, relationship, between, appear illustration, story, moment, part of a story and depict. | **Answer questions that require students describing specific parts of the story that have illustrations (Point and show).** | | Student understands that illustrations tell about specific parts of a story. | **Explain what is happening in the story by doing a picture walk. Specify which illustrations show details about specific moments in a story.** | | **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  | |  | |
| 2 |  |  |  |  | |  |  | |  | |
| 3 |  |  |  |  | |  |  | |  | |
| 4 |  |  |  |  | |  |  | |  | |
| 5 |  |  |  |  | |  |  | |  | |
| 6 |  |  |  |  | |  |  | |  | |
| 7 |  |  |  |  | |  |  | |  | |
| 8 |  |  |  |  | |  |  | |  | |
| 9 |  |  |  |  | |  |  | |  | |
| 10 |  |  |  |  | |  |  | |  | |
| 11 |  |  |  |  | |  |  | |  | |
| 12 |  |  |  |  | |  |  | |  | |
| 13 |  |  |  |  | |  |  | |  | |
| 14 |  |  |  |  | |  |  | |  | |
| 15 |  |  |  |  | |  |  | |  | |
| 16 |  |  |  |  | |  |  | |  | |
| 17 |  |  |  |  | |  |  | |  | |
| 18 |  |  |  |  | |  |  | |  | |
| 19 |  |  |  |  | |  |  | |  | |
| 20 |  |  |  |  | |  |  | |  | |
| 21 |  |  |  |  | |  |  | |  | |
| 22 |  |  |  |  | |  |  | |  | |
| 23 |  |  |  |  | |  |  | |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories | | Questions for RL.K.9   * How would you describe?(character), (do for both characters) * How is the character \_\_\_\_ the same/different than \_\_\_\_\_\_? * What is an adventure? Have you ever had an adventure? * What is an experience? Tell me about your experience when \_\_\_\_. * What was \_\_\_\_’s experience/adventure? (do for both characters) * Describe \_\_\_’s experience/adventure (use descriptive words). * Have students think about their descriptions describing the characters’ adventures or experiences. Compare and contrast the adjectives. * How are \_\_\_’s adventures or experiences the same/different than \_\_\_\_? | | | | Teacher Hints: Adventures refers to exciting events. Experiences  Refers to any event that happened to a character.  Goals:  1. Compare and contrast the experiences of characters.  2. Compare and contrast the adventures of characters. | | | | | [Comparing and Contrasting Teacher Instruction](http://ohiorc.org/Literacy_K5/strategy/strategy_each.aspx?id=000005)  [Similarities and Differences Lesson Plans](http://ohiorc.org/Literacy_K5/strategy/strategy_each.aspx?id=000005)  [Kindergarten Unit Identifying What is the Same](http://www.readworks.org/lessons/gradek/compare-and-contrast/lesson-1)  [Kindergarten Unit Identifying What is Different](http://www.readworks.org/lessons/gradek/compare-and-contrast/lesson-2)  [Venn Diagram Rubric](http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-rubric-30202.html#ideas) | | | |
| **Grade K** | | **Path to DOK - 1** | | | **Path to DOK - 2** | | | | **Path to DOK - 3** | | | | **DOK - 4** | |
|  | | | | | | | | | | | **End Goal** | |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | | **DOK 2 - Ci** | **DOK 2 - C**l | **DOK 3 - AN**p | **DOK 3 - Cu** | | **DOK 3 - ANz** | **DOK 4 – SYV** | **Standard** |
| **Path to DOK 3**  **Reading Literature CCSS**  **Learning Progressions** | | Locate specific characters in a story. | Understand and be able to use Standard Academic Language: characters, story, compare, contrast, same, different, adventures familiar and experiences. | **Answers basic questions (no inference) about characters and their experiences or adventures.** | **Concept Development**:  Understands what an adventure is.  Understands what an experience is. | | **Can sequence the events of an adventure or experience (beginning, middle and ending) in a few sentences (orally).** | Refers to the correct part of a text when asked about a specific event within a sequence of an adventure or experience. | **Lists adventures or experiences of characters in two separate lists or columns.** | Explains or shows how one characters adventures or experiences are the same or different than another (prompt with descriptive adjectives). | | **Analyzes the adventure or experiences between two characters with a prompt(s), (i.e., which character showed/had\_\_\_ during his/her adventure?)** | **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | |
| **Student NAME** | |
| 1 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 2 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 3 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 4 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 5 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 6 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 7 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 8 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 9 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 10 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 11 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 12 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 13 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 14 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 15 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 16 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 17 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 18 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 19 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 20 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 21 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 22 |  |  |  |  |  | |  |  |  |  | |  |  | |
| 23 |  |  |  |  |  | |  |  |  |  | |  |  | |

|  |
| --- |
| **Common Core State Standards Reading Informational Text Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard. |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| **Royalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri MouckaThe** Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).*  http://l.thumbs.canstockphoto.com/canstock3354940.jpg |
|  |

**Quarter 1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.K.1** With prompting and support, ask and answer questions about key details in a text. | | Questions for RI..K.1:   * What is the title of the text? * What does the text tell about? * Is this a story about now or long ago? * Describe the setting in the text. * Describe the illustrations in the text. What do they tell us? * What will the text teach us? How do we know? | | | Hints: Students learn to understand, use and responds to question words.  Students need to learn to summarize and retell events or facts presented in sequential order.  Goals:  1. Ask questions about a text.  2. Answer questions about a text. | | | | Links:  [Asking and Answering Lower-Level Questions](http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_KC2.pdf)  [Asking and Answering Higher Level Questions](http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_KAHLQ.pdf)  [Promote Listening Skills](https://www.teachingchannel.org/videos/kindergarten-teaching-tip)  [Sequence the Sentences Activity - Use for Summarizing](http://www.education.com/activity/article/sequencing_sentences_kindergarten/) | | | |
| **Grade K** | | **Path to DOK - 1** | | | | | | **Path to DOK - 2** | | | | |
|  | | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 -K**a | **DOK 1 - K**c | **DOK 1 - C**e | | **DOK 1 - C**f | **DOK 2 -Ch** | | | **DOK 2 - Ci** | **DOK 2 -Cl** | **DOK 2 - Standard** |
| **Path to DOK 1,2**  **Informational Text**  **Learning Progressions** | | Recall details in a text the teacher has read to and discussed with the class (rote memory). | Defines and Understands the Standard Academic Language: ask, answer, questions and key details. | Identifies where to find information in an expository text (title, headings, pictures, cover, etc...). | | **Answers questions that ask who, what, where, when, or how about an informational text read to and discussed in class.** | Concept Development  Understands that key details in a text support (tell us about) what the text is all about. | | | **Summarize a sequence of events.** | **Asks and answers questions about a text read to in class using key details from the text (can do with little previous discussion).** | **RI.K.1** With prompting and support, ask and answer questions about key details in a text. |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  | | |  |  |  |
| 2 |  |  |  |  | |  |  | | |  |  |  |
| 3 |  |  |  |  | |  |  | | |  |  |  |
| 4 |  |  |  |  | |  |  | | |  |  |  |
| 5 |  |  |  |  | |  |  | | |  |  |  |
| 6 |  |  |  |  | |  |  | | |  |  |  |
| 7 |  |  |  |  | |  |  | | |  |  |  |
| 8 |  |  |  |  | |  |  | | |  |  |  |
| 9 |  |  |  |  | |  |  | | |  |  |  |
| 10 |  |  |  |  | |  |  | | |  |  |  |
| 11 |  |  |  |  | |  |  | | |  |  |  |
| 12 |  |  |  |  | |  |  | | |  |  |  |
| 13 |  |  |  |  | |  |  | | |  |  |  |
| 14 |  |  |  |  | |  |  | | |  |  |  |
| 15 |  |  |  |  | |  |  | | |  |  |  |
| 16 |  |  |  |  | |  |  | | |  |  |  |
| 17 |  |  |  |  | |  |  | | |  |  |  |
| 18 |  |  |  |  | |  |  | | |  |  |  |
| 19 |  |  |  |  | |  |  | | |  |  |  |
| 20 |  |  |  |  | |  |  | | |  |  |  |
| 21 |  |  |  |  | |  |  | | |  |  |  |
| 22 |  |  |  |  | |  |  | | |  |  |  |
| 23 |  |  |  |  | |  |  | | |  |  |  |

**Quarter 1**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.K.2** With prompting and support, identify the main topic and retell key details of a text | | Questions for RI.K.2:   * What are three details about \_\_\_\_\_? * What is the text mostly about? How do you know? * What is a good title for this text? Why? * What is true about \_\_\_\_? What key details tell you? | | | Hints: Key details support the main idea or topic. Students need to be able to summarize and logically sequence key details in order to determine or identify a main topic.  Goals:  1. Identify the main topic of a text.  2. Retell key details of a text. | | | Links:  [Tell a Story Hamburger - Teacher Writes in Response](http://www.superteacherworksheets.com/graphic-organizers/hamburger-writing_WBRDM.pdf)  [Draw Moments in the Story Graphic Organizer](http://writingfix.com/PDFs/workshop/Jodies_units/Unit2_planner2.pdf)  [Draw What Happened in Sequence](http://writingfix.com/PDFs/workshop/Jodies_units/Unit2_planner2.pdf)  [Character Cubes Convert to Informational Text](http://www.education.com/slideshow/kindergarten-abcs/character-cubes/) | | | |
| **Grade K** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | | |
|  | | | | | | | | **End Goal** | |
| **DOK Guide 🡺** | | **DOK 1 - K**a | **Dok 1 - K**c | **Dok 1 - C**f | | **DOK 2 - Ch** | **DOK 2 -Ck** | | **DOK 2 - Cl** | **DOK 2 – Cl** | **Standard** |
| **Path to DOK 2**  **Informational Text**  **Learning Progressions** | | Recall details from an informational text read to and discussed in class. | Define the terms (know the meanings of) Standard Academic Language: identify, main, topic, “main topic,” retell, (key) details, and text. | **Answers questions about key details in an informational text read to and discussed in class.** | | Concept Development  Understands that key details support (tell about) the main topic of a text. Understands the term, “main topic.” | **Summarize key details of a text (retell) read to in class, following a beginning, middle and ending sequence (with little support).** | | **Identify the main topic of an informational text referring to key details in the text (very little support).** | **RI.K.2** With prompting and support, identify the main topic and retell key details of a text | |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  | |  |  | |
| 2 |  |  |  |  | |  |  | |  |  | |
| 3 |  |  |  |  | |  |  | |  |  | |
| 4 |  |  |  |  | |  |  | |  |  | |
| 5 |  |  |  |  | |  |  | |  |  | |
| 6 |  |  |  |  | |  |  | |  |  | |
| 7 |  |  |  |  | |  |  | |  |  | |
| 8 |  |  |  |  | |  |  | |  |  | |
| 9 |  |  |  |  | |  |  | |  |  | |
| 10 |  |  |  |  | |  |  | |  |  | |
| 11 |  |  |  |  | |  |  | |  |  | |
| 12 |  |  |  |  | |  |  | |  |  | |
| 13 |  |  |  |  | |  |  | |  |  | |
| 14 |  |  |  |  | |  |  | |  |  | |
| 15 |  |  |  |  | |  |  | |  |  | |
| 16 |  |  |  |  | |  |  | |  |  | |
| 17 |  |  |  |  | |  |  | |  |  | |
| 18 |  |  |  |  | |  |  | |  |  | |
| 19 |  |  |  |  | |  |  | |  |  | |
| 20 |  |  |  |  | |  |  | |  |  | |
| 21 |  |  |  |  | |  |  | |  |  | |
| 22 |  |  |  |  | |  |  | |  |  | |
| 23 |  |  |  |  | |  |  | |  |  | |

**Quarter 1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | | Questions for RI.K.3:   * What happened before, during or after \_\_\_\_? (connecting events sequentially) * Was \_\_\_’s idea a good idea? How do you know? (connecting idea to cause and effect). * Describe how \_\_\_ and \_\_\_ are alike/different in the text? (connecting individuals in a text) * What caused \_\_\_\_ to \_\_\_\_? | | | | Hints: *Teach this lesson in parts. Connections can be related to time, sequence and cause and effect.* ***“Information” refers to events, ideas and individuals!***  Goals:  1. Describe the connection between **pieces of information** in a text. | | | Links:  [Graphic Organizer Describe an Individual](http://www.edhelperclipart.com/clipart/teachers/org-character-blank.pdf)  [Connections Lesson Plan - America](http://www.readtennessee.org/sites/www/Uploads/Grade%20K%20Unit%204America%20PDF.pdf)  [Family Ties Making Connections Lesson Plan](http://www.readwritethink.org/classroom-resources/lesson-plans/family-ties-making-connections-1070.html)  [Many Lesson Units for RI.K.3](http://www.engageny.org/ccls/rik3) | | | |
| **Grade K** | | **Path to DOK - 1** | | | **Path to DOK - 2** | | | | | **Path to DOK - 3** | | |
|  | | | | | | | | | **End Goal** | |
| **DOK Guide 🡺** | | **DOK 1 - K**a | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 – Ch – Concept Development** | | | | | **DOK 3 - ANp** | **DOK 3 – Cu** | **Standard** |
| **Path to DOK 3**  **Informational Text**  **Learning Progressions** | | Answers describing questions about individuals, events or ideas read to and discussed in text (rote memory). | Define the terms understand and use Standard Academic Language: events, ideas, information, between, connect, individuals and text. | Answers questions about individuals, events or ideas read to and discussed in class (requires more than memory). | Explains connections between time and events, individuals, ideas or information. | | Explains connections between sequence of events, ideas or information. | Explains connections between cause and effect of events. | | Organizes (categorizes) on a graphic organizer (draws or glues pictures) of when events happened (timeline), or how two individuals/ideas are the same or different (venn). | RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | |
| **Student NAME** | |
| 1 |  |  |  |  |  | |  |  | |  |  | |
| 2 |  |  |  |  |  | |  |  | |  |  | |
| 3 |  |  |  |  |  | |  |  | |  |  | |
| 4 |  |  |  |  |  | |  |  | |  |  | |
| 5 |  |  |  |  |  | |  |  | |  |  | |
| 6 |  |  |  |  |  | |  |  | |  |  | |
| 7 |  |  |  |  |  | |  |  | |  |  | |
| 8 |  |  |  |  |  | |  |  | |  |  | |
| 9 |  |  |  |  |  | |  |  | |  |  | |
| 10 |  |  |  |  |  | |  |  | |  |  | |
| 11 |  |  |  |  |  | |  |  | |  |  | |
| 12 |  |  |  |  |  | |  |  | |  |  | |
| 13 |  |  |  |  |  | |  |  | |  |  | |
| 14 |  |  |  |  |  | |  |  | |  |  | |
| 15 |  |  |  |  |  | |  |  | |  |  | |
| 16 |  |  |  |  |  | |  |  | |  |  | |
| 17 |  |  |  |  |  | |  |  | |  |  | |
| 18 |  |  |  |  |  | |  |  | |  |  | |
| 19 |  |  |  |  |  | |  |  | |  |  | |
| 20 |  |  |  |  |  | |  |  | |  |  | |
| 21 |  |  |  |  |  | |  |  | |  |  | |
| 22 |  |  |  |  |  | |  |  | |  |  | |
| 23 |  |  |  |  |  | |  |  | |  |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.K.4** Ask and answer questions about unknown words in a text. | | Questions for RI.K.4   * What does the word \_\_\_\_ mean? * What word can you use instead of \_\_\_\_? * What words has about the same meaning as \_\_\_\_? * What is a new word for \_\_\_\_ that we’ve learned? * What words helped you understand about \_\_\_\_ (concept, idea, topic)? | | | Teacher Hints: This standard is embedded in other standards.  Goal:  1. Ask questions about unknown words.  2. Answer questions about unknown words. | | | | Resources  [Many Vocabulary Strategy Resources](http://www.scps.k12.fl.us/curriculum/AcademicCore/LanguageArtsandReading/SecondaryReading/VocabularyBuilding.aspx)  [Articles for Teachers: Teaching Word Identification](http://www.lessonsense.com/tips/teaching-word-identification/)  [Word Studies with Henry and Mudge](http://www.readwritethink.org/classroom-resources/lesson-plans/word-study-with-henry-806.html)  [On-Line Vocabulary City](http://www.spellingcity.com/)  [Context Clue Mini-Lesson](https://www.teachervision.com/tv/printables/RC-13.pdf)  [Context Clue Worksheet](http://www.k12reader.com/worksheet/pick-the-meaning/)  [Kids Interactive Lab with Multiple Meaning Words](http://www.manatee.k12.fl.us/sites/elementary/samoset/Resources/multiplemean.htm)  [Multiple Meaning Words On-Line Tutor - Excellent](http://www2.smarttutor.com/player/swf/Vocabulary_MMWords_L1_V1_T4a.swf) | | |
| **Grade K** | | **Path to DOK - 1** | | | | | **Path to DOK - 2** | | | | |
|  | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - Ce** | | **DOK 1 - Cf** | **DOK – 2Ch** | **DOK – 2 Cl** | | **DOK – 2 APn** | **Standard** |
| **Path to DOK 1,2**  **Informational Text**  **Learning Progressions** | | Recalls word meanings from an informational text read and discussed in class. | Understands and uses correctly Standard Academic Language: ask, answer, questions, unknown, words and text – when listening to and discussing informational texts. | Select appropriate words when meaning is evident (point to the picture that means \_\_\_ or shows a \_\_\_).  (**L.K.4a** Identify new meanings for familiar words and apply them accurately...) | | **Asks and answers basic who, what, when, where and how questions about unknown words in an informational text read and discussed in class.** | **Concept Development:** Student understands that words represent things, actions and feelings.  (**L.K.5c** Identify real-life connections between words and their use..) | **Locates words that give specific meaning to a text (what words help us to know how \_\_\_ feels) read and discussed in class.**  **L.K.4** (Determine or clarify the meaning of unknown and multiple-meaning words and phrases.) | | **Asks questions about words within the context of the story  (What is a \_\_\_?)**  **Answers questions about words within the context of a story (Why did the boy say\_\_ when\_\_)?** | **RL.K.4** Ask and answer questions about unknown words in a text. |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  |  | |  |  |
| 2 |  |  |  |  | |  |  |  | |  |  |
| 3 |  |  |  |  | |  |  |  | |  |  |
| 4 |  |  |  |  | |  |  |  | |  |  |
| 5 |  |  |  |  | |  |  |  | |  |  |
| 6 |  |  |  |  | |  |  |  | |  |  |
| 7 |  |  |  |  | |  |  |  | |  |  |
| 8 |  |  |  |  | |  |  |  | |  |  |
| 9 |  |  |  |  | |  |  |  | |  |  |
| 10 |  |  |  |  | |  |  |  | |  |  |
| 11 |  |  |  |  | |  |  |  | |  |  |
| 12 |  |  |  |  | |  |  |  | |  |  |
| 13 |  |  |  |  | |  |  |  | |  |  |
| 14 |  |  |  |  | |  |  |  | |  |  |
| 15 |  |  |  |  | |  |  |  | |  |  |
| 16 |  |  |  |  | |  |  |  | |  |  |
| 17 |  |  |  |  | |  |  |  | |  |  |
| 18 |  |  |  |  | |  |  |  | |  |  |
| 19 |  |  |  |  | |  |  |  | |  |  |
| 20 |  |  |  |  | |  |  |  | |  |  |
| 21 |  |  |  |  | |  |  |  | |  |  |
| 22 |  |  |  |  | |  |  |  | |  |  |
| 23 |  |  |  |  | |  |  |  | |  |  |

**Quarter 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **RI.K.5** Identify the front cover, back cover, and title page of a book. | | Questions for RI.K.5   * Where is the front of the book? What is it called? * Where is the back of the book? What is it called? * Where is the title page of the book? * Describe the \_\_\_(cover, back) of the book. What does it tell us about the story? * What does the title page show us? How is it like the story? | | Teacher Hints: Teach this lesson in parts using real books.  Goals:  1. Identify the parts of a book. | | Links:  [Text Structure Resources](http://www.literacyleader.com/?q=textstructure)  [Creating Calendar Books](http://kindergartenlessonplans.org/542/creating-calendar-books-in-kinder/)  [Interactive Create a Book Cover](http://www.readwritethink.org/classroom-resources/student-interactives/book-cover-creator-30058.html#overview)  [Interactive Create a Front and Back Cover](http://www.readwritethink.org/files/resources/interactives/bookcover/) |
| **Grade K** | | **Path to DOK - 1** | | | | |
|  | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - K**a | **DOK 1 - K**c | | **DOK 1 - Cf** | **Standard** |
| **Path to DOK 1**  **Informational Text**  **Learning Progressions** | | **Locate the front cover, back cover, and title page of a book that has been demonstrated in class (for each concept).** | Define and be able to use Standard Academic Language: front cover, back cover, and title page. | | **Answers questions that require students to look at the front and back covers, the title and specific pages in a book.** | **RI.K.5** Identify the front cover, back cover, and title page of a book. |
| **Student NAME** | |
| 1 |  |  |  | |  |  |
| 2 |  |  |  | |  |  |
| 3 |  |  |  | |  |  |
| 4 |  |  |  | |  |  |
| 5 |  |  |  | |  |  |
| 6 |  |  |  | |  |  |
| 7 |  |  |  | |  |  |
| 8 |  |  |  | |  |  |
| 9 |  |  |  | |  |  |
| 10 |  |  |  | |  |  |
| 11 |  |  |  | |  |  |
| 12 |  |  |  | |  |  |
| 13 |  |  |  | |  |  |
| 14 |  |  |  | |  |  |
| 15 |  |  |  | |  |  |
| 16 |  |  |  | |  |  |
| 17 |  |  |  | |  |  |
| 18 |  |  |  | |  |  |
| 19 |  |  |  | |  |  |
| 20 |  |  |  | |  |  |
| 21 |  |  |  | |  |  |
| 22 |  |  |  | |  |  |
| 23 |  |  |  | |  |  |

**Quarter 2**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | | Questions for RI.K.6   * Who is the author of the text? Where can you find his/her name? * Who is the illustrator of the text? Where can you find his/her name? * What does an author do? * What does an illustrator do? * What do the words in the text tell us about \_\_\_\_\_? Is there an illustration that tells us the same thing? * How is the illustration the same/different than the words in the text? | | | Teacher Hints: The “role” is part of the definition of each concept.  Goal:  1. Name the author of a text.  2. Name the illustrator of a text. | | | Links:  [Article: Illustrations Have Great Importance in Children's Books](http://ezinearticles.com/?Illustrations-Have-Great-Importance-in-Childrens-Books&id=5269598)  [Colorful Words and Telling Images Lesson Unit](http://artbookscreativity.org/wp-content/uploads/2012/04/abc_Lesson-9.pdf)  [Kindergarten Author's Study](http://teachers.net/lessons/posts/366.html)  [Understanding Illustrations Assessment Rubric](http://artsedge.kennedy-center.org/~/media/ArtsEdge/LessonPrintables/grade-k-2/reading_illustrations_worksheet_rubric.ashx) | | |
| **Grade K** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | |
|  | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1- Ka** | **DOK 1 - K**c | **DOK 1 - Cf** | | **DOK 2 - C**h | **DOK 2 - Cl** | | | **Standard** |
| **Path to DOK 1,2**  **Informational Text**  **Learning Progressions** | | Retells the name of an author or illustrator in texts read and discussed in class. | Define and be able to use Standard Academic Language: author, illustrator, story, role, telling and name. | **Answers questions that require explaining what an author and illustrator’s roles are in a story.** | | Concept Development  Explain who the author is and his/her role.  Explain who the illustrator is and his/her role. | **Locate information or ideas presented in the text by the illustrator.** | | **Locate information or ideas presented in the text by the author.** | **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  | |  |  |
| 2 |  |  |  |  | |  |  | |  |  |
| 3 |  |  |  |  | |  |  | |  |  |
| 4 |  |  |  |  | |  |  | |  |  |
| 5 |  |  |  |  | |  |  | |  |  |
| 6 |  |  |  |  | |  |  | |  |  |
| 7 |  |  |  |  | |  |  | |  |  |
| 8 |  |  |  |  | |  |  | |  |  |
| 9 |  |  |  |  | |  |  | |  |  |
| 10 |  |  |  |  | |  |  | |  |  |
| 11 |  |  |  |  | |  |  | |  |  |
| 12 |  |  |  |  | |  |  | |  |  |
| 13 |  |  |  |  | |  |  | |  |  |
| 14 |  |  |  |  | |  |  | |  |  |
| 15 |  |  |  |  | |  |  | |  |  |
| 16 |  |  |  |  | |  |  | |  |  |
| 17 |  |  |  |  | |  |  | |  |  |
| 18 |  |  |  |  | |  |  | |  |  |
| 19 |  |  |  |  | |  |  | |  |  |
| 20 |  |  |  |  | |  |  | |  |  |
| 21 |  |  |  |  | |  |  | |  |  |
| 22 |  |  |  |  | |  |  | |  |  |
| 23 |  |  |  |  | |  |  | |  |  |

**Quarter 2**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | | Questions for RI.K.7   * What illustration in the text gives us more information about \_\_?   (person, place, thing or idea).   * What does the illustration show about \_\_\_\_? * How is the illustration the same/different than the words in the text about \_\_\_\_\_? * What does the illustration add to the story that the text could not? Explain. * What did you learn about the text from the illustration that you could not have learn from the words of the text? | | | | Teacher Hints: The relationship could be how the illustration provides more details than the text or how the illustration shows what happens in the text.  Goal:  1. Describe the relationship between illustrations and the text. | | Links:  [Every Picture Tells a Story Lesson Plan](http://btc.montana.edu/ceres/html/PictureK-4/pic-4.htm)  [Article: Wordless Picture Books](http://kindergartenlessonplans.org/323/wordless-picture-books/)  [VENN Diagram](http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf)  [Interactive Matching Pictures to Words](http://www.turtlediary.com/kindergarten-games/esl-efl-games/matching-actions-to-pictures.html)  Use any type of matching game picture to word type | |
| **Grade K** | | **Path to DOK - 1** | | | **Path to DOK - 2** | | | **Path to DOK - 3** | |
|  | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - K**a | **DOK 1 - Kc** | **DOK – 1 Cf** | **DOK 2 - C**h | | **DOK 2 - APn** | **DOK 3 - C**u | **Standard** |
| **Path to DOK 2,3**  **Informational Text**  **Learning Progressions** | | Locate illustrations in a text.  Recall specific points in the text.  Locate specific people, places or things in a text. | Define and be able to use Standard Academic Language: illustration depicts, role, describe, relationship between, person, place, thing, idea, text, appears and part of a text. | **Answers questions about a person, place, thing or idea by referring to the illustrations in a text.** | Concept Development  Understands that illustrations represent the text parts of a story to help describe person, place, thing or idea. | | **Uses information from illustration to explain and interpret more about the details (person, place, thing or idea) of a text.** | **Using supporting evidence from a text explains the relationships between the illustrations and the read part of a story (i.e., the story said \_\_\_ and the illustrations tell me that \_\_\_).** | **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| **Student NAME** | |
| 1 |  |  |  |  |  | |  |  |  |
| 2 |  |  |  |  |  | |  |  |  |
| 3 |  |  |  |  |  | |  |  |  |
| 4 |  |  |  |  |  | |  |  |  |
| 5 |  |  |  |  |  | |  |  |  |
| 6 |  |  |  |  |  | |  |  |  |
| 7 |  |  |  |  |  | |  |  |  |
| 8 |  |  |  |  |  | |  |  |  |
| 9 |  |  |  |  |  | |  |  |  |
| 10 |  |  |  |  |  | |  |  |  |
| 11 |  |  |  |  |  | |  |  |  |
| 12 |  |  |  |  |  | |  |  |  |
| 13 |  |  |  |  |  | |  |  |  |
| 14 |  |  |  |  |  | |  |  |  |
| 15 |  |  |  |  |  | |  |  |  |
| 16 |  |  |  |  |  | |  |  |  |
| 17 |  |  |  |  |  | |  |  |  |
| 18 |  |  |  |  |  | |  |  |  |
| 19 |  |  |  |  |  | |  |  |  |
| 20 |  |  |  |  |  | |  |  |  |
| 21 |  |  |  |  |  | |  |  |  |
| 22 |  |  |  |  |  | |  |  |  |
| 23 |  |  |  |  |  | |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text. | | Questions for RI.K.8   * What important point does the author make about \_\_\_\_\_? * What did the author say about \_\_\_\_? What reasons explain why \_\_\_\_\_\_? * What reasons does the author give to support that \_\_\_\_\_? * How does the author support the point that \_\_\_\_\_? * What details support the main idea of the text? * Why did the author say \_\_\_\_\_\_\_\_? | | | | Teacher Hints: Example: Read a text about why a cat makes a good pet. Then ask students to identify the reasons a cat makes a good pet.  To be able to identify reasons of a point, students need to be able to learn main ideas/topics and key details. Reasons can also be taught as effects.  Goals:  1. Identify reasons that support points in a text. | | | | [6 Reasons to use Informational Text in the Primary Grades (Article)](http://www.scholastic.com/teachers/article/6-reasons-use-informational-text-primary-grades)  [How to Choose Informational Text for Young Children](http://www.readingrockets.org/article/26050/)  [If You Give a Mouse... Fictional Text Lesson Plan but Strategies to Use with Informational Text](http://www.readwritethink.org/classroom-resources/lesson-plans/integrating-language-arts-give-809.html)  [Introducing Cause and Effect - Students Need to Know to Support Points](http://www.freereading.net/index.php?title=Introduce:_Cause_and_Effect)  [Cause and Effect in Kindergarten](http://www.scholastic.com/teachers/top-teaching/2012/05/comprehension-strategies-kindergarten-%E2%80%94-cause-and-effect-and-inference)  [Beginning Stages of Cause and Effect Video for Teachers](http://www.youtube.com/watch?v=AfhIH3NJCfI) | | | |
| **Grade K** | | **Path to DOK - 1** | | | **Path to DOK - 2** | | | | **Path to DOK - 3** | | | | |
|  | | | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | | **DOK 2 - Cj** | **DOK 2 - Cl** | **DOK – 2 ANs** | | **DOK 3 - Cv** | **DOK 3 - EVC** | **Standard** |
| **Path to DOK 3**  **Informational Text**  **Learning Progressions** | | Locate or tell about specific points in a text read and discussed in class. | Understand and use Standard Academic Language:  author, points, reasons, identify, support and text. | Answer questions when asked about specific points in a text using who, what, when, where or how. | Concept Development:  Understands that a “point” is what an author is trying to explain and “reasons” tell why. | | **Can match points to reasons – causes to effects (matches a picture of lava to a volcano, or a danger sign to a fire) from a text read and discussed in class.** | Locate reasons in the text that support the specific points by explaining why  (snakes are harmful …if they are poisonous tells why the author says don’t touch!”) | **Distinguish relevant and irrelevant reasons of support about specific points in a text (explains why \_\_\_ is a good reason (relevant) to not \_\_\_.** | | Identify reasons an author gives to support points in a text with little prompting can draw or identify in a new text read but not discussed in class. | **Cite evidence that supports points in a text (can answer a question by referring to a specific place in the text).** | **RI.K.8**  With prompting and support, identify the reasons an author gives to support points in a text. |
| **Student NAME** | |
| 1 |  |  |  |  |  | |  |  |  | |  |  |  |
| 2 |  |  |  |  |  | |  |  |  | |  |  |  |
| 3 |  |  |  |  |  | |  |  |  | |  |  |  |
| 4 |  |  |  |  |  | |  |  |  | |  |  |  |
| 5 |  |  |  |  |  | |  |  |  | |  |  |  |
| 6 |  |  |  |  |  | |  |  |  | |  |  |  |
| 7 |  |  |  |  |  | |  |  |  | |  |  |  |
| 8 |  |  |  |  |  | |  |  |  | |  |  |  |
| 9 |  |  |  |  |  | |  |  |  | |  |  |  |
| 10 |  |  |  |  |  | |  |  |  | |  |  |  |
| 11 |  |  |  |  |  | |  |  |  | |  |  |  |
| 12 |  |  |  |  |  | |  |  |  | |  |  |  |
| 13 |  |  |  |  |  | |  |  |  | |  |  |  |
| 14 |  |  |  |  |  | |  |  |  | |  |  |  |
| 15 |  |  |  |  |  | |  |  |  | |  |  |  |
| 16 |  |  |  |  |  | |  |  |  | |  |  |  |
| 17 |  |  |  |  |  | |  |  |  | |  |  |  |
| 18 |  |  |  |  |  | |  |  |  | |  |  |  |
| 19 |  |  |  |  |  | |  |  |  | |  |  |  |
| 20 |  |  |  |  |  | |  |  |  | |  |  |  |
| 21 |  |  |  |  |  | |  |  |  | |  |  |  |
| 22 |  |  |  |  |  | |  |  |  | |  |  |  |
| 23 |  |  |  |  |  | |  |  |  | |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | Questions for RI.K.9:   * Which text has \_\_\_\_? * What does same mean? Different? * Do both texts have the same illustrations? How are they the same or different? (continue with descriptions and procedures) * How does \_\_\_(text) explain about \_\_\_\_? Is it the same as \_\_\_\_? | | | | Teacher Hints: Example: Read two texts about major structures of plants and identify what is the same and what is different.  Goals:   1. Identify similarities/differences in illustrations. 2. Identify similarities/differences in descriptions. 3. Identify similarities/differences in procedures (how to). | | | | Resources  [Main Idea and Supporting Detail Graphic Organizer](https://www.teachervision.com/tv/resources/PDF/GOOD_TV_K_2_pdf_s/62176_InRCd_83.pdf)  [KWL On-Line Graphic](https://www.teachervision.com/tv/printables/concepts/PS_TRL_Study_Tools_7.pdf)  [Features of Informational Text Graphic](http://www.readtennessee.org/sites/www/Uploads/articles/informationaltext.pdf)  [Venn Diagram Lesson and Print Out](http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-circles-c-30196.html)  [Using Compare and Contrast Text Structures with ELLs](http://www.readingrockets.org/article/40005)  [Multicultural Lesson Plan with Compare and Contrast Thinking Maps](http://www.learnnc.org/lp/pages/3136?ref=search)  [Com/Con Little Red Riding Hood - Use as a Read Aloud in K](http://www.learnnc.org/lp/pages/3814?ref=search)  [How Do Pumpkins Grow?](http://www.learnnc.org/lp/pages/3607?ref=search)  [Compare and Contrast Mini Lessons](http://learningspaces.wikispaces.com/Compare+and+Contrast+%28Jill+Schriner%29) | | | | |
| **Grade K** | | **Path to DOK - 1** | | | **Path to DOK - 2** | | | **Path to DOK - 3** | | | **Path to DOK - 4** | | | |
|  | | | | | | | | | | | **End Goal** | |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - K**c | **DOK 1 - Cf** | **DOK 2 - Ch** | | **DOK 2 - Ck** | **DOK 3 - ANP** | **DOK 3- APx** | | **DOK 2 - SYG** | **DOK 4 - SYU** | | **Standard** |
| **Path to DOK 4**  **Informational Text**  **Learning Progressions** | | Recall details about specific illustrations, descriptions or procedures from a text read and discussed in class. | Understand and use Standard Academic Language: similarities and differences, texts, illustrations, descriptions, procedures and topic. | **Answer what, who, when and where questions about illustrations, descriptions, and procedures in a read/discussed text.** | Concept Development:  Student understands that two texts about the same topic can have similar or different illustrations, descriptions and procedures. | | **Make generalizations between two texts on the same topic (how they are generally the same/different) about specific illustrations, descriptions or procedures.** | Gather, analyze, and organize illustrations, descriptions or procedures from two texts on the same topic (able to organize by lists or columns). | **Understands the concept of identifying similarities and differences between two texts (can explain or show without much prompting).** | | Gather (to Synthesize) information within one source – finds all of the attributes about a topic that support\_\_\_ (requires knowing similarities and differences). | **Gather (to Synthesize) information within two sources – finds all of the attributes about a topic from both sources that support \_\_\_.** | | **RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures |
| **Student NAME** | |
| 1 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 2 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 3 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 4 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 5 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 6 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 7 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 8 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 9 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 10 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 11 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 12 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 13 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 14 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 15 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 16 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 16 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 17 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 18 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 16 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 20 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 21 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 22 |  |  |  |  |  | |  |  |  | |  |  | |  |
| 23 |  |  |  |  |  | |  |  |  | |  |  | |  |