Assessment #	Lesson #	Level of Understanding	Measurement Topic Proficiency Scale - I Can Statement(s)	Type of Assessment Item	#?s	Criteria Indicating success for level	created?
1	Week 1, RW	MA, M	@RL 4.1 I can use details and examples from the text to explain my reading. @RL 4.1 I can make inferences using details and examples from the text. RL 4.4 I can explain the meaning of words and phrases in myths. RL 4.4 I can use words and phrases from the text to explain characters in mythology.	Given an excerpt of the text, students respond to a prompt to make an inference and use details from the text to support their inference.	3	MA- Students can describe what a grade level text says explicitly and draw logical inferences. M- Students can use details and examples from the text to explain my inferences. [RI 4.1] and students can use details and examples from the text to explain the text. [RI 4.1]	Yes-C1W1
	Week 1, W	MA, M	@L4.2a I can use correct capitalization. @L4.3b I can use ending punctuation correctly	Students identify words that need capitaliation and make revisions to sentences using correct capitalization	M-12/15 MA-only part 1 or less than 12 correct	MA-Part 1 questions 1-5 by circling words that need to be captilzated M- Part 2 and Part 3-Students use correct capitalization.	Yes-C1W1
	Week 1, RR	Benchmarking, MAZE					
2	Week 2, RW	MA, M, E	@ RL 4.3 can describe the traits of a character using their thoughts, words and actions	Using a character from the read aloud, students pick a character trait and explain how this trait is shown through their thoughts, words, and actions.	4	MA-Student can recognize or recall the character's traits, motivations, and/or feelings from a grade-appropriate story. M- Student can describe the traits of a character using their thoughts, words, and actions. E-Students can also create a symbol to represent their character and defend their visual representation using evidence from the text.	Yes-C1W2
	Week 2, W	MA, M	@L4.1f I can produce complete sentences, and revise run-on sentences and fragments when needed.	Part 1: MA Students identify sentences as fragment or complete. Part 2: MA Students revise grade-level sentences into complete sentences. Part 3: M Students respond to a prompt by writing in complete sentences.	7	MA-Student can recognize or recall specific vocabulary such as complete sentences, fragment, and run-on. Students can also correct grade-appropriate sentences in insolation. M- Student can produce complete sentences and revise run-on sentences and fragments when needed.	Yes-C1W2
	Week 2, RR	None					

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3	Week 3, RW	MA, M, E	@RL 4.3 I can describe an important event in the text or drama using details from my reading.	Given an excerpt from the read aloud, students identify and explain an important event. For an E, students chart the sequence of events that led to the important event and explain how these events influenced the important event in the book.	3	MA-Students can recognize or recall specific events from a grade-appropriate story. M-Students can describe the important event in the story using details from the reading. E-Students defend and draw conclusion on the visual representation that they created.	Yes-C1W3
	Week 3, W	MA, M	@L4.2d I can use commas and quotations marks correctly in dialogue and quotations. @L4. 1f I can produce complete sentences, and revise run-on sentences and fragments when needed.	Writing prompt	1	Punctuation MA-Student can recognize or recall specific vocabulary such as commas, quotation marks, and dialogue. M- Student can produce complete sentences and revise run-on sentences and fragments when needed. Complete Sentences MA-Student can recognize or recall specific vocabulary such as complete sentences, fragment, and run-on. Students can also correct grade-appropriate sentences in insolation. M- Student can produce complete sentences and revise run-on sentences and fragments when needed.	Yes-C1W3
	Week 3, RR	Typing					
4	Week 4, RW	none					
	Week 4, W	none					
	Week 4, RR	M	Collaborative Discussions @SL4.1a	Prove - It Organizer Oral observation in discussion	on-going	M - Students answer written or oral question correctly.	

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5	Week 5, RW	M, MA	@ RL 4.3 can describe the traits of a character using their thoughts, words and actions	Using a character from the grade level texxt, students pick a character trait and explain how this trait is shown through their thoughts, words, and actions.	2	MA-Student can recognize or recall the character's traits, motivations, and/or feelings from a grade-appropriate story. M- Student can describe the traits of a character using their thoughts, words, and actions. E-Students can also create a symbol to represent their character and defend their visual representation using evidence from the text.	Yes-C1W5
	Week 5, W	none					
	Week 5, RR	M	Collaborative Discussions @SL4.1a	Character Sketch organizer Oral observation in discussion about characters, important event, or summary		M - Students use information from the text to answer the question (oral or written graphic organizer) correctly.	
6	Week 6, RW	MA, M, E	@RL 4.1 I can use details and examples from the text to explain my reading. @RL 4.1 I can make inferences using details and examples from the text @ RL 4.3 can describe the traits of a character using their thoughts, words and actions @RL 4.3 I can describe an important event in the text or drama using details from my reading				Need to create CA with questions at MA, M, E level

Assessment #	Lesson #	Level of Understanding	Measurement Topic Proficiency Scale - I Can Statement(s)	Type of Assessment Item	#?s	Criteria Indicating success for level	created?
	Week 6, W	M, E	@L4.2a I can use correct capitalization. @L4.3b I can use ending punctuation correctly. @L4.1f I can produce complete sentences, and revise run-on sentences and fragments when needed. @L4.2d I can use commas and quotations marks correctly in dialogue and quotations @W4.3b I can correctly use dialogue and description to develop my story and show the characters reactions in a narrative. @W4.3c I can use transition words to sequence my narrative.	Narrative Published Piece		Proficiency scales have been converted to a rubric	Yes-C1W6
	Week 6, RR	M. E MA, M	Collaborative Discussions @SL4.1a Fluency @RF4.4b	Graphic organizer or observation (M) Teacher Observation (E) Rubric to assess teacher observation during Thursday or Friday of week 6		M - Students use information from the text to answer the question (oral or written graphic organizer) correctly. E - Teacher observation of students continuing or adding to the discussion by posing questions or responding to others. MA - read grade level with teacher directed strategies M - read grade level text fluently with expression and appropriate rate	

Proficiency Scale	Level	Assessment Type I=Informal formative CF=Common Formative S=Summative *=record in Skyward **=record in Skyward and grant family access (E Opp provided)	I-can statements @ = powered	Week	Topics and Objectives	Vocabulary and Affixes	Text Resources	Revision Notes
Questioning, Inference, and Interpretation	M	*CF- Inferences	@RL 4.1 I can use details and examples from the text to explain my reading. @RL 4.1 I can make inferences using details and examples from the text.	1	Reading Workshop Inferences	occasion (pg 6) eager (pg 9) hesitated (pg 14) Caption it! Students a write a caption of their drawing using the vocab word.	My Name is Maria Isabel Chapters 1-3	
					Reading Room -Week 1 Benchmarking and MAZE			
Story Elements	M	*CF- Character Traits	@ RL 4.3 can describe the traits of a character using their thoughts, words and actions. RL 4.2 I can use details from my reading to find the theme of a story, drama or poem. RL 4.2 I can summarize the text using details from my reading.	2	Reading Workshop Character Traits Summarize	ease page 20 patience page 20 maintain page 23 pageant 29 Act out vocab words.	My Name is Maria Isabel Chapters 4-6	
					Reading Room-Week 2 Monday-6 Minute Partners with What is Fluency presentation Tuesday-What is a close reading presentation (Hand out book marks) Begin Close reading Thursday-Close Reading-Text related to equality Friday-Check out book talk books and do calendars in the media center			
Story Elements	M	*CF- Important Events	RL 4.2 I can use details from my reading to find the theme of a story, drama or poem. RL 4.2 I can summarize the text using details from my reading. @RL 4.3 I can describe an important event in the text or drama using details from my reading.	3	Reading Workshop Important Events	drag pg. 40 rehearsal pg 42 rededication pg 38 *discuss prefix re- Let the Dice Decide	My Name is Maria Isabel Chapters 7-10	
			Typing Camp		Typing Camp	L5.4a I can use context clues to determine the meaning of a word.		
Story Elements		I- Setting Read Aloud I-Poetry Close Reading	RL 4.2 I can summarize the text using details from my reading. @RL 4.3 I can describe the setting of the text or drama using details from my reading. (Not assessed this cycle) @ RL 4.5 I can explain how poetry, drama, and prose are different. (Not assessed this cycle) @ RL 4.5 I can identify the elements of poetry to write or speak about a poem. (Not assessed this cycle) RI 4.1 Use details and examples to explain what the text says. RI 4.1 Make inferences using details and examples in the text.	4	Reading Workshop Summarize Setting Poetry Close Reading Functional Passage	Mackinak-murk, loon, devotion, bobbed Petoskey-sifted, snares, hides, birchbark, admiration Pictionary Game	The Legend of Mackinac Island The Legend of the Petoskey Stone	

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Collaborative Discussions			RI 4.1 Use details and examples to explain what the text says. RI 4.1 Make inferences using details and examples in the text. @SL4.1 I am prepared for discussion by having read the text and by using background information.		Reading Room-Week 4 BOOK TALK Fluency-6 minutes Vocabulary-Using context clues with graphic organizer Reading Strategies-Asking and responding to questions during the discussion (hand out question prompts) Writing-Prove-It or responding to questioning to partner's questions (use as exit slip on Friday)	L5.4a I can use context clues to determine the meaning of a word.		
Story Elements	M	I-Theme *CF- Character Traits	RL 4.2 I can use details from my reading to find the theme of a story, drama or poem. RL 4.2 I can summarize the text using details from my reading. @RL 4.3 I can describe an important event in the text or drama using details from my reading @ RL 4.3 can describe the traits of a character using their thoughts, words and actions.	5	Reading Workshop Important Event Theme		Gerson's Monster	
Collaborative Discussions	M		RL 4.2 I can use details from my reading to find the theme of a story, drama or poem. RL 4.2 I can summarize the text using details from my reading. @RL 4.3 I can describe an important event in the text or drama using details from my reading @ RL 4.3 can describe the traits of a character using their thoughts, words and actions. @SL4.1 I am prepared for discussion by having read the text and by using background information. @SL4.1c I can ask questions during the discussion.		Reading Room-Week 5 BOOK TALK Fluency-6 minutes Vocabulary-Using context clues Reading Strategies-Explain the text (character traits, important events, summarizing) Asking questions during the discussion Writing- Describing a character trait, an important event or Summarizing the text	L5.4a I can use context clues to determine the meaning of a word. Cellar Rabbi Barged Prophecy Mercy		
Questioning, Inference and Interpretation Story Elements			@RL 4.1 I can use details and examples from the text to explain my reading. @RL 4.1 I can make inferences using details and examples from the text @ RL 4.3 can describe the traits of a character using their thoughts, words and actions @RL 4.3 I can describe an important event in the text or drama using details from my reading	6	Reading Workshop Review Centers	Vocabulary Centers 1. Word Ladders 2. iPad games 3. Swat (teacher directed)		

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Collaborative Discussions			@RL 4.1 I can use details and examples from the text to explain my reading. @RL 4.1 I can make inferences using details and examples from the text @ RL 4.3 can describe the traits of a character using their thoughts, words and actions @RL 4.3 I can describe an important event in the text or drama using details from my reading @SL4.1 I am prepared for discussion by having read the text and by using background information. @SL4.1cI can ask and answer questions during the discussion		Reading Room-Week 6 BOOK TALK Fluency-6 minutes Vocabulary-Using context clues and explaining the meaning of figurative language with graphic organizer Reading Strategies-Explain the text (characters traits, important events, summarizing) Asking and respond to questions during the discussion Writing-Describing a character trait, an important event or Summarizing the text			

Proficiency Scale	Level	Assessment Type I=Informal formative CF=Common Formative S=Summative *=record in Skyward **=record in Skyward and grant family access (E Opp provided)	Standards @ = powered	Week	Topics and Objectives	Resources on Hand	Resources Needed	Revision Notes
Capitalization and Punctuation			@L4.2a I can use correct capitalization. @L4.3b I can use ending punctuation correctly.	1	Day 1: COPS Day 2: COPS Day 3: Time for Kids Day	COPS poster COPS Flipchart Capitalization Checkpoint Time for Kids		
Sentences		CF-Complete Sentences *	@L4.1f I can produce complete sentences, and revise run-on sentences and fragments when needed.	2	Day 1: Identify run-on and fragments Day 2: Producing Complete sentences Day 3: Checkpoint	Writing Complete Sentences powerpoint Fragment vs. Complete Sentences practice page Complete Sentences Checkpoint		
Grammar			@L4.2d I can use commas and quotations marks correctly in dialogue and quotations.	3	Day 1: Teaching dialogue Day 2: Practice writing dialogue Day 3: Maria Isabel Greatest Wish Activity	Dialogue Flipchart Dialogue Practice Sheets Maria Isabel Greatest Wish Activity		
Narrative			W4.3a I can use a story mountain or timeline to help me organize my ideas. I can introduce the character by describing a situation and introducing a character. W4.3d I can write about the character's senses (sees, feels, smells, hears and tastes).	4	Narrative Writing Day 1: Generate ideas Day 2: Timeline Day 3: Draft	Narrative Writing Flip Character Senses Organizer		
Narrative			@W4.3b I can correctly use dialogue and description to develop my sotry and show the characters reactions in a narrative. @W4.3c I can use transition words to sequence my narrative. W4.3e I can write a conclusion that connects to the narrative.	5	Narrative Writing Day 4: Draft, Review dialogue Day 5: Transition Words Day 6: Revise for strong description	Narrative Writing Flip Transition Words Poster		
Narrative		S-Narrative Writing Published Piece **	@L4.2a I can use correct capitalization. @L4.3b I can use ending punctuation correctly. @L4.1f I can produce complete sentences, and revise run-on sentences and fragments when needed. @L4.2d I can use commas and quotations marks correctly in dialogue and quotations @W4.3b I can correctly use dialogue and description to develop my story and show the characters reactions in a narrative. @W4.3c I can use transition words to sequence my narrative.	6	Narrative Writing Day 7: Edit Day 8 - 9: Publish Writing, Celebration	Narrative Writing Flip Color-Coded Editing Checklist		

Common Formative Assessment Plan							
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1	Week 1, RW		@RL4.1 I can use details and examples from the text to explain the text.				
	Week 1, W		@L4.2a I can use correct capitalization. @L4.3b I can use ending punctuation correctly @L4.1f I can produce complete sentences, and revise run-on sentences and fragments when needed.	I-Draft			
	Week 1, RR	M, MA	Questioning, Inference, and Interpretation	Observation			
2	Week 2, RW	E,M, MA	@RL 4.3 I can identify cause and effect relationships in my reading. RL 4.9 Compare and contrast themes or topics in stories, myths, and literature. (R) RL 4.9 Compare and contrast patterns of events in stories, myths, and literature. (R)	CFA-Given a graphic organizer, students identify all the elements of a traditional myth. (Eos)		E: 7, M:5-6, MA: 4, IP: 3 or less	
	Week 2, W		@L4.2d I can use commas and quotations marks correctly in dialogue and quotations.				
	Week 2, RR						
3	Week 3, RW	E,M,MA	RL 4.7 Make a connection between a written text and the visual or oral representation of the text. (R) RL 4.7 Identify specific descriptions that relate to your connection between texts. (K) (Reader's Theater RL 4.4 I can explain the meaning of words and phrases in myths. RL 4.4 I can use words and phrases from the text to explain characters in mythology.	CFA-Students compare the theme & pattern of events in 2 myths		E:Student correctly explains how themes/events are similar and different while using evidence from the text. M: Student correctly identifies the theme/pattern of events while using evidence from the text. MA: When given the theme/event, student can find evidence in the text.	
	Week 3, W		@W4.3b I can correctly use dialogue and description to develop my story and show the characters reactions in a narrative.	I-Students write an essay explain how Disney Hercules is similar & different to traditional Greek mythology Hercules		E: Opening & Closing & all criteria for M, M: Similarities with evidence from both. Differences with evidence from both.MA: Only simiarities or only differences.	
	Week 3, RR						
4	Week 4, RW		@RL4.5 I can identify the elements of drama to write or speak about a drama (casts, setting, descriptions, stage directions). [1]	CFA: Given a graphic organizer, students will find 3 cause & effects in a drama.		E:Explaining the significance, M: Identify the cause & effect, MA: Identify cause & effect with a graphic organizer	
	Week 4, W		@L4.2a I can use correct capitalization. @L4.3b I can use ending punctuation correctly. @L4.1f I can produce complete sentences, and revise run-on sentences and fragments when needed. @L4.2d I can use commas and quotations marks correctly in dialogue and quotations @W4.3b I can correctly use dialogue and description to develop my story and show the characters reactions in a narrative. @W4.3c I can use transition words to sequence my narrative.	I-Venn Diagram comparing traditional Greek mythology to Reader's Theater			
	Week 4, RR		@RI 4.1 Use details and examples to explain what the text says. @RI 4.1 Make inferences using details and examples in the text.				

Common Formative Assessment Plan

Assessment #	Lesson #	Level of Understanding	Measurement Topic Proficiency Scale - I Can Statement(s)	Type of Assessment Item	#?s	Criteria Indicating success for level	
5	Week 5, RW			S-Common Assessment			
	Week 5, W						
	Week 5, RR						
6	Week 6, RW		W.4.7. I can investigate a topic and complete a short research project. @SL.4.2 I can restate the main idea and details presented in my own words. @SL4.4. I can explain important facts or details clearly in my oral presentation.	Students presentation to the class			
	Week 6, W						
	Week 6, RR						Missing RI

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Details & Examples			@RL 4.1 I can use details and examples from the text to explain my reading. @RL 4.1 I can make inferences using details and examples from the text. RL 4.4 I can explain the meaning of words and phrases in myths. RL 4.4 I can use words and phrases from the text to explain characters in mythology.	1	Reading Workshop Intro to Greek Mythology Details and Examples Inferences	mythology, lessons, tragedy, heros, conflict	The Gods and Godesses of Olympus by Aliki Pandora Eos Echo		
					Reading Room use details and examples from the text to explain my reading using text dependent question in book talk	Prefix, Root, Suffix dissection and analysis of words Week 1: inaudible	Book Talk Books		
Story Elements		CF-Greek Myth Characteristics	@RL 4.3 I can identify cause and effect relationships in my reading. RL 4.9 I can compare and contrast themes or topics in stories, myths, and literature. RL 4.9 I can compare and contrast patterns of events in stories, myths, and literature. " RL 4.9 Compare and contrast themes or topics in stories, myths, and literature. (R)	2	Reading Workshop Comparing and Contrating themes in two myths Cause and Effect	"Trust the Midas Touch Muse Ashamed Narcissistic Crevice Chariot Grieved"	Selected text from D'Aularies' Book of Greek Myths: King Midas Persephone Narcissus Perseus and Medusa		
					Reading Room cause and effect relationships in my book talk books.	Prefix, Root, Suffix dissection of words Week 2: predict	Book Talk Books		
Literary Comparisons		CFA-Comparing theme/events	RL 4.7 I can make a connection between a written text and the visual or oral representation of the text. (R) RL 4.7 I can identify specific descriptions that relate to your connection between texts. (K) (Reader's Theater) RL 4.4 I can explain the meaning of words and phrases in myths. RL 4.4 I can	3	Reading Workshop Students compare the traditional Hercules from Greek mythology to the Disney version	overthrow subjects bequeathed archer centaur amends impenetrable castanets glowering	Selected text from The Gods and Godesses of Olympus by AlikiGreek Myth Plays by Pugliano-Martin		
					Reading Room- I can make inferences using details and examples from book talk books.	How prefix/suffixes changes the part of speech of a word Week 3: destruction	Book Talk Books		
Fluency		CFA-Cause & Effect I-Reader's Theater Performance	RF4.5b I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. @RL 4.5 I can identify the elements of drama to write or speak about a drama (casts, setting, descriptions, stage directions).	4	Reading Workshop Students compare their Reader's Theater version of the myth to the traditional version.		Plays: Demeter & Persephone, Echo & Narcissus, King Midas, Pandora's Box		
					Reading Room using details and examples from close readings based on mythology themes	Close Reading Prefixes, Root Words and Suffixes Week 4: nonsense	Close reading		
Text Structure and Features									
		S-Common Assessment	@RL 4.1 I can use details and examples from the text to explain my reading. @RL 4.1 I can make inferences using details and examples from the text. @RL 4.3 I can identify cause and effect relationships in my reading.	5	Reading Workshop				
					Reading Room using details and examples from close readings based on mythology themes to make inferences	Close Reading Prefixes, Root Words and Suffixes Week 5: inspector	Close Reading		

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Speech Writing		Greek God/Goddess Research Project & Presentation	SL4.4 I can report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL4.5 I can add visual displays to presentations when appropriate to enhance the development of main ideas or themes.	6	Reading Workshop Students research a Greek God or Goddess and dress up as their God and present it to the class.				
					Reading Room				

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Narrative			W.4.3a. I can create a story mountain/timelien to help me organize my ideas. I can introduce the reader to the story by describing a situation and introducing a character.	1	Day 1: Choose a Seed Idea & Create Timeline Day 2: Finish Timeline & Start Drafting Day 3: Finish Drafting		
Capitalization & Punctuation			@L4.2d I can use commas and quotations marks correctly in dialogue and quotations. L.4.2a I can use correct capitalization. @W.4.3cI can use transition words to sequence my story.	2	Day 1: Dialogue Day 2: Finish Dialogue Day 3: Paragraphing		
Revise & Edit			W.4.3b. I can correctly use dialogue and description to develop my story and show the character reactions in a narrative. W.4.3d. I can write about the character's senses (sees, feels, smells, hears, & tastes).	3	Day 1: Show Don't Tell Day 2: Adding Details Day 3: Adding Details		
Sentences			W.4.5. I can participate in all steps of the writing process (plans, revise, edit) to help strengthen my writing. @L.4.1f. I can produce complete sentences, and revise run-on sentences and fragments when needed.	4	Day 1: Revising Day 2: Revising Day 3: Revising		
Narrative		Final Draft	W.4.5. I can participate in all steps of the writing process (plans, revise, edit) to help strengthen my writing.	5	Day 1: Publishing Day 2: Publishing Day 3: Publishing		
				6	Day 1: Compare Narratives Day 2: Celebration Day 3: Celebration		

Assessment #	Assessment Name	Lesson Number	Level of Understanding	Measurement Topic Proficiency Scale	Type of Assessment Item	#?s	Criteria Indicating success for level	Assessment Created?	
				Common Formative Assessment Plan					
1 Inferring		W1L5	4 or 3 or 2 or 1	Questioning, Inference, and Interpretation [RL 4.1 and RI 4.1]	CFA	3	Student correctly infers how Father or Tim feels about war.	Yes: Last question in the passage.	
Reading Room Weeks 1 & 2								Each teacher will create for book talk books	
2 Cause & Effect		W2L5	3 or 2	Questioning, Inference, and Interpretation [RL 4.1 and RI 4.1]	CFA: MC & Short Response, Inferring the meaning of a word	2	Student correctly finds an example of cause & effect in the passage.	Yes	
Reading Room Week 3	Context Clues	Reading Room Week 3	3 or 2	Questioning, Inference, and Interpretation [RL 4.1 and RI 4.1]	Informal Assessment: Oral or Written Response with evidence		3: Accurately infers meaning & supports definition with evidence from the text 2Accurately infers meaning of the word	Each teacher will create for book talk books	
3 Setting		W3L4	4 or 3 or 2	Story Elements [RL 4.3]	CFA: Draw, explain and generate conclusions about the setting using a passage.	3	4: Student correctly infers, defends, and make conclusions. 3: Student used details from the text to describe picture. 2: Student accurately illustrates picture using text evidence.	Yes	
4 Character Traits		W4L4	4 or 3 or 2	Story Elements [RL 4.3]	CFA: Short Answer using provided passage.	3	4: I can identify issues a character has in order to overcome a conflict. 3: Infer & support character trait 2: Can infer trait but cannot support	Yes	
		Reading Room Week 4	4 or 3 or 2	Questioning, Inference, and Interpretation [RL 4.1 and RI 4.1]	Informal Assessment: Oral or Written Response with evidence		4: I can identify issues a character has in order to overcome a conflict. 3: Infer & support character trait 2: Can infer trait but cannot support	Each teacher will create for book talk books	
5 Important Event		W5L4	4 or 3 or 2	Story Elements [RL 4.3]	Cycle Test: MC & Written response with evidence	3	4: I can defend and draw conclusions based on the text. 3: I can describe an important event in the text or drama using details from my reading. 2: I can recall specific events from a grade-appropriate text.	Almost finished	
5		Reading Room Week 5		Benchmarking and MAZE					

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Inference & Interpretation			@RL 4.1 I can use details and examples from the text to explain my reading. @RL 4.1 I can make inferences using details and examples from the text.	1	Reading Workshop Making Inferences-Eatum Hall Reading Room			
Informative/Expanatory			@RL 4.1 I can use details and examples from the text to explain my reading. @RL 4.1 I can make inferences using details and examples from the text.	2	Reading Workshop Context Clues-100 Year Old Secret Reading Room			
Inference & Interpretation Themes & Central Ideas			@RL 4.1 I can use details and examples from the text to explain my reading. @RL 4.1 I can make inferences using details and examples from the text. @RI 4.1 I can use details and examples from the text to explain my reading. @RI 4.1 I can make inferences using details and examples from the text. @RI 4.2 I can explain how the key details support the main idea. RI 4.2 I can summarize the text. @W.4.2a. I can group similar ideas in a paragraph. @W.4.2a. I can use appropriate formatting and visual supports when writing.	3	Reading Workshop Continue Reading 100 Year Old Secret with focus on Setting Begin Mystery Project Reading Room			
Rhetorical Criticism								
Academic Vocabulary Informative/Expanatory			@RI 4.4 I can explain the meaning of academic words and phrases in my reading. @RI 4.9 I can integrate information from two grade level texts on the same topic in order to write or speak about the subject knowledgeably. @W.4.2a. I can group similar ideas in a paragraph. @W.4.2a. I can use appropriate formatting and visual supports when writing.	4	Reading Workshop Continue Reading 100 Year Old Secret with focus on Character Traits Finish Mystery Project Reading Room			
Inference & Interpretation		S-CA	@RL 4.1 I can use details and examples from the text to explain my reading. @RL 4.1 I can make inferences using details and examples from the text.	5	Reading Workshop Reading Room Benchmarking		Close Readings related to Penny from Heaven (poetry, recipes, informational text)	

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Argumentative			@W.4.1b. I can support my opinions and point of view with facts and details.	1	Gather info for bullets		
Argumentative			@W.4.1b. I can support my opinions and point of view with facts and details.	2	Gather info for bullets		
Argumentative			W.4.1a. I can write an introduction that states my opinion or topic, and organize the reasons and ideas that support my opinion or topic.	3	Intro Persuasive Writing Turning Opinion into Thesis Statement (Box) May give sentence frame		
Argumentative			@W.4.1d. I can write a conclusion that relates to the opinion presented.	4	Citing Sources & Drafting		
Argumentative		S: Mystery Speech & Published Persuasive Essay	W.4.1c. I can use transition words to organize my opinion and support.	5	Publish		

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Inference & Interpretation	4 3 2 1	CFA	RL 4.1 I can use details and examples from the text to explain my reading. RL 4.1 I can make inferences using details and examples from the text.	1	Inferring		MBSD	
Story Elements	4 3 2 1	CFA	RL 4.1 I can make inferences using details and examples from the text. RL 4.3 I can identify cause and effect relationships in my reading.	2	Cause & Effect	cause, effect	MBSD	
Story Elements	3 2 1	CFA	RL 4.3 I can describe an important event in the text or drama using details from my reading.	3	Important Events	event	MBSD	
Story Elements		CFA	RL 4.3 I can describe the traits of a character using their thoughts, words and actions.	4	Character Traits & Setting		MBSD	
Themes & Central Ideas		CFA	RI 4.2 Determine the main idea of a text, a paragraph or section. RI 4.2 Explain how key details support the main idea.	5	Nonfiction Main Idea & Details	Main Idea, detail	A Forgotten President Winter at Valley Forge Imagine Life	
		Summative		6	Assessment			

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Informative			@ I can write a clear introduction [W 4.2a.] W.4.2d. I can use specific vocabulary related to the topic.	1	Practicing Key Idea	introduce, explanatory		
Informative			@ I can use evidence to support my nonfiction writing. (e.g. facts, definitions, details, quotes, examples)[W 4.2 b.] @I can group similar ideas in a paragraph [W 4.2a.] W.4.2d. I can use specific vocabulary related to the topic.	2	Evidence From Text	detail, example	Story: Clementine	
Informative			@ I can group similar ideas in a paragraph [W 4.2a.] W.4.2c. I can use transition words to link ideas (another, for example, also, because). W.4.2d. I can use specific vocabulary related to the topic.	3	Push thinking	detail, example		
Informative			@ I can group similar ideas in a paragraph [W 4.2a.] W.4.2c. I can use transition words to link ideas (another, for example, also, because). W.4.2d. I can use specific vocabulary related to the topic.	4	Making Connections	detail, example		
Informative			W.4.2e. I can write a clear conclusion that relates to the information presented. W.4.2d. I can use specific vocabulary related to the topic.	5	Conclusion	concluding statement		
Informative			@I can use appropriate formatting and visual supports when writing. [W 4.2a.]	6	Final Draft/Editing			

				Common Formative Assessment Plan					
Assessment #	Assessment Name	Lesson Number	Level of Understanding	Measurement Topic Proficiency Scale	Type of Assessment Item	#?s	Criteria Indicating success for level	Assessment Created?	
1	Inferring	W1L4	4	Questioning, Inference, and Interpretation [RL 4.1 and RI 4.1]	CFA: Written Response with evidence	1	2-Student correctly infers how 1 of the characters felt. 3-Student correctly infers & defends how 1 of the characters feels about war. 4-Student correctly infers & defends how Father & Sam feel about war.	Yes	
Reading Room Weeks 1 & 2									
2	Cause & Effect	W2L4	4	Story Elements [RL 4.3]	CFA: MC, Short Response & Written Answer	3	2-Student correctly answers question 1. 3-Student correctly answers question 1 & 2. 4-Student correctly answers questions 1, 2, and 3.	Yes	
Reading Room Week 3									
3	Important Events	W3L4	3	Story Elements [RL 4.3]	CFA: Short response	2	2-Student recognizes the important event. 3-Student uses details from the text to explain how it is important.		
4	Character Traits	W4L5	3	Story Elements [RL 4.3]	CFA: MC & Short answer	4	2-Student identifies the character trait. #1 3-Student supports the character trait with evidence from the text. #2	Yes	
	Setting	W4L5	4	Story Elements [RL 4.3]	CFA: Short response	4	2-Student describes the setting. #3 3-Student describes the setting using evidence from the text. #3 4-Student describes the setting using evidence from the text & explains how it impacts the story. #4	Yes	
Reading Room Week 4									
5	Nonfiction Main Idea & Details	W5L5		Themes & Central Ideas [RI 4.2]					
Reading Room Week 5									
6	Common Assessment	W6L5			Summative:MC & Short answer			Almost finished	
Reading Room Week 6									

			Common Formative Assessment Plan				
Assessment #	Lesson #	Level of Understanding	Measurement Topic Proficiency Scale - I Can Statement(s)	Type of Assessment Item	#?s	Criteria Indicating success for level	created?

Proficiency Scale	Level	Assessment Type I=Informal formative CF=Common Formative S=Summative *=record in Skyward **=record in Skyward and grant family access (E Opp provided)	I-can statements @ = powered	Week	Topics and Objectives	Vocabulary	Text Resources	Revision Notes
Text Structure & Features			I can describe the text structure used in nonfiction text. [RI 4.5]	1	Text Structure	structure, chronological, compare, contrast, problem, solution, cause, effect	TFK Articles	
Text Structure & Features	4 or 3 or 2 or 1	CFA-Text Structure	I can restate the main ideas of a text read aloud or information presented. [SL 4.2] I can determine the main idea of a text, paragraph or section. [RI 4.2] I can explain how the key details support the main idea. [RI 4.2]	2	Text Structure, Main Idea & Details	structure, description, main idea, detail, support	TFK Articles, Amelia Earhart The Legend of the Lost Aviator	Need modified text for struggling readers
Themes & Central Ideas	2 or 1	CFA-Summarizing with a Graphic Organizer	I can summarize the text. [RI 4.2]	3 ISAT Testing	Summarizing	summary	Amelia Earhart The Legend of the Lost Aviator	Need modified text for struggling readers
Themes & Central Ideas	3 or 2 or 1	CFA-Summarizing	I can summarize the text. [RI 4.2]	4 ISAT Testing	Summarizing	summary	A River Ran Wild	
Themes & Central Ideas			I can describe the text structure used in nonfiction text. [RI 4.5] I can summarize the text. [RI 4.2]	5	Summarizing			
		S-Cycle Test	All of the above	6				

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Informative			@I can write a clear introduction [W 4.2a.] W.4.2d. I can use specific vocabulary related to the topic.	1	Practicing finding main idea and details in non-fiction text		Time for Kids Articles	
Informative			@ I can group similar ideas in a paragraph [W 4.2 a.] W.4.2d. I can use specific vocabulary related to the topic	2	Finding Essential Info (Who, What, Where, When, Why, How) with non-fiction text (biographies)		Biographies from duckster.com	
Informative			@I can group similar ideas in a paragraph [W 4.2 a.] W.4.2d. I can use specific vocabulary related to the topic.	3 ISAT Testing	Practing biographies with graphic organizers		Biographies from duckster.com	
Informative			@I can group similar ideas in a paragraph [W 4.2 a.] W.4.2d. I can use specific vocabulary related to the topic.	4	Pick a person, use biography resources to research		Library books and biographies	
Informative			@I can use appropriate formatting and visual supports when writing. [W 4.2a.]	5	Write Essays		Library Books and biographies	

Research			@I can investigate a topic and complete a short research project (W.4.7)	6	Present Wax Museums		N/A	

Common Formative Assessment Plan							
Assessment #	Lesson #	Level of Understanding	Measurement Topic Proficiency Scale - I Can Statement(s)	Type of Assessment Item	#?s	Criteria Indicating success for level	created?

Proficiency Scale	Level	Assessment Type	I-can statements @ = powered	Week	Topics and Objectives	Vocabulary	Text Resources	Revision Notes
Argument & Reasoning	2	CFA-matching evidence to a position	RI 4.8 I can explain how an author uses reasons and evidence to support points in a text.	C6W1	Introduce author's point & defending a belief	author, point, position, reason, belief, reason, evidence, support, defend, refute	TFK	
Argument & Reasoning	3	CFA-inferring position	RI 4.8 I can explain how an author uses reasons and evidence to support points in a text.	C6W2	Students infer author's point based on reasons/evidence.	author, point, position, reason, belief, reason, evidence, support, defend, refute	Superteacher	
Argument & Reasoning	4	Summative-writing a paragraph with a position & supporting it with evidence	RI 4.8 I can explain how an author uses reasons and evidence to support points in a text.	C6W3	Students write a persuasive paragraph with a position/point & reasons/evidence that supports it.	topic sentence, position, detail, opposing	TFK	
				C6W4	Novel Study		There's a Boy in the Girls Bathroom	
				C6W5	Novel Study		There's a Boy in the Girls Bathroom	
				C6W6	Novel Study		There's a Boy in the Girls Bathroom	
		Summative-AR/Vocabulary Quiz						

Proficiency Scale	Level	Assessment Type	I-can statements @ = powered	Week	Topics and Objectives	Vocabulary	Text Resources	Revision Notes
Grammar	3	CFA	I can use modal auxiliaries (e.g., can, may, must) correctly and understand how each affects the meaning of the sentence. [L 4.1c.]	1	Modal Auxiliary- Practice and Activity	modal auxilary, helping verbs		
	3	CFA		2	Multiple meaning practice and activity	homophone, heterophones,		
Technology	3			3	Choose topic and blog about choice	blog, comment		
Technology	4		I can use technology to work with others. (Blog, Email, Edmodo etc.) [W 4.6]	4	begin to draft and blog questions to peers and teacher	formatting, typing words introduced in Cycle 3		
Technology	4	Thoughful posts and comments in class blog	I can use technology to work with others. (Blog, Email, Edmodo etc.) [W 4.6]	5	continue drafting and blogging to peers and teacher			
Technology	4	Final typed essay	I can use technology to produce and publish my writing. [W 4.6] I can use keyboarding skills to type one page or more during a class period. [W 4.6]	6	Publish final draft			
				7	Present final draft			

1. Could we add something to the assessment that addresses this standard?