



ORANGE UNIFIED SCHOOL DISTRICT

Curriculum Council

Agenda

May 27, 2014

Board Room 2

3:30 – 5:00

1. Welcome Cathleen Corella

2. Local Control Funding Formula (LCFF) Update Gunn Marie Hansen
 - LCAP

3. Study Session Elsie Simonovski
 - *Digging Deeper into our Math Data*

4. Curriculum & Instruction Share-Out Cathleen Corella
 - *August 15th/ 18th District PD*
 - *Summer PD*

 - *Theory of Action* Elsie Simonovski

 - Curriculum Mapping Lisa Green

 - Laura Urquhart

5. Celebrating Our Success/Closing Cathleen Corella

Curriculum



Council

2014 - 2015

Meeting Schedule

Board Room 2

3:30 pm to 5:00 pm

09/23/2014

10/28/2014

11/18/2014

01/27/2015

02/24/2015

03/24/2015

04/28/2015

05/26/2015



INTRODUCTION

The Common Core State Standards

The Common Core State Standards (CCSS) Initiative is a state-led, voluntary effort to establish a single set of clear educational standards for English language arts and mathematics that states can share and voluntarily adopt. These standards are designed to ensure that students graduating from high school are prepared for college, work, and success in the global economy.

Currently states are allowed to set their own academic standards—to which they are held accountable—for federal reporting purposes. This system has incentivized some states to set low standards to disguise their students' low proficiency rates, and has thus put U.S. students at a disadvantage by allowing for widespread variability in educational quality and rigor. Studies have shown that not only are there major differences among standards,¹ but also that they are nearly all inadequate measures of what students should know and be able to do in today's economy. Given the evolving U.S. student demographics, the standards discussion is particularly important because students of color disproportionately live in areas that are plagued by low academic standards.*

The CCSS represent an opportunity for Latinos,[†] who are a large and growing share of the U.S. student population yet are not being adequately served by our educational system. Currently, only 56% of Latino students graduate from high school on time with a regular diploma, compared to 77% of their White peers.² This low graduation rate undercuts the increasing demand in the United States for highly educated and trained individuals who can compete in the global economy. At the same time, because of low educational standards, many of those students who do graduate are inadequately prepared for college and a career. As a result, a disproportionate number of Latinos are left unprepared for college and unqualified for good jobs; they will not have the same opportunities as their White peers to buy a house, afford health insurance, or send their children to college.

Obtaining a meaningful, high-quality education is more important than ever before, as today's economy requires a workforce of highly trained and educated individuals who can compete in the global market. If the United States is to remain an international leader, our nation's schools must provide high-quality education to all students.

*A recent review of the National Assessment of Educational Progress (NAEP), which compares academic performance across states, found that those states with the greatest degree of difference between the NAEP scores and their own state test scores were largely in the South, Southwest, and Far West and have a disproportionate share of low-income, non-White, and ELL students. See Goodwin Liu, "Interstate Inequality in Educational Opportunity," *NYU Law Review* 81, no. 6 (2006). An abridged version of this article appears at http://www.law.berkeley.edu/files/Interstate_Inequality_Goodwin_Liu.pdf.

†The terms "Hispanic" and "Latino" are used interchangeably by the U.S. Census Bureau and throughout this document to refer to persons of Mexican, Puerto Rican, Cuban, Central and South American, Dominican, Spanish, and other Hispanic descent; they may be of any race.

The economic consequences of denying today's students the adequate preparation to become part of tomorrow's workforce can be devastating. For example, if half of the Latino students who dropped out in the Los Angeles metropolitan area would have graduated in 2008, this graduating class would have earned an additional annual combined income of \$324.7 million.³ This additional income stream would have likely produced an increase of \$228.3 million in spending and \$85.1 million in investment during an average year.⁴

Nationally, one report found that if the performance gap between Black and Hispanic students and White students on the National Assessment of Educational Progress (NAEP) had closed between 1983 and 1998, the gross domestic product (GDP) in 2008 would have been between \$310 billion and \$525 billion higher, which represents a 2% to 4% increase in GDP.⁵ Similarly, if the achievement gap between low-income students² and their better-off peers would have narrowed—as measured by results on the NAEP—the GDP in 2008 would have been \$400 billion to \$670 billion higher, an increase of 3% to 5% in GDP. The same report found that if America's lowest-performing states performed on par with the highest-performing states on the NAEP, the United States in 2008 would have had \$425 billion to \$700 billion higher economic output.⁶

The economic benefits of educational achievement are clear. Setting common academic standards benefits everyone by raising standards and helping all students achieve them. Specifically, the CCSS initiative holds the potential to:

- ▶ Ensure that all students, regardless of ZIP code, income, race, or ethnicity, will be taught to and held to the *same, high* standards that are aligned to college and work expectations
- ▶ Ensure that all students have access to high-quality educational content, supports, and opportunities that research has demonstrated are essential to postsecondary success
- ▶ Allow parents and caregivers to more effectively assess their child's progress and compare their child's education with the education of children in other communities, states, and nations
- ▶ Free up resources to create high-quality and rich assessments that can accurately and reliably measure the progress of every student

The National Council of La Raza (NCLR) believes that the CCSS Initiative is crucial to improving education for Hispanic students. However, as states begin to adopt these new, higher standards, the voice of the Latino community is critical to making sure that policymakers implement CCSS in such a way that truly improves education for Latino students. This implementation guide was designed to improve the CCSS implementation process by helping state education leaders identify and address key elements and questions. With this information, state education leaders will, in turn, build stronger, more effective strategies to ensure educational success for Hispanic and English language learner (ELL) children and families.

¹Defined in *The Economic Impact of the Achievement Gap in America's Schools*, a McKinsey & Company Report, as families with income below \$25,000 a year.

Strong academic standards are the foundation of a sound educational system—they set the tone for high expectations and effective instruction. However, raising standards alone is not enough to ensure academic success; educators and school leaders must be able to effectively implement these new standards in every classroom, for every student. In order to do so, standards need to be closely aligned with all elements of the school system, including:

- ▶ **Effective teaching**
- ▶ **Rigorous curriculum and effective instructional strategies aligned to standards**
- ▶ **Accurate tests that show what students know**
- ▶ **Effective family and community engagement strategies**

While it may take time for every state to establish high standards for all students—especially in places where student achievement is low relative to the current standards—raising the bar now can catalyze and accelerate further changes that bring improvement to the classroom. Upgrading each educational system element will help Hispanic students graduate from high school with a greater likelihood of success in college or the career of their choice.

Along with the collective CCSS development work, states should heed the unique needs of ELL students. One important element for ELLs is how their English proficiency levels may affect their academic performance. To adequately measure ELLs' academic knowledge, states should have English language proficiency (ELP) standards aligned to their states' academic standards. Currently the World-Class Instructional Design and Assessment (WIDA) Consortium⁶ has led the development of ELP standards across 25 states⁷ independently and in advance of the CCSS initiative. Given the shift in English language arts (ELA) standards, educational research institutions have worked to develop ELP standards aligned to CCSS and the ELP assessments.⁷ Recently, Stanford University received a grant from the Carnegie Corporation of New York to create materials that will outline what ELLs should know and be able to do in the content areas at different English proficiency levels.⁷ The development of materials and strategies to help teachers support ELL students access the common standards are promising in ensuring that proper supports are in place for ELLs at varying grade and proficiency levels.

Before changes happen in the classroom, states and districts will need to develop implementation plans, making community input a priority in the initial planning stages and thereafter. Only by engaging a variety of communities, will states be able to change policies to respond to the needs of the Latino community, the fastest-growing student population. Local and state education leaders play an essential role in guaranteeing the academic success of Hispanic children and families throughout the country.

⁶For more information about the World-Class Instructional Design and Assessment (WIDA) Consortium, see <http://www.wida.us/index.aspx>.

⁷The WIDA Consortium consists of 25 partner states: Alabama, Alaska, Delaware, the District of Columbia, Georgia, Hawaii, Illinois, Kentucky, Maine, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, Wisconsin, and Wyoming.

⁸The U.S. Department of Education launched a grant competition for English-language-proficiency tests to be developed for the Common Core State Standards (CCSS), but the \$10.7 million provided for that competition did not include funds for the development of English language proficiency standards, which typically come first. See: Mary Ann Zehr, "Stanford to Lead Creation of ELL Standards for 'Common Core,'" *Education Week*, "Learning the Language," July 12, 2011, http://blogs.edweek.org/edweek/learning-the-language/2011/07/stanford_to_lead_creation_of_e.html (Accessed July 26, 2011).



Pssibilities

Making a Difference In the
21st Century Classroom

Save the Date

Who's Required to Attend: General Ed Teachers, Special Ed Teachers, CTE /ROP Teachers, Nurses, Psychologists, Counselors, Speech and Language Therapists, Home School Teachers, CDS Teachers, Library Media Specialists

District Wide Professional Development

August 15, 2014 & August 18, 2014

8:00 am – 3:00 pm

Registration begins at 7:30, 1-hour lunch on your own

Putting Common Core into daily practice through differentiated instructional strategies that infuse academic language appropriate to grade level and content areas.

More Details Coming Soon
Orange Unified School District
Educational Services Division

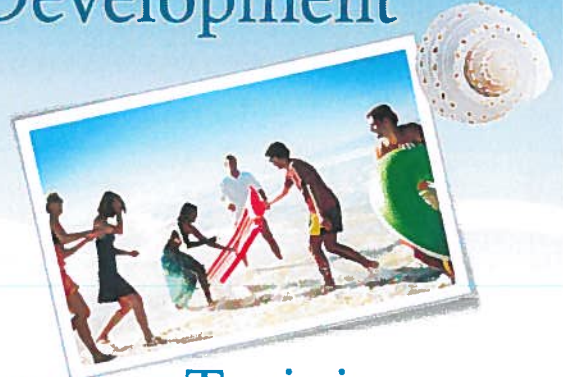
Contact: Nancy Clark
714-628-4466

S U M M E R 2 0 1 4

Office of K-12 Curriculum & Instruction
SUMMER TEACHER TRAINING OPPORTUNITIES
SPACE IS LIMITED, SIGN UP NOW!

Teacher Professional Development

Elementary Teachers



21st Century CCSS Teacher Training

As a result of the feedback this year's teacher training feedback, Curriculum Council input, principal observation and Instructional Specialists co-teaching learnings attached is a flyer that includes our summer institutes. Please contact the Office of Curriculum & Instruction for additional information or questions related to summer teacher trainings.

**QUESTIONS:
PLEASE CONTACT US!**
*Office of
Curriculum & Instruction*
714.628.5452



For All Summer Trainings Please Note the Following

All trainings listed below will give elementary classroom teachers an opportunity to receive high-quality, professional development that is aligned to 21st Century teaching. Participating Teachers must commit to the **full training** in order to be compensated at the sub rate for attendance.

We are an organization of 21st Century Learners

6-Hour, Optional Training - Attend only one:

ELA Common Core 101, Tuesday, June 17, 2014 (30 max)

Grade: 5th Time: 8am-3pm Location: District, Bdrm 2

Grade: 6th Time: 8am-3pm Location: District, Bdrm 3

ELA Common Core 101, Wednesday June 18, 2014 (30 max)

Grade: 2nd Time: 8am-3pm Location: District, Bdrm 2

Grade: 3rd Time: 8am-3pm Location: District, Bdrm 3

Grade: 4th Time: 8am-3pm Location: District, Rm J2/3

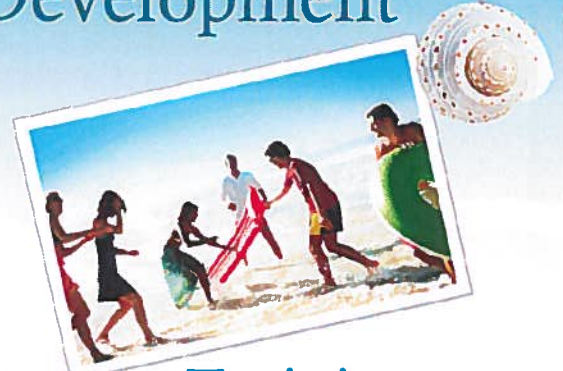
If you would like to attend any of the above trainings please register asap on [GoSignMeUp](#)

S U M M E R 2 0 1 4

Office of K-12 Curriculum & Instruction
SUMMER TEACHER TRAINING OPPORTUNITIES
SPACE IS LIMITED, SIGN UP NOW!

Teacher Professional Development

Middle School English Teachers



21st Century CCSS Teacher Training

As a result of the feedback this year's teacher training feedback, Curriculum Council input, and staff observations (e.g. TIP & iTeach) attached is a flyer that includes our summer institutes. Please contact the Office of Curriculum & Instruction for additional information or questions related to summer teacher trainings.

**QUESTIONS:
PLEASE CONTACT US!**
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714.628.5452



For All Summer Trainings Please Note the Following

All trainings listed below will give middle school English classroom teachers an opportunity to receive high-quality, professional development that is aligned to 21st Century teaching. Participating Teachers must commit to the **full training** in order to be compensated at the sub rate for attendance.

We are an organization of 21st Century Learners

6-Hour, Optional Training - Attend only one:

ELA Common Core 101 & Curriculum Design

2-Days (Wed. June 25, 2014 – Thurs. June 26, 2014 (30 max)

Grade: 6th (middle school), 7th and 8th

Time: 8am-3pm

Location: District, Bdrm 1 & 2

or

ELA Common Core 101 & Curriculum Design

2-Days (Thurs. July 31, 2014 – Fri. August 01, 2014 (30 max)

Grade: 6th (middle school), 7th and 8th

Time: 8am-3pm

Location: District, Bdrm 1 & 2

*If you would like to attend any of the above trainings please
register asap on [GoSignMeUp](#)*

S U M M E R 2 0 1 4

Office of K-12 Curriculum & Instruction
SUMMER TEACHER TRAINING OPPORTUNITIES
SPACE IS LIMITED, SIGN UP NOW!

Teacher Professional Development

High School
English and Geometry Teachers
General Ed and Special Ed



21st Century CCSS Teacher Training

As a result of the feedback this year's teacher training feedback, Curriculum Council input, principal observation and Instructional Specialists co-teaching learnings attached is a flyer that includes our summer institutes. Please contact the Office of Curriculum & Instruction for additional information or questions related to summer teacher trainings.

**QUESTIONS:
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714.628.5452



For All Summer Trainings Please Note the Following

All trainings listed below will give high school classroom teachers an opportunity to receive high-quality, professional development that is aligned to 21st Century teaching. Participating Teachers must commit to the **full training** in order to be compensated at the sub rate for attendance.

We are an organization of 21st Century Learners

6-Hour, Optional Training - Attend only one:

English Curriculum Mapping, 4 Day Unit Design (40 max)

OPTION A

June 16, 2014 - June 19, 2014

Time: 8:00am - 3:00pm

Location: Orange High School, Room 103

OR

OPTION B

August 11, 2014 – August 14, 2014

Time: 8:00am – 3:00pm

Location: Canyon High School, Room 209

6-Hour, Optional Training:

Geometry Standards and Curriculum Design, 2-Days (20 max)

June 23, 2014 – June 24, 2014

Time: 8:00am - 3:00pm

Location: District Office, Boardroom 1 & 2

If you would like to attend any of the above trainings please register asap on [GoSignMeUp](#)



READ 180 Next Generation & System 44 Training

Date: August 4 – 5, 2014

Time: 8:00 a.m. – 3:00 p.m.

Location: District Office, Building J Computer Lab

For Whom: OUSD Read 180 teachers who have not been previously trained

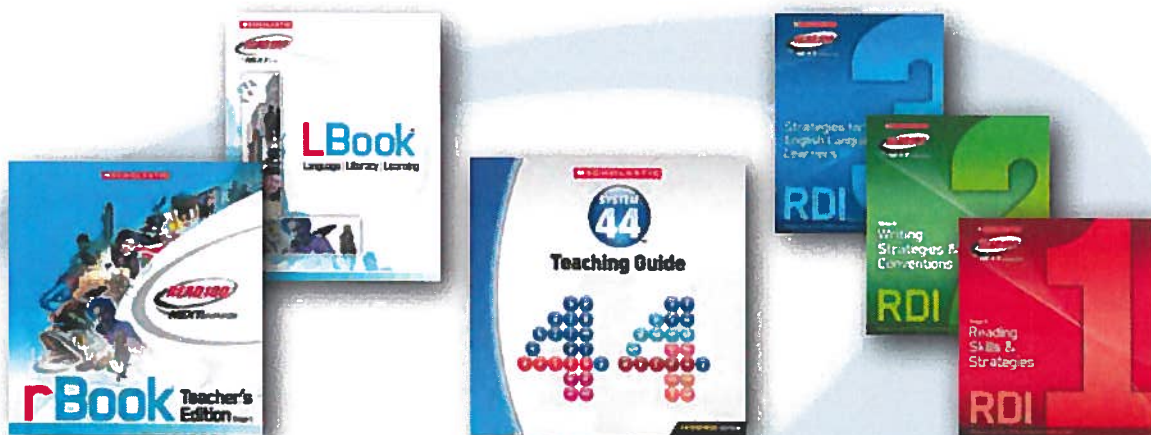
Please sign up at:

http://gositymeupstaff.orangeusd.org/dev_students.asp?action=browse&main=Curriculum&sub1=READ+180&misc=404

If you have any questions, please contact Lisa Green at 714-628-4535 or lgreen@orangeusd.org.

Please bring complete Teacher Bookshelf, including:

- ✓ rBook Next Generation TE
- ✓ LBook TE
- ✓ System 44 TE (If you have the System 44 Program.)
- ✓ Resource Books for Software, Paperbacks, Audiobooks, and System 44 Library
- ✓ Reading Differentiation Instruction (RDI) Books (3)





ORANGE UNIFIED SCHOOL DISTRICT

Educational Services

Theory of Action (ToA)

2014 – 2015 Pre-Planning Principal “Power” Meeting

Please plan to attend this meeting

Month / Date	PURPOSEFUL GROUPS	“POWER HOUR” Time Slot - 9:00-10:00	“POWER HOUR” Time Slot – 1:00-2:00
Tuesday, June 3, 2014 Location: District, IMC J2 & J3	<u>Elementary</u> Shifts in the Application of Learning	A Team (4) Fletcher Serrano Panorama Jordan (<i>attend 1pm session</i>)	B Team (4) Mc Pherson (K-8) Lampson Canyon Rim Sycamore C Team (4) La Veta Esplanade Chapman Hills Handy
Monday, June 16, 2014 Location: District, Board room 2	<u>Elementary</u> Collaborative Inquiry & Performance Tasks	D Team (4) Crescent Fairhaven Linda Vista Imperial	E Team (4) Prospect Villa Park Elem Olive Palmyra
Tuesday, June 17, 2014 Location: District, IMC J2 & J3	<u>Elementary</u> Collaborative Inquiry & Culture of Inquiry		F Team (4) Cambridge Running Springs Anaheim Hills Taft G Team (3) West Orange Nohl Canyon California
Thursday, June 19, 2014 Location: District, Training Room E	<u>Secondary</u> Collaborative Inquiry & Culture of Inquiry		H Team (4) Canyon HS Cerro Villa MS Villa Park HS Yorba MS
Thursday, June 19, 2014 Location: District, Training Room E	<u>Secondary</u> Collaborative Inquiry & Performance Task	I Team (5) Community Day School El Modena HS Orange HS Portola MS Richland HS	



ORANGE UNIFIED SCHOOL DISTRICT

Educational Services

Theory of Action
Pre-Planning Principal "Power" Meeting

TENTATIVE AGENDA / PLANNING WORKSHEET

LIST: Who is in my transition team (14/15): _____

Summer Transition Team Planning Dates (effective: EOY - August 14th - Total, 10 hours per transition team member) :

THEORY OF ACTION (ToA)– this is the year-long learning goal
(Needs to include: Focus Area and Communication)

COLLABORATION CYCLE FOR EFFECTIVE INSTRUCTION	NEEDS & RESOURCES (TEACHER, STUDENTS, AND/OR PRINCIPALS)
1. Analyze Data	
2. Set Goals	
3. Develop Expertise	
4. Align Curriculum	
5. Design Instruction	
6. Implement/Reflect on Lesson/Unit	

How will teachers measure their growth using the *THEORY OF ACTION?*

What evidence (formative, summative, other) will teachers use to document their growth and student impact?



ALL
OUSD
STUDENTS

District Common Goal: To develop 21st century thinkers that are prepared for college and career

2012-2013
(District-Selected)

21st Century Common Approaches

Utilize best practices

Communication Objectives

Response Frames

Purposeful Grouping

Engagement Strategies

GLAD

Thinking Maps

Rtl



2013-2014
(School-Selected)

21st Century Common Approaches



Master one focus area



1. Shifts

2. Student Centered

3. Collaborative Inquiry

4. Culture of Inquiry

5. Performance Tasks

2014-2015

(Student Driven with Collaborative Efforts of District & School Selected Focus)

21st Century Graduate Profile

1. Stay the course of the focus area

2. Bring out mastery of **communication** in focus area

a. Create & Plan

b. Teach

c. Reflect



The 21st Century Graduate Profile

Communicate

Collaboration

Creativity

Critical Thinking

Life and Career Skills
(16 Career Clusters)

Information, Media and Technology Skills

Mastery of Anchor Standards

REFLECTIVE LEARNING WALK PROCESS TO CONTINUE TO EXPAND ON IN-HOUSE TEACHER EXPERTS

Align schools by common focus area and enable teacher expert groups to observe and reflect on 21st century teaching and learning

Teachers Create & Plan

Teachers Teach

Teachers Reflect

- Transition to Implementation Plan -
G THE TRANSITION YEAR TO THE "FINISH

March - May

- Principal & team reflect & refine o
1. Vision for School and
 2. Focus Area for 13-14

Allow transition team teachers to
conduct reflective learning walks
Allow transition team to debrief on
the use of best practices in focus
area

Continue with PD plans,
teacher training, district training
as scheduled

March - May Tasks:

1. Schedule some time to meet
with transition team, check in
regarding progress of focus
area
2. Design class visits with
transition team focused on
"Focus Area/ 21st Century
Pillar"
3. Stay the course with training,
as scheduled

LINE" May - June

Debrief with transition team
(New: add TIP and iTeach teachers
to your team, if they are not a part
of the team)

Report to Transition Team:

- . Focus Year reflection and
- : End of year achievements at principal
meeting

Share with school district plan for 2
014-2015

May - June Tasks

1. Meet with transition team &
celebrate this year's growth
2. Reflect on this year's progress in
the focus area. Identify strengths
and areas of growth
3. Identify strengths and areas of
growth in focus area (for students
and teachers)
4. Recommended next steps
for your school (keep the
focus area, if needed)

Summer (July - Aug)

Summer planning with transition team
&
District training opportunities

Possible training topics:

1. K-12 ELA CCSS PD for teachers
2. K-12 Math CCSS PD for teachers
3. K-12 Technology using 21st century
learning skills
4. CCSS campaigns (CO, RF, PG, ES)

Summer hours set aside for transition
team to design teacher action research
question in focus area for 2014-2015

Summer Tasks

1. Meet with transition team to do the
following:

Principal to meet with transition team
to address the following:

- Focus Area (finalize)
- Action Research question in focus area.
- Target (2) milestones (goals) to reach
throughout the year for (students,
teachers and administrator). Milestones
must include student (academic)
communication as a part of the goal
(ex: oral, written or tech enhanced
goals)

Theory of Action

Rationale: To build teachers level of awareness and expertise in utilizing 21st century skills in the transition to the common core state standards and emphasizing a balanced instructional design in daily classroom learning.

This year, schools will develop a theory of action with the common core transition team that will focus on creating a culture of continuous improvement that will emphasize 21st century teaching and learning.

This theory of action will include the transition team working with teachers to identify the Theory of Action statement that will include two common themes across the district. These common themes are 1) Identify one Focus Area (*Pillar of 21st Century Learning*) and 2) Highlights a form of Communication (*oral, written and/or tech enhanced*).

The Theory of Action will drive the outcomes based on the Collaboration Cycle for Effective Instruction. The steps of the Collaboration Cycle for Effective Instruction are:

1. Analyze Data & Set Goals
2. Develop Expertise
3. Align Curriculum
4. Design Instruction
5. Implement and Review (Reflect) on Lessons

This process will be used so that teachers and school staff will have a common, focused autonomy with the site leadership. Through the support and leadership of the principals, grade level teams, departments and other key collaborative groups can work together in creating a common goal that support the school vision. In using the Collaboration Cycle for Effective Instruction, teachers will be able to identify needs and maximize the use of resources, and align resources to meet the goal set forth in the Theory of Action. Most important, teachers will have opportunities to learn from each other, reflect and review of progress and meeting the goals set forth by the team. PLC's will be very important in this process as they are the community of learners in which teachers and school leaders will work together to improve the learning conditions and results of students.

In order to move towards a 21st century learning environment, schools will need to learn from each other through "lateral capacity building" (learning with each other across sites in the district). The Theory of Action will be able to support a positive 21st century school culture that mirrors best practices in teaching and learning. In doing this, there are seven core principles that will strengthen a school's Theory of Action. The seven premises for an effective school/staff Theory of Action include:

1. Motivation: Support teacher motivation (individually and collectively) to support our purpose/vision
2. Capacity Building: being results driven; having a specific impact to close the gap on student learning
3. Learning in Context: Build a culture where learning in context is endemic; sometimes learning in the context of "doing" or "watching" can nurture one's own learning and development
4. Changing Context: Changing how we gather and learn together. Using schools within the district to support teacher leaders to learn from each other within and across our school sites. Provide teachers opportunities to: 1) Share

District and 3) State

7. Persistence and Flexibility in Staying the Course: Staying resilient because the first six premises are complex; it will take persistence and flexibility. The Theory of Action is reflective and inquiry-based and involves on-going dialogue.

Using these 7 premises as "tips" will support schools as they develop their Theory of Action over the summer.

Transition Team teachers will have opportunities to observe and learn with other teacher colleagues over the course of a school year. This process, called a Teacher Facilitated Learning Walk will emphasize the practices of TIP and iTeach where teachers will use best practices and support a professional learning practice for teachers that will bring theory into practice, context, and in-house expertise dynamically together. A Facilitated Learning Walk is a classroom-based collaborative learning practice shaped primarily by and for teachers to learn in, about, and from practice. This practice uses a range of professional teacher dispositions and skills, in particular, observation, reflection, inquiry and collaborative discussion. This will be the place where 21st century ideas, actions, context, reflections and reflective colleagues intertwine.

2014 - 2015 PROPOSED K-6 Elementary District Writing Matrix

Grade Level	Trimester 1 (60 days)	Trimester 2 (64 days)	Trimester 3 (61 days)
Kindergarten	Narrative	Informational/Explanatory	Opinion
1st	Narrative	Informational/Explanatory	Opinion
2nd	Narrative	Informational/Explanatory	Opinion
3rd	Informational/Explanatory	Opinion	Narrative
4th	Informational/Explanatory	Opinion	Narrative
5th	Informational/Explanatory	Opinion	Narrative
6th	Informational/Explanatory	Opinion	Narrative

21st Century Global Competency Themes for "Essential Map"

Trimester for Opinion:

Readers and writers **investigate the world beyond their immediate environment** by comprehending and communicating ideas and opinions

Trimester for Narrative:

Readers and writers **communicate ideas effectively with diverse audiences** through a combination of text and multimedia.

Trimester for Informational/Explanatory

Readers and writers **recognize perspectives, others' and their own** by gathering and providing information

KINDERGARTEN TRIMESTER ONE (60 days)

Readers and writers communicate ideas effectively with diverse audiences through a combination of text and multimedia.

Embedded Standards:

- RLK.4 - Ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 for additional expectations.) CA
- RLK.5 - Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA
- RLK.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RIK.4 - With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 additional expectations.) CA
- RIK.5 - Identify the front cover, back cover, and title page of a book.
- RIK.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- WK.4 - (Begins in grade 2) CA
- WK.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- WK.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SLK.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- a. Understand and follow one- and two- step oral directions. CA
- SLK.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS Anchor Standard

Kindergarten CCSS

Skills - Know

Skills - Do
"I can . . ."

Resources

Reading Informational Text

<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>Understand key details Ask and answer questions about key details in complete sentences Locate information within a text</p>	<p><u>With prompting and support:</u> I can identify/recall key details in a text. I can formulate a question about the text. I can point to/find/name information within a text.</p>	<p>CCSS Appendix B HM Anthology Stories HM Leveled Readers Scott Foresman Textbook Scott Foresman Leveled Readers Discovery Education</p>
<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RIK.2 With prompting and support, identify the main topic and retell key details of a text</p>	<p>State the main topic in own words, using academic vocabulary Retell key details in a sequential order Identify and recognize elements (individuals, events, ideas) within an informational text</p>	<p><u>With prompting and support:</u> I can identify the main topic in a text I can recall key details in sequential order I can describe who, what, where, when or how I can produce a graphic representation of elements within a text</p>	

<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which the appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>Understand how illustrations help explain the text Discuss how illustrations support the texts</p>	<p><u>With prompting and support:</u> I can explain how the illustrations and the text are related to one another. I can add to my understanding of the text by evaluating the illustration. I can tell how an illustration helps me understand a text.</p>	
<p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RIK.8 With prompting and support, identify the reasons an author gives to support points in a text</p>	<p>Recognize the author's reasoning using points in a text Find textual evidence to support the author's point of view</p>	<p><u>With prompting and support:</u> I can identify the language the author uses to give his/her point. I can locate/illustrate/explain the evidence used by the author to support his/her reasoning.</p>	
<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</p>	<p>RIK.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).</p>	<p>Analyze two or more texts on the same topic Identify basic similarities between texts Identify basic differences between texts Explain how illustrations, descriptions or procedures support basic similarities and differences between two texts on the same topic</p>	<p><u>With prompting and support:</u> I can distinguish between similarities and differences of two texts. I can use illustrations from two texts to show how they are similar and different. I can use similarities and differences in two texts to add to my understanding of a topic.</p>	

<p>Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>a. Activate prior knowledge related to the information and events in texts.</p> <p>b. Use illustrations and context to make predictions about text.</p>	<p>Be actively engaged to become responsible in their own group learning while reading</p> <p>Understand increasingly complex text using prior knowledge or experiences</p> <p>Make predictions using illustrations from the text</p> <p>Make predictions using context clues</p> <p>Make an increasing number of connections among ideas in text</p> <p>Use a variety of informational text for group reading</p>	<p><u>With prompting and support:</u></p> <p>I can actively listen and participate during a group reading</p> <p>I can use my knowledge or experiences to help comprehend increasingly complex text</p> <p>I can generate predictions using illustrations and context clues</p> <p>I can connect real-world ideas to the text</p> <p>I can access a wide variety of text (primary and secondary sources, biographies, big books, digital books, multi-media sources, videos)</p>	
<p>Reading Narrative Text</p> <p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>Understand key details and text structure</p> <p>Ask and answer questions about key details and text structure in complete sentences</p> <p>Locate information within a text</p>	<p><u>With prompting and support:</u></p> <p>I can identify/recall key details in a text.</p> <p>I can formulate a question about the text.</p> <p>I can point to/find/name story elements (who, what, when, where, why) within a text.</p>	

<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p>	<p>State the key details in own words, using academic vocabulary</p> <p>Use key details in a sequential order to retell a familiar story</p>	<p><u>With prompting and support:</u></p> <p>I can identify the key details in a text.</p> <p>I can retell key details in sequential order.</p>	
<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RLK.3 With prompting and support, identify characters, settings, and major events in a story</p>	<p>Recognize and state elements (characters, setting, main events) in a story</p>	<p><u>With prompting and support:</u></p> <p>I can name the characters in a story.</p> <p>I can tell where the story takes place (pictures or words).</p> <p>I can tell when the story occurs (pictures or words).</p> <p>I can recognize/point/state what happened in the beginning, middle, and end of a story.</p> <p>I can produce a graphic representation of elements within the story.</p>	
<p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RLK.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).</p>	<p>Understand the relationship between illustrations and the story</p> <p>Discuss how illustrations help explain the story</p>	<p><u>With prompting and support:</u></p> <p>I can add to my understanding of the text by evaluating the illustration .</p> <p>I can tell what is happening in the story by looking at the illustrations.</p>	

<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RLK.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories</p>	<p>Analyze two or more familiar stories with similar themes</p> <p>Identify basic similarities between the experiences of characters</p> <p>Identify basic differences between the experiences of characters</p> <p>Explain how illustrations support basic similarities and differences between the characters' experiences in two or more stories with similar themes</p>	<p><u>With prompting and support:</u></p> <p>I can distinguish between similarities and differences of characters' experiences in two stories with similar themes.</p> <p>I can use illustrations from two stories to show how the characters' experiences are similar and different.</p>	
<p>Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>a. Activate prior knowledge related to the information and events in texts. CA</p> <p>b. Use illustrations and context to make predictions about text.</p>	<p>Be actively engaged to become responsible in their own group learning while reading</p> <p>Understand increasingly complex text using prior knowledge or experiences</p> <p>Make predictions using illustrations from the story</p> <p>Make predictions using context clues</p> <p>Make an increasing number of connections among ideas in a story</p> <p>Use a variety of literature for group reading</p>	<p><u>With prompting and support:</u></p> <p>I can actively listen and participate during a group reading.</p> <p>I can make a picture in my head about a story that I am listening to or reading.</p> <p>I can use my knowledge or experiences to help comprehend increasingly complex literature.</p> <p>I can generate predictions using illustrations and context clues.</p> <p>I can connect real-world ideas to the text.</p> <p>I can access a wide variety of literature (stories, poems, big books, digital books, multi-media sources, videos)</p>	

Reading Foundational Skills

	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lowercase letters of the alphabet. 	<p>Understand and apply concepts of print.</p> <p style="text-align: center; font-size: 2em; opacity: 0.5;">DRAFT</p>	<p>I can point to front cover of a book.</p> <p>I understand that print has meaning and words are made up of letters.</p> <p>I can show where to begin reading a text.</p> <p>I can point to words as I listen to or read a text.</p> <p>I can recognize and name all upper and lowercase letters of the alphabet.</p>	
	<p>RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Blend two to three phonemes into recognizable words. CA 	<p>Understand and apply phonological awareness.</p>	<p>I can recognize rhyming words.</p> <p>I can produce rhyming words.</p> <p>I can count syllables in spoken words.</p> <p>I can pronounce syllables in spoken words.</p> <p>I can blend syllables in spoken words.</p> <p>I can blend and segment onset and rime.</p> <p>I can segment the sounds in CVC words.</p> <p>I can blend sounds to create words.</p> <p>I can make new words using my knowledge of word families.</p>	

<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Know and apply grade level phonics and word analysis skills by reading a variety of books, stories and other meaningful text to provide experiences with letter/sound relationships and high frequency words.</p>	<p>I can produce a sound for each of the consonants.</p> <p>I can say the vowel sounds.</p> <p>I can read common high frequency words.</p> <p>I can apply decoding strategies in isolation and in text.</p>	
<p>RFK.4 Read emergent-reader texts with purpose and understanding.</p>	<p>Understand the components of fluency (accuracy, rate, expression).</p> <p>Apply the fluency components to emergent-reader texts.</p> <p>Understand that print carries meaning.</p> <p>Recognize the multiple purposes of reading.</p>	<p>I can read with appropriate accuracy.</p> <p>I can read words easily.</p> <p>I can read in a way that sounds like spoken language.</p> <p>I can read for multiple reasons (entertain, inform).</p>	

Speaking and Listening

<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.</p>	<p>Actively engage in whole/small/partner collaborative conversations with a variety of audiences. Listen respectfully to what the speaker/presenter says. Participate respectfully in collaborative conversations (with a partner and in purposeful groups) Apply strategies for understanding and answering questions asked of them in complete sentences.</p>	<p>I can identify my role in collaborative discussions (partner, leader). I can listen to the speaker. I can respond respectfully to my partner. I will have ample opportunities to have rich structured conversations.</p>	
<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SLK.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Ask questions using academic language and the correct language functions. Ask meaningful questions that are on topic to gain understanding. Use academic language and descriptive words to ask and answer questions. Utilize communication skills to engage in discourse.</p>	<p>I can identify a purpose for asking and/or answering questions. I can ask questions to gain better understanding of the topic. I can ask for clarification when needed. I can answer questions using descriptive words.</p>	
<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>Select an experience to describe. Report relevant facts and details in complete sentences and/or visuals.</p>	<p>With prompting and support: I can discuss or present an experience to an audience. I can use additional details to elaborate. I can use visuals to express information.</p>	

<p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Enunciate clearly and with proper volume. Use a public speaking voice when appropriate. Speak with expression using scholarly words.</p>	<p>I can turn and talk clearly with a partner. I can participate in small group discussions. I can express my ideas in a way that is purposeful to my audience.</p>	
<p>Language</p>				
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.</p>	<p>Able to clearly write letters (upper and lower) in a variety of formats (print, digitally) Use academic English to communicate clearly, using scholarly language (in writing, print, orally, tech enhanced) Use correct grammar and usage of standard English when writing or speaking Communicate using spoken and written standard English</p>	<p>I can use correct English words to explain what I am thinking (orally or in writing). I can share my ideas using a public voice, speaking like a scholar. I can communicate using different tools such a computer to share my ideas.</p>	
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>LK.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>Use of complete sentences in speaking or writing in a variety of formats (videos, play production, writing) When writing a complete sentence, use a capital (in writing and using technology) Apply correct punctuation tools (including spell check) when writing on paper and with a tech device Able to spell simple words</p>	<p>I can speak clearly. I can correctly write a complete sentence. I can name the end punctuations (period, question mark, exclamation point). I can spell words using English rules.</p>	

<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.</p>	<p>LK.3 (Begins in grade 2)</p> <p>LK.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word</p>	<p>Not applicable</p>	<p>Not applicable</p>	<p>Not applicable</p>
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>LK.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>Understand how grammar works by listening and using language in a variety of texts</p> <p>Understand the richness of diversity in standard English</p> <p>Use grammar in basic ways (that will be learned in more sophisticated contexts in the upper grades)</p> <p>Make purposeful language choices in writing and speaking in order to effectively communicate</p> <p>Communicate effectively using a wide range of print and digital texts</p>	<p>I can determine the meaning of words by finding clues.</p> <p>I can hear how similar English words are used differently.</p> <p>I can hear how new words are used and practice using these words myself and with a partner.</p> <p>I can use scholarly words.</p>	<p>I can tell why groups of words are bundled together.</p> <p>I can show/explain/use new words.</p> <p>I can illustrate to verbally explain what I am thinking.</p> <p>I can use verbs to give details to my idea.</p>
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>LK.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>Sort objects into classified groups (open or closed sorts)</p> <p>Draw real-world connections with words (acting, illustrations, sharing)</p> <p>Apply new words by acting it out (in class or using media)</p> <p>Use descriptive (colorful) words to illustrate thinking</p> <p>Build a bank of colorful verbs when learning how to describe (run/sprint)</p>	<p>I can tell why groups of words are bundled together.</p> <p>I can show/explain/use new words.</p> <p>I can illustrate to verbally explain what I am thinking.</p> <p>I can use verbs to give details to my idea.</p>	<p>I can tell why groups of words are bundled together.</p> <p>I can show/explain/use new words.</p> <p>I can illustrate to verbally explain what I am thinking.</p> <p>I can use verbs to give details to my idea.</p>

<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</p>	<p>LK.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Respond to a text by drawing connections</p> <p>Show how words are used in "real-life"</p>	<p>I can use words from a new story.</p> <p>I can read a text and make a connection.</p>	
<p>Writing</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>WK.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p>	<p>Understand that a description of an event or linked events make up a narrative/story.</p> <p>Select illustrations, dictation, and/or writing to develop their thinking/ideas about an event or events in sequential order.</p> <p>Recognize and include their reaction/feelings to what happens in a story.</p> <p>Demonstrate in writing knowledge of purpose and audience.</p> <p>Interpret suggestions from peers and apply to writing</p> <p>Publish writing using a variety of digital tools while collaborating with peers.</p>	<p>I can narrate a story about one or more events OR I can create a narrative about one or more events.</p> <p>I can tell you about what happened in sequential order.</p> <p>I can state how I felt about what happened in a story.</p> <p>I can recite, illustrate, and/or write a narrative/story.</p> <p>With guidance and support from adults:</p> <p>I can answer questions and suggestions from my friends about how to make my narrative/story better.</p> <p>I can add or delete details to my narrative/story based on classmates' feedback.</p> <p>I can publish my narrative/story using digital tools with the help of my peers.</p>	
<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>WK.10 - (Begins in grade 2) CA</p>			