**Guaranteed and Viable Curriculum**

**Team : LA 6 USOE Standard #: Reading Information, Standard 2**

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| **Essential Standard** | **Student Friendly Language** | **DOK Level** |
| Provide a summary of the text distinct from personal opinions or judgments. | Independently, students can use reading strategies to read and understand an informational text. | **2** |

**Does it have endurance?** **Do we really expect our students to retain the knowledge and skills over time as opposed to merely learning it for a test?**

**Does it have leverage?** **Will proficiency in this standard help the student in other areas of the curriculum and other academic disciplines**?

**Does it develop student readiness for the next level of learning? Is it essential for success in the next unit, course, or grade level?**

**What content do we currently teach that we can eliminate from the curriculum because it is not essential?**

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| --- | --- |
| **What is the Common Formative Assessment/s for this standard?** | **DOK Level** |
| * **Reading Comprehension Quizzes** * **Informational Reading Responses** | **3**  **3** |

**What does each level of proficiency look like for this standard?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Not Proficient** | **Basic** | **Proficient**  **Do this one first.** | **Exemplary** |
| * **Student can not show comprehension.** * **They cannot summarize the main idea, identify major text structures, identify different authors’ points of view, or identify support of explicit ideas.** * **Student does not cite sources correctly.** | * **Show basic grade-level comprehension.**   + **summarize main idea**   + **identify major text structures**   + **understand there is a variety of sources**   + **identify different authors’ points of view**   + **identify support of explicit ideas, but not correctly cite** | * **Show grade-level comprehension.**   + **summarize main idea + inferred meanings**   + **text structures that drive organization/meaning**   + **aware of need to consider academic credibility of a source**   + **compare/contrast different author’s points of view/ trace argument**   + **Cite evidence to support analysis of explicit ideas** | * **Show advanced comprehension.**   + **Summarize multiple levels of ideas**   + **text structures that drive organization/meaning + multimedia presentation to add emphasis**   + **evaluated academic credibility of source**   + **analyze/evaluate different authors’ points of view/ trace argument**   + **Cite multiple sources to support insightful analysis both explicit and inferred ideas** |