**Building a Learning Progression & Assessment Planning**

Please make a copy and rename for your grade level/standard before typing!

| **Steps in the Process:**1. Add the essential standard(s) to top of document.
2. Unpack into learning targets.
3. Discuss and list common mistakes or errors that kids often make when you are teaching this standard(s).
4. Go back and review the Learning Targets. Make sure that the challenges which emerged in the mistakes/errors conversation are represented as learning targets to be monitored.
5. Complete the first column of the table. First add the target that represents the TOP of the ladder. Then start at the bottom and work your way up, adding/deleting rows as needed.
6. Determine which Learning Targets required a team-created common formative assessment (and which can simply be monitored by the classroom teacher).
7. Choose/determine the method for assessing team CFAs (short answer, multiple choice, create a blog, etc)
8. Generate possible tasks, questions or problems to assess that target.

\*\*\*REMEMBER\*\*\* sometimes (but not always!) more than one learning target can be assessed on the same formative assessment. |
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Unit/Topic:

Essential Standard(s) Being Addressed (list full standard here):

* RI.5.2 \*Examine a grade-appropriate informational text.

● Provide a summary.

● Determine the main idea of a text and explain how it is supported by key details.

* SL.5.2 Summarize information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).
* SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Learning Targets:

* I can determine the main idea of a text/passage/paragraph using inferences and details.
* I can support the main idea with evidence from the text/passage/paragraph.
* I can distinguish between key details and details that are interesting to support my summary.
* I can provide a summary of an informational text using key details from the text.

Common Mistakes or Errors (where does it all go sideways for kids?):

* Students may include details that are not important
* Students may repeat parts of the passage that are not critical for a summary

| **Complex** | **Learning Target (highlight the verb in the standard)** | **Assessment Method that matches the verb** | **Possible Questions or Tasks (for high-leverage targets)** |
| --- | --- | --- | --- |
|  | RI.5.2 \*Examine a grade-appropriate informational text.● Provide a summary.● Determine the main idea of a text and explain how it is supported by key details. | CSA:Students will determine the main idea of a grade-level informational text and provide a summary that is supported by key details.[Invisible Guns: Disease Article](https://www.readworks.org/article/The-Invisible-Guns-Disease-and-Native-Americans/8ac51b05-d52c-4d46-99c0-434964b94ab1#!articleTab:content/) | Students will provide a summary on a grade-level text that will use key details to express and support the main idea of the text.[RI.5.2 Rubrics](https://docs.google.com/document/d/1dPpJ7v--5TStJahfWzOyDwhi3TvM22xiEKHjIYZL5ug/edit?usp=sharing)  |
| I can provide a summary of an informational text using key and supportive details from the text. | CFA #2Students will provide a summary based on distinguished key details that are supported in an informational text.[Communication Skills Main Idea/Evidence](https://docs.google.com/document/d/1jEJa6FDnlDqFK7ITyVAGwp8rzqScPZbXh6ynJ5uEaiM/edit)[NEWSELA Later Start Time Article](https://newsela.com/read/starting-schools-later-fewer-zombies/id/2001024758/)[Article Justification](https://docs.google.com/document/d/1SHX34p33jDGcpl7gawjmBxqh2NRDS8KHKdlKdNIpzFY/edit)[Mayan Article Readworks](https://www.readworks.org/article/Aztecs-Incas-and-Mayans---The-Mayans/61e530ef-122b-4556-9a9e-8b42741ae12b#!articleTab:content/)[Assignment Mayan Article](https://docs.google.com/document/d/1-EDQLUYURWnuz5KyPoV1ykBKK_lySsqJzLeEq_YJ-h0/edit?usp=sharing)[Assignment Aztec Article](https://www.readworks.org/article/Aztecs-Incas-and-Mayans---The-Aztec-Empire/4940fa0c-1d60-4e19-af14-183d1687eba9#!articleTab:content/)[Aztec Exit Ticket](https://docs.google.com/document/d/1Pn4BWYO8ccwmMd0Pb8xQIPjR890D3e2JxNYG9rS6Rbc/edit)[Aztec Exit Ticket 2](https://docs.google.com/document/d/11IW2VCnO8gGLJVJRpCY5smSbe9svEkM-Hf5wHhm346c/edit)[Aztec Exit Ticket 3](https://docs.google.com/document/d/1gYbS80SB9T2Etiqq2bR48t8oEuPz4TZ7C1Hv8PncQ5c/edit)[CFA #1: Aztec Article](https://www.readworks.org/article/The-Aztec/ebaf2b82-d09e-45b6-8135-f85be30f6a14#!articleTab:content/contentSection:353bb002-4785-46fb-a462-9bf8b347e313/)[CFA #1: Exit Ticket](https://docs.google.com/document/d/1r447lhUx-FBERJrmOmd5VgVFlKI1FHIQvbb-xzs79HA/edit)[Native American Article](https://www.readworks.org/article/Native-Americans/6d85b5cc-969f-4ed5-aab0-76daaad34f74#!articleTab:content/contentSection:c146b249-4819-4563-88f5-67ebd0ea3a7e/)[Article Exit Ticket](https://docs.google.com/document/d/1z5WhG8FsUexSQ6gIDVaFhznonLKfrb_OidwXUKhaYJg/edit)[Article Exit Ticket 2](https://docs.google.com/document/d/16yF-XvbiH5p8GZsOjLCOjNlKYL-H2QnVh04rL6BqRSo/edit)[CFA #2: Native American](https://docs.google.com/document/d/1AitFGkQEgN_Gy3FKRDDt3NVBY-qDGWx01QVzy_2nvtk/edit)[NA Ball Game Article](https://www.readworks.org/article/The-Mayan-Game-Serious-Play/b66db9d4-0902-43eb-9fd3-f816411dcd73#!articleTab:content/)[Ball Game Exit Ticket](https://docs.google.com/document/d/1cC1-b7BQSZLr8Orcebop7Hv5WEty1QBe68iKguQ3YBM/edit)[Comparison Exit Ticket](https://docs.google.com/document/d/1K6M6IQWcW0gDqzDdQmD1yeNXXOQrBMvB9bqniGOmtrg/edit)[Focus Article](https://www.readworks.org/article/Focus-Whats-Inside/fc563288-4307-495a-a2e1-5284641f7e72#!articleTab:content/questionsetsSection:2299/answerKey:false/)[Summary Exit Ticket](https://docs.google.com/document/d/1h5L4sK99NuPM3MlSjYe2uyN7OjTrGFogrAYB1SOwEBY/edit?usp=sharing) | Questions: * Can you distinguish key details from interesting, but unimportant, information?
* Can you provide a summary based on details from a text?

<https://teachingmadepractical.com/teaching-summarizing/> |
| I can distinguish between key details and details that are interesting to support my summary. |
| I can support the main idea with evidence from the text/passage/paragraph. | CFA #1Students will determine and identify the main idea of a small reading passage by inferring and stating relevant evidence from the text to support their writing.[CFA #1 The Case Against Soda](https://drive.google.com/file/d/1PZ39iTcJa3c02oHQJDjkU6FRkDsa3GQW/view) [CFA #2 Newsela](https://newsela.com/read/lib-mindset-matters/id/39806/)[Growth Mindset](https://newsela.com/read/lib-mindset-matters/id/39806/) [CFA #3 News ELA](https://newsela.com/read/math-visual/id/8167/)[Math Class that Wants Kids to Talk Out Loud](https://newsela.com/read/math-visual/id/8167/) [Reading Exit Ticket](https://docs.google.com/document/d/1Kwf3Ia8NuY2jBorW7Nn8y2AZbdd3_7fO5eyRxfPj3eE/edit) [Classroom Material](https://newsela.com/read/elem-how-to-set-goals/id/39767/)[Newsela](https://newsela.com/read/elem-how-to-set-goals/id/39767/) [Keep Your Eye on the Finish Line: How to Set Goals](https://newsela.com/read/elem-how-to-set-goals/id/39767/) [Graphic Organizer](https://docs.google.com/document/d/1i87Nid-GkC-zImAIKzwFlTGY8L7pXRp-rTfH7F_6Y4k/edit) [Origins of Food Article NEWSELA](https://newsela.com/read/ela-famous-food-origins/id/2001018469/) | Questions: * Can you list the details that are important to the passage?
* Can you infer the meaning of a text based on details from the text?
* What is the main idea of the passage?
* Open Response: Justify What evidence supports your answer?

Small group/Intervention:[Main Idea](https://drive.google.com/file/d/1v8YoBP0iYfzu7PiKk99TqQ2-fFWbPdcT/view?usp=sharing)[MnIdTskCrds.pdf](https://drive.google.com/file/d/17pZyPGEFtHSd61668Wk-FXLl0EODO6OX/view) |
| I can determine and identify the main idea of a text/passage/paragraph using inferences and details.  |
| **Simple** |  |

Which learning target(s) require a common team-created assessment? List below or highlight above.