Selected Standard (Where are we going?)	What are the concepts in the standard? (nouns and noun phrases)	What are the skills in the standards? (verbs)		Learning Progression (Core Standard Learning Progressions)	Success Criteria (Evidence learners are expected to produce that will allow them to gauge their progress and determine their level of mastery.) This is provided to students. Could be posted on the board.							
RL.2.3 Describe how characters in a story respond to major events and challenges.	characters story events challenges	describe	What prior knowledge is necessary for learners to successfully engage in this learning?	Identify characters, setting & major events in the story. Identify key details.	feelings, actions, spoken words and thoughts							
I can describe how characters in a story react to important events in the story.			What skills and concepts did students need to master in prior standards? (In 1st Grade)	Describe characters, settings, and major events in a story, using key datils. (1st grade standard)								
			What learning experiences must they have to successfully build their prior learning and background knowledge?	IRAs model characters, setting and major events Small Group Instruction Think-Pair-Share Be able to infer character's feelings/thoughts, character traits								
			What scaffolding is necessary for all learners to successfully engage in this learning?	Character, major events, feelings, facial expressions Lesson on inferring								
			What do we know about students that can make these learning experiences more meaningful?	See RIT Band Range								

| Where are we now? | | | RL.1.3: Describe characters, settings, and major events in a story, using key details. *Locates details about setting in literary text | RL.1.3: Describe characters, settings, and major events in a story, using key details. *Infers character feelings or thoughts *Locates details about characters in literary text *Locates details about events in literary text *Describes character traits or attributes *Locates details about setting in literary text | RL.1.3: Describe characters, settings, and major events in a story, using key details. *Infers character feelings or thoughts *Locates details about characters in literary text *Locates details about events in literary text *Identifies conflict and/or resolution in literary text *Explains character motivation *Recognizes story characters *Determines the cause of a situation or event in literary text | RL.2.3: Describe how characters in a story respond to major events and challenges. *Locates details about events in literary text *Infers character feelings or thoughts *Infers character feelings or thoughts *Understands how characters are developed or changed | RL.2.3: Describe how characters in a story respond to major events and challenges. *Infers character feelings or thoughts *Describes character traits or attributes *Locates details about characters in literary text *Determines the cause of a situation or event in literary text | RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. *Infers character feelings or thoughts *Describes character traits or attributes *Locates details about characters in literary text *Compares or contrasts characters *Understands how characters are developed or changed *Explains character motivation *Determines details that support an inference in literary text *Analyzes dialogue to understand characters *Identifies events that lead to resolution of problem/conflict | RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. *Infers character feelings or thoughts *Describes character traits or attributes *Locates details about characters in literary text | RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). *Describes character traits or attributes | | |
| | | | RL.2.3: Describe how characters in a story respond to major events and challenges. *Locates details about events in literary text *Identifies conflict and/or resolution in literary text *Infers character feelings or thoughts *Determines the cause of a situation or event in literary text *Describes character traits or attributes | RL.2.3: Describe how characters in a story respond to major events and challenges. *Locates details about events in literary text *Identifies conflict and/or resolution in literary text *Infers character feelings or thoughts *Determines the cause of a situation or event in literary text *Recognizes story characters *Explains character motivation *Analyzes dialogue to understand characters | | | | | | | | |

RIT Bands	131-140	141-150	151-160	161-170	171-180	181-190	191-200	201-210	211-220	221-230		
			LP	SH	ST	AC	GK	VG	QK	EA		
				JZ	HK	CG	AL	AL	DP			
				HM	BI	EDH	TW	EB	ST			
				EL	MD	OM	LZ	CW	RR			
				BW	BF	OY	PW					
					AO	SB	CT	LW	EE			
					NS	ST	NZ	ZT	BH			
							EG	AT				
								MC				

| Looking at the skills and concepts on the learning continnuum, did our team add all of the evidence learners are expected to produce that will allow them to gauge their progress and determine their level of mastery? What do we need to add/tweak? (Add to your document.) |
| What does the data tell us about our students? Strengths? Concerns? Challenges? |
| Looking at the grade level as a whole/class, where should our team begin? What instructional strategies will be used? |
| How should groups be formed to move student learning forward? |
| What skills need to be reinforced for our struggling learners? |
| What skills can we introduce to our high learners? |
| Will lessons be taught during the mini-lesson, guided reading, both, etc. |
| What materials are needed for our lessons? |
| What formative assessments will be utilized to determine student progress and adjust pacing if needed. |