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| **Kdg. Reading: Informational Text – Teacher Planning Tool** | | | | | | | | | | | | | | | | | | | | | |
| **Collaborators:** | | | | | | | | | | **Academic Year:** | | | | | | | | | | | |
| *This planning tool can be used by collaborating teachers across a given school year or term to help insure full implementation of the Iowa Core Content Standards into their classroom instructional and assessment activities.* *Full implementation is accomplished when the district or school is able to provide evidence that an ongoing process is in place to ensure that each and every student is learning the standards and the essential concepts and skills of the Iowa Core. A school that has fully implemented the Iowa Core is engaged in an ongoing process of data gathering and analysis, decision making, identifying actions, and assessing the impact around alignment and professional development focused on content, instruction, and assessment. The school is fully engaged in a continuous improvement process that specifically targets improved student learning and performance.*  ***Effective implementation of the Iowa Core is not a simple checklist. Implementation requires that educators strategically and systematically address the knowledge and skills being taught, engage in collaboration around the use of effective instructional practices and materials and develop activities to elicit evidence of student learning that match the level of rigor called for in the standards.*** | | | | | | | | | | | | | | | | | | | | | |
| **Reading Skill** | **Aug.** | | **Sept.** | | **Oct.** | | **Nov.** | | **Dec.** | | | **Jan.** | | **Feb.** | | **Mar.** | | **Apr.** | | **May** | |
| **Key Ideas and Details** | | | | | | | | | | | | | | | | | | | | | |
| With prompting and support, **ask** and **answer** questions about key details in a text. **(RI.K.1)(DOK 1)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| With prompting and support, **identify** the main topic and **retell** key details of a text. **(RI.K.2)(DOK 1)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| With prompting and support, **describe** the connection between two individuals, events, ideas, or pieces of information in a text. **(RI.K.3)(DOK 2)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. **(IA.1)**  **(DOK 2,3)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| **Craft and Structure** | | | | | | | | | | | | | | | | | | | | | |
| With prompting and support, **ask** and **answer** questions about unknown words in a text. **(RI.K.4)(DOK 1,)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| **Identify** the front cover, back cover, and title page of a book. **(RI.K.5)(DOK 1)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| **Name** the author and illustrator of a text and **define** the role of each in presenting the ideas or information in a text. **(RI.K.6)(DOK 1)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| **Integration of Knowledge and Ideas** | | | | | | | | | | | | | | | | | | | | | |
| With prompting and support, **describe** the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **(RI.K.7)(DOK 2,)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
|  | | **Aug.** | | **Sept** | | **Oct.** | | **Nov.** | | | **Dec.** | | **Jan.** | | **Feb.** | | **Mar** | | **Apr.** | | **May** |
| With prompting and support, **identify** the reasons an author gives to support points in a text. **(RI.K.8)(DOK 2)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| With prompting and support, **identify** basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **(RI.K.9)(DOK 2,3)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |
| **Range of Reading and Level of Text Complexity** | | | | | | | | | | | | | | | | | | | | | |
| Actively **engage** in group reading activities with purpose and understanding. **(RI.K.10)(DOK 1,2)** | |  | |  | |  | |  | | |  | |  | |  | |  | |  | |  |

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| **Language Arts Depth-Of-Knowledge Definitions** - **Reading** | | |
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| ***Level 1 Recall of Information***  Level 1 requires students to receive or recite facts or to use simple skills or abilities. Oral reading that does **not** include analysis of the text as well as basic comprehension of a text is included. Items require only a shallow understanding of text presented and often consist of verbatim recall from text or simple understanding of a single word or phrase. Some examples that represent but do **not** constitute all of Level 1 performance are: | | |

* Support ideas by reference to details in the text.
* Use a dictionary to find the meaning of words.
* Identify figurative language in a reading passage.

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| ***Level 2 Basic Reasoning***  Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Intersentence analysis of inference **is** required. Some important concepts are covered but **not** in a complex way. Standards and items at this level may include words such as summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion. Literal main ideas are stressed. A Level 2 assessment item may require students to apply some of the skills and concepts that are covered in Level 1. Some examples that represent but do **not** constitute all of Level 2 performance are: |

* Use context cues to identify the meaning of unfamiliar words.
* Predict a logical outcome based on information in a reading selection.
* Identify and summarize the major events in a narrative.

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| ***Level 3 Complex Reasoning***  Deep knowledge becomes more of a focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students **must** be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students’ application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent but do **not** constitute all of Level 3 performance are: |

* Determine the author’s purpose and describe how it affects the interpretation of a reading selection.
* Summarize information from multiple sources to address a specific topic.
* Analyze and describe the characteristics of various types of literature.

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| ***Level 4 Extended Reasoning***  Higher order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided. The extended time period is **not** a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent but do **not** constitute all of Level 4 performance are: |

* Analyze and synthesize information from multiple sources.
* Examine and explain alternative perspectives across a variety of sources.
* Describe and illustrate how common themes are found across texts from different cultures.