SAO Planning Pages

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| **Course/Grade Level Information** | |
| Course Name | Reading Block |
| Brief Course Description | The hour and a half reading block in first grade is used to teach students the foundational skills of reading including decoding skills, fluency, and accuracy. The purpose of these skills is so that students are able to demonstrate comprehension of grade-level appropriate texts. |
| Grade Level(s) | Grade 1 |
| Course Length | Year-long |

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| **Teacher Information** | |
| Teacher Name | Sarah Jackson |
| School Name | Your Elementary School |
| District name | Polk County School District |

**Directions for Establishing a Learning Goal:** After completing the entire table, use the planning information and the SMART Review to write the description of the learning goal.

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| **Learning Goal:** A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum. | |
| **Planning Information for Writing the Learning Goal:** | |
| Which big idea is supported by the learning goal? | The essence of “reading” is comprehension which includes an active and intentional thinking through interactions between the text and the reader. |
| Which content standards are associated with this big idea?  *List all standards that apply, including the text of the standards (not just the code).* | **Literary Text**  LAFS.1.RL.1.1: Ask and answer questions about key details in a text  LAFS.1.RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.  LAFS.1.RL.1.3: Describe characters, settings, and major events in a story, using key details.  LAFS.1.RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  LAFS.1.RL.1.6: Identify who is telling the story at various points in a text.  LAFS.1.RL.3.7: Use illustrations and details in a story to describe its characters, setting or events.  LAFS.3.RL.3.9: Compare and contrast the adventures and experiences of characters in stories.  **Informational Text**  LAFS.1.RI.1.1: Ask and answer questions about key details in a text.  LAFS.1.RI.1.2: Identify the main topic and retell key details of a text.  LAFS.1.RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.  LAFS.1.RI.2.5: Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  LAFS.1.RI.2.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  LAFS.1.RI.3.7: Use illustrations and details in a text to describe its key ideas.  LAFS.1.RI.3.8: Identify the reasons an author gives to support points in a text.  LAFS.1.RI.3.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| Why is this learning goal important and meaningful for students to learn? | Students will need to be able to read and comprehend fiction and informational texts, in all content areas at the text complexity band appropriate for grade 1. This goal moves students beyond the foundational skills and expects them to demonstrate their use of these skills for the purpose of reading, which is comprehension. |
| In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured? | The students will need to be able to read with accuracy and fluency, but they will need to apply the deeper knowledge of being able to demonstrate comprehension of the text. This Learning Goal represents a DOK Level 2 as identified in the standards. |
| Describe the instruction and strategies you will use to teach this learning goal.  *Be specific to the different aspects of the learning goal.* | Students will meet in small groups based on their Instruction Reading Level. Focus will include fluency, word work, understanding an author’s writing style, and being able to respond to both explicit and inferential text questions.  Students struggling with foundational skills will receive more intense instruction on these skills in order to access the content of the texts being studied.  Large group work will include mentor text readings, discussion of the text, as well as students having opportunities to ask and answer questions related to their comprehension. Every pupil response strategies will be used to ensure the opportunity for all students to engage in demonstrating their comprehension. |
| Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year). | The reading comprehension instruction will occur daily for approximately 60 minutes a day for 180 days. Additionally, comprehension instruction will continue during science and social studies lessons, as appropriate. |
| Explain how this time span is appropriate and sufficient for teaching the learning goal. | This time provides the opportunity to work with struggling students on a regular basis, while continuing to meet with students reading at or above grade level on a daily basis. In addition, on-grade level and advanced students will have opportunities to engage in reading texts and demonstrating comprehension at an independent level, providing information on students’ zone of proximal development. |

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| **Check:** **SMART Review of the Learning Goal for this SLO** | |
| Use the SMART protocol to confirm that the Learning Goal has the right size, detail, and depth necessary.  Check the boxes that apply. | The Learning Goal is:  **Specific** –focused on the big idea and content standards.  **Measurable** – able to be appropriately and adequately assessed (note the Assessments section will identify the specific assessment to be used).  **Appropriate –** within the teacher’s control to effect change and is important, meaningful for students to learn during the identified time span.  **Realistic –** while ambitious, it is achievable for both teachers and students, during the time span identified.  **Time Limited** **–** can be summatively evaluated within the time under the teacher’s control. |

**Directions for Documenting Assessments and Scoring:** After completing the entire table, use the planning information to write the description and use of assessments and scoring criteria or rubrics.

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| **Assessments and Scoring:** Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SLO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned. | |
| **Planning Information for Explaining the Use of Assessments and Scoring:** | |
| How often will you collect data to monitor student progress toward this learning goal? | Student responses will be monitored in a variety of ways: orally as they respond to questions in pairs, responses on wipe-off boards, sharing the pen during whole and small group time, and independently one to two times per week after reading a text. |
| How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal? | The collected data will reveal specific information about the students’ ability to demonstrate comprehension of the text as aligned to the standards, as well as the ability to make inferences. Based upon the analysis of the student work, min-lessons, small group, or individual guidance will be provided to determine how to break down the text into smaller chunks, demonstrate and practice the use of organizers, as well as using think alouds to determine how the student is interpreting the question. |

**Directions for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

| **Targets:** identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. | |
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| **Planning Information for Writing the Target Used to Define Teacher Performance:** | |
| Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students’ understanding of the learning goal. | The baseline data used to establish the starting points for students include:   * Kindergarten benchmark score * Administration of a comprehension question to a text read aloud (students wrote independently and when necessary, response was dictated and scribed) * Student attendance rate from kindergarten * Special education referrals |
| Explain how the expected targets identified demonstrate ambitious, yet realistic goals, for measuring students’ understanding of the learning goal. | The targets are ambitious and realistic as all students are expected to demonstrate increased achievement. Additionally, although there are only 3 students currently in the advanced group, with targeted and focused instruction, there are students in the average group who will be able to advance beyond the end of grade level 1. Two of the 7 students currently in the low group have already been established as having learning needs and an IEP is pending. Although the goal is to have all students on grade level by the end of the school year, it is not clear at this time whether this is a realistic goal for these two students. |