The Model Curriculum for PA School Library Programs, Grade Band Pre-Kindergarten-2 Stage 2 Assessment Evidence:

Suggestions for Developing Performance Tasks

This section includes:

- Student competencies for which there are no Performance Tasks, Rubrics or Learning Plans
- Suggestions for developing written, oral or visual performance tasks for these competencies
- Other sources of Assessment Evidence

From these suggestions, you can develop performance tasks.

	e readers use appropriate strate					
Library Infor	mation Concept: Identifying Tex	ct Feat	tures (Grade 2)			
	Stage 1: Desired Results					
	Established Goals (English Language Arts Standard): CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.					
Understandings (<i>Students will understand that</i>): Effective readers use appropriate strategies to construct meaning.	Competencies (Students will know/be able to): Use various text features and search tools to locate key facts or information in text efficiently in print and digital sources.					
What understandings/competencies will be assessed through this task?						
	Stage 2: Assessment Eviden	се				
Possible Products and Performances:	-	Source	es of Assessment Evidence:			
Written: Advertisement, journal, log Oral: Conversation, oral presentation, dramatization			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests Written responses to academic prompts (short-answer			
Oral. Conversation, oral presentation, dramatization			format)			
Visual: Advertisement, diagram, model			Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit) Digital and/or print portfolios— collections of student work over time Reflective journals or logs Informal, ongoing observations of students Formal observations of students using observable indicators on criteria list Student self-assessments Peer reviews and peer response groups			
		McTighe,	Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development</i> k. Alexandria: ASCD, 2004. Print.			

Big Idea: Effective	e readers use appropriate strate	gies to	construct meaning.			
Library Infor	mation Concept: Identifying Tex	kt Feat	ures (Grade 1)			
	Stage 1: Desired Results					
Established Goals (English Language Arts Standard): CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.						
Understandings (Students will understand that): Effective readers use appropriate strategies to construct meaning. Competencies (Students will know/be able to): Identify text features to locate key facts or information in text.						
What understandings/competencies will be assessed through this task?						
	Stage 2: Assessment Evider	псе				
Possible Products and Performances:		Source	es of Assessment Evidence:			
Written: Advertisement, journal, log			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests			
Oral: Conversation, oral presentation, dramatization			Written responses to academic prompts (short-answer format)			
Visual: Advertisement, diagram, model			Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit)			
			Digital and/or print portfolios- collections of student work over time			
			Reflective journals or logs			
			Informal, ongoing observations of students			
			Formal observations of students using observable indicators on criteria list			
			Student self-assessments			
			Peer reviews and peer response groups			
		Other:				
			Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development k.</i> Alexandria: ASCD, 2004. Print.			

Big Idea: Effective	e readers use appropriate strate	gies to	construct meaning.		
	mation Concept: Identifying Tex				
	Stage 1: Desired Results				
Established Goals (English Language Arts Standard): CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, middle, end, details).					
Understandings (Students will understand that): Effective readers use appropriate strategies to construct meaning. Competencies (Students will know/be able to): Identify parts of book (e.g., title, author) and parts of text (e.g., beginning, end, details).					
What understandings/competencies will be assess	ssed through this task?				
	Stage 2: Assessment Eviden	ice			
Possible Products and Performances:	-	Source	s of Assessment Evidence:		
Written: Journal, book report			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests		
Oral: Conversation, oral presentation, podcast			Written responses to academic prompts (short-answer format)		
Visual: Advertisement, book cover, book poster			Extended written products (e.g., essays, lab reports)		
			Long-term, authentic assessment projects (e.g., senior exhibit)		
			Digital and/or print portfolios— collections of student work over time		
			Reflective journals or logs		
			Informal, ongoing observations of students		
			Formal observations of students using observable indicators on criteria list		
			Student self-assessments		
			Peer reviews and peer response groups		
		Other:			
		J. 101.			
		_	Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development</i> k. Alexandria: ASCD, 2004. Print.		

Big Idea: Effective	e readers use appropriat	te strategies to	construct meaning.		
Library Inform	nation Concept: Identify	ing Text Featu	res (Grade PK)		
•	Stage 1: Desired				
Established Goals (English Language Arts Stand CC.1.2.PK.E Identify the front cover, back cover					
Understandings (Students will understand that): Effective readers use appropriate strategies to construct meaning. Competencies (Students will know/be able to): Locate and identify parts of book.					
What understandings/competencies will be assess	ssed through this task?				
	Stage 2: Assessmer	nt Evidence			
Possible Products and Performances:		Source	es of Assessment Evidence:		
Written: Book log			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests		
Oral: Conversation, oral presentation, podcast			Written responses to academic prompts (short-answer format)		
Visual: Advertisement, book cover, book poster			Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit)		
			Digital and/or print portfolios- collections of student work over time		
			Reflective journals or logs		
			Informal, ongoing observations of students		
			Formal observations of students using observable		
			indicators on criteria list		
			Student self-assessments		
			Peer reviews and peer response groups		
		Other:			
			Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development k</i> . Alexandria: ASCD, 2004. Print.		

	e readers use appropriate strate					
Library Infori	mation Concept: Evaluating Dive	erse N	ledia (Grade K)			
	Stage 1: Desired Results					
Established Goals (English Language Arts Stand						
CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.						
Understandings (Students will understand that):						
construct meaning.	Describe relationships between illustrations and text.					
0						
What understandings/competencies will be asses	ssed through this task?					
	Stage 2: Assessment Eviden	nce				
Possible Products and Performances:	Grago II /100000mont Ividor		es of Assessment Evidence:			
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Written: Book report, letter, essay			Selected-response-format (e.g. multiple choice, true-false)			
			quizzes and tests			
Oral: Conversation, discussion			Written responses to academic prompts (short-answer			
Viewel- Destay theory drawing			format)			
Visual: Poster, flyer, drawing			Extended written products (e.g., essays, lab reports)			
			Long-term, authentic assessment projects (e.g., senior exhibit)			
		П	Digital and/or print portfolios– collections of student work			
			over time			
			Reflective journals or logs			
			Informal, ongoing observations of students			
			Formal observations of students using observable			
			indicators on criteria list			
			Student self-assessments			
			Peer reviews and peer response groups			
		Other:				
		McTighe,	Jay and Wiggins, Grant. Understanding by Design: Professional Development			
		Workboo	k. Alexandria: ASCD, 2004. Print.			

Big Idea: Effective	e readers use appropriate strate	gies to	construct meaning.		
Library Inforn	nation Concept: Evaluating Dive	rse M	edia (Grade PK)		
•	Stage 1: Desired Results				
Established Goals (English Language Arts Stand CC.1.2.PK.G With prompting and support, answer q		itten wo	rd.		
Understandings (Students will understand that): Effective readers use appropriate strategies to construct meaning. Competencies (Students will know/be able to): With support, identify illustrations that connect with written words.					
What understandings/competencies will be assess	ssed through this task?				
	Stage 2: Assessment Eviden	ice			
Possible Products and Performances:		Source	s of Assessment Evidence:		
Written: Book report, letter, essay			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests		
Oral: Conversation, discussion			Written responses to academic prompts (short-answer format)		
Visual: Poster, flyer, drawing			Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit)		
			Digital and/or print portfolios– collections of student work over time		
			Reflective journals or logs		
			Informal, ongoing observations of students		
			Formal observations of students using observable indicators on criteria list		
			Student self-assessments		
			Peer reviews and peer response groups		
		Other: _			
			Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development</i> k. Alexandria: ASCD, 2004. Print.		

Big Idea: Effective	e readers use appropriate strategi	ies to	construct meaning.		
Library Info	rmation Concept: Evaluating Arg	gume	nts (Grade 2)		
	Stage 1: Desired Results				
Established Goals (English Language Arts Stand CC.1.2.2.H Describe how reasons support specific p					
Understandings (Students will understand that): Effective readers use appropriate strategies to construct meaning. Competencies (Students will know/be able to): Describe text that supports author's points.					
What understandings/competencies will be assess	ssed through this task?				
	Stage 2: Assessment Evidenc	e			
Possible Products and Performances:		Source	s of Assessment Evidence:		
Written: Journal, letter, log			Selected-response-format (e.g. multiple choice, true-false) guizzes and tests		
Oral: Conversation, discussion			Written responses to academic prompts (short-answer format)		
Visual: Flier, flowchart, diagram			Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit)		
			Digital and/or print portfolios- collections of student work over time		
			Reflective journals or logs		
			Informal, ongoing observations of students		
			Formal observations of students using observable		
			indicators on criteria list		
			Student self-assessments		
			Peer reviews and peer response groups		
		Other: _			
		•	Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development</i> a. Alexandria: ASCD, 2004. Print.		

Big Idea: Effective	e readers use appropriate strate	gies to	construct meaning.		
Library Info	ormation Concept: Evaluating A	rgume	ents (Grade 1)		
	Stage 1: Desired Results				
Established Goals (English Language Arts Stand					
CC.1.2.1.H Identify the reasons an author gives to support points in a text.					
Effective readers use appropriate strategies to	erstandings (Students will understand that): Competencies (Students will know/be able to): Identify details author uses to support points in text.				
construct meaning.	identify details author uses to support p	OII II 3 II I	ioni.		
What understandings/competencies will be asset	and through this tack?				
what understandings/competencies will be asses	ssed tillough tills task?				
	Stage 2: Assessment Evider	nce			
Possible Products and Performances:	<u> </u>		es of Assessment Evidence:		
Written: Journal, letter, log Oral: Conversation, discussion Visual: Flier, flowchart, diagram			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests Written responses to academic prompts (short-answer format) Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit) Digital and/or print portfolios— collections of student work over time Reflective journals or logs Informal, ongoing observations of students Formal observations of students using observable indicators on criteria list		
		McTighe,	Student self-assessments Peer reviews and peer response groups Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development k.</i> Alexandria: ASCD, 2004. Print.		

Big Idea: Effective	e readers use appropriate strateg	gies to	construct meaning.		
Library Info	rmation Concept: Evaluating Ar	gume	nts (Grade K)		
	Stage 1: Desired Results				
Established Goals (English Language Arts Standard): CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.					
Understandings (Students will understand that): Effective readers use appropriate strategies to construct meaning. Competencies (Students will know/be able to): With support, identify why author uses certain details to support points in text.					
What understandings/competencies will be asses	ssed through this task?				
	Stage 2: Assessment Eviden	се			
Possible Products and Performances:		Source	es of Assessment Evidence:		
Written: Journal, letter, log			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests		
Oral: Conversation, discussion			Written responses to academic prompts (short-answer format)		
Visual: Flier, flowchart, diagram			Extended written products (e.g., essays, lab reports)		
			Long-term, authentic assessment projects (e.g., senior exhibit)		
			Digital and/or print portfolios— collections of student work over time		
			Reflective journals or logs		
			Informal, ongoing observations of students		
			Formal observations of students using observable indicators on criteria list		
			Student self-assessments		
			Peer reviews and peer response groups		
		Other:			
			Jay and Wiggins, Grant. Understanding by Design: Professional Development		
		Workboo	k. Alexandria: ASCD, 2004. Print.		

	e readers use appropriate strate				
Library Information Conce	ept: Selecting Informational Tex		iterary Nonfiction (Grade K)		
	Stage 1: Desired Results				
Established Goals (English Language Arts Stand					
CC.1.2.K.L Actively engage in group reading activiti					
Understandings (<i>Students will understand that</i>): Effective readers use appropriate strategies to	Competencies (Students will know/be able to): Engage in reading activities related to nonfiction with purpose and understanding.				
construct meaning.	Engage in reading activities related to n	Offiction	Twith purpose and understanding.		
What understandings/competencies will be assess	ssed through this task?				
	Stage 2: Assessment Eviden	nce			
Possible Products and Performances:	Guago II /100000mom Zviuoi		es of Assessment Evidence:		
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Written: Journal, diary entry, book log			Selected-response-format (e.g. multiple choice, true-false)		
			quizzes and tests		
Oral: Conversation, discussion, podcast, oral report			Written responses to academic prompts (short-answer		
Warral Destaurant and head or a second to a	and the filter		format)		
Visual: Poster, scrapbook, book cover, computer gra	apnic, tiler		Extended written products (e.g., essays, lab reports)		
			Long-term, authentic assessment projects (e.g., senior exhibit)		
			Digital and/or print portfolios– collections of student work		
			over time		
			Reflective journals or logs		
			Informal, ongoing observations of students		
			Formal observations of students using observable		
			indicators on criteria list		
			Student self-assessments		
			Peer reviews and peer response groups		
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			k. Alexandria: ASCD, 2004. Print.		
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	e readers use appropriate strate				
Library information Conce	pt: Selecting Informational Text		terary Nonfiction (Grade PK)		
Fatablished Cools (Fralish Language Arts Stone	Stage 1: Desired Results				
Established Goals (English Language Arts Stand CC.1.2.PK.L With prompting and support, actively experience of the control of t		rnose ai	nd understanding		
Understandings (Students will understand that):	Competencies (Students will know/be able to):				
Effective readers use appropriate strategies to	With prompting and support, actively en				
construct meaning.		0 0			
What understandings/competencies will be asset	ssed through this task?				
5 .	, and the second				
	Stage 2: Assessment Eviden	ice			
Possible Products and Performances:		Source	es of Assessment Evidence:		
Written: Journal, diary entry, book log			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests		
Oral: Conversation, discussion, podcast, oral report		П	Written responses to academic prompts (short-answer		
Oral. Conversation, discussion, podcast, oral report			format)		
Visual: Poster, scrapbook, book cover, computer gra	aphic, flier		Extended written products (e.g., essays, lab reports)		
	•		Long-term, authentic assessment projects (e.g., senior		
			exhibit)		
			Digital and/or print portfolios- collections of student work		
			over time		
			Reflective journals or logs		
			Informal, ongoing observations of students		
			Formal observations of students using observable indicators on criteria list		
		П	Student self-assessments		
			Peer reviews and peer response groups		
			Tool to home and poor toopened groupe		
		Other:			
		•	Jay and Wiggins, Grant. Understanding by Design: Professional Development		
		VVOFKDOO.	k. Alexandria: ASCD, 2004. Print.		

Big Idea: Effective re	aders use appropriate strategi	ies to	construct meaning.			
Library Information Co	ncept: Identifying Author and	Illust	rator Roles (Grade K)			
	Stage 1: Desired Results					
Established Goals (English Language Arts Standard): CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.						
Understandings (Students will understand that): Effective readers use appropriate strategies to construct meaning. Competencies (Students will know/be able to): Define roles of author and illustrator.						
What understandings/competencies will be assessed	I through this task?					
	Stage 2: Assessment Evidence	се				
Possible Products and Performances:		Source	s of Assessment Evidence:			
Written: Book report/review, letter, journal			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests			
Oral: Oral report, conversation, discussion, podcast			Written responses to academic prompts (short-answer format)			
Visual: Display, flowchart, book poster			Extended written products (e.g., essays, lab reports)			
			Long-term, authentic assessment projects (e.g., senior exhibit)			
			Digital and/or print portfolios— collections of student work over time			
			Reflective journals or logs			
			Informal, ongoing observations of students			
			Formal observations of students using observable indicators on criteria list			
			Student self-assessments			
			Peer reviews and peer response groups			
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		_	Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development</i> k. Alexandria: ASCD, 2004. Print.			

	Big Idea: Effective readers use appropriate strategies to construct meaning.				
Library Information Concept: Identifying Author and Illustrator Roles (Grade PK)					
	Stage 1: Desired Results				
Established Goals (English Language Arts Stand CC.1.3.PK.D With prompting and support, name the					
Understandings (Students will understand that): Effective readers use appropriate strategies to construct meaning.	tand that): Competencies (Students will know/be able to):				
What understandings/competencies will be assess	ssed through this task?				
	Stage 2: Assessment Evidence	e			
Possible Products and Performances:	S	Sources of Assessment Evidence:			
Written: Book report/review, letter, journalOral: Oral report, conversation, discussion, podcast		 Selected-response-format (e.g. multiple choice, true-false) quizzes and tests Written responses to academic prompts (short-answer 			
Visual: Display, flowchart, book poster		format) Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit) Digital and/or print portfolios— collections of student work over time Reflective journals or logs Informal, ongoing observations of students Formal observations of students using observable indicators on criteria list Student self-assessments Peer reviews and peer response groups			
		IcTighe, Jay and Wiggins, Grant. <i>Understanding by Design: Professional Developmer</i> Vorkbook. Alexandria: ASCD, 2004. Print.			

Big Idea: Effective readers use appropriate strategies to construct meaning. Library Information Concept: Explaining Different Types of Text (Grade 1) Stage 1: Desired Results **Established Goals (English Language Arts Standard):** CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. **Understandings** (Students will understand that...): Competencies (Students will know/be able to...): Effective readers use appropriate strategies to Explain differences between fiction and nonfiction texts. construct meaning. What understandings/competencies will be assessed through this task? Stage 2: Assessment Evidence Sources of Assessment Evidence: Possible Products and Performances: Selected-response-format (e.g. multiple choice, true-false) **Written:** Brochure, newspaper article, report quizzes and tests Written responses to academic prompts (short-answer Oral: Skit, puppet show, teach a lesson format) Visual: collage, diagram, drawing, computer graphic, book poster Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit) Digital and/or print portfolios- collections of student work over time Reflective journals or logs Informal, ongoing observations of students Formal observations of students using observable indicators on criteria list Student self-assessments Peer reviews and peer response groups Other: _____ McTighe, Jay and Wiggins, Grant. Understanding by Design: Professional Development Workbook, Alexandria: ASCD, 2004, Print.

Big Idea: Effective readers use appropriate strategies to construct meaning.				
Library Information Concept: Explaining Different Types of Text (Grade K)				
	Stage 1: Desired Results	;		
Established Goals (English Language Arts Stand CC.1.3.K.E Recognize common types of text.	dard):			
Understandings (<i>Students will understand that</i>): Effective readers use appropriate strategies to construct meaning.	.): Competencies (Students will know/be able to): Compare and contrast differences between fiction and nonfiction.			
What understandings/competencies will be asses	ssed through this task?			
	Stage 2: Assessment Evider	псе		
Possible Products and Performances:	-	Source	es of Assessment Evidence:	
Written: Brochure, newspaper article, report			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests	
Oral: Skit, puppet show, teach a lesson			Written responses to academic prompts (short-answer format)	
Visual: collage, diagram, drawing, computer graphic	c, book poster	Other:	Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit) Digital and/or print portfolios— collections of student work over time	

Big Idea: Effective readers use appropriate strategies to construct meaning.			
Library Information Concept: Explaining Different Types of Text (Grade PK)			
	Stage 1: Desired Results		
Established Goals (English Language Arts Stand CC.1.3.PK.E With prompting and support, recognize			
Understandings (Students will understand that): Effective readers use appropriate strategies to construct meaning.	Competencies (Students will know/be able to): Recognize different types of texts.		
What understandings/competencies will be asses	ssed through this task?		
	Stage 2: Assessment Evider	псе	
Possible Products and Performances:	-	Source	es of Assessment Evidence:
Written: Brochure, newspaper article, report			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
Oral: Skit, puppet show, teach a lesson			Written responses to academic prompts (short-answer format)
Visual: collage, diagram, drawing, computer graphic	, book poster	Other:	Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit) Digital and/or print portfolios— collections of student work over time

Big Idea: Effective readers use appropriate strategies to construct meaning.				
Library Information Concept: Identifying Literary Elements (Grade K)				
	Stage 1: Desired Results			
Established Goals (English Language Arts Stand				
	C.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).			
Understandings (Students will understand that): Effective readers use appropriate strategies to	Competencies (Students will know/be a Find connections between words and ill			
construct meaning.	Find connections between words and in	usiiaiio	is in book read aloud of read alone.	
0				
What understandings/competencies will be asses	ssed through this task?			
	Stage 2: Assessment Eviden	ice		
Possible Products and Performances:			es of Assessment Evidence:	
Written: Story, magazine article, journal			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests Written responses to academic prompts (short-answer	
Oral: Conversation, skit, poem, song			format)	
Visual: display, poster, model			Extended written products (e.g., essays, lab reports)	
anoptay, poster, moster			Long-term, authentic assessment projects (e.g., senior	
			exhibit)	
			Digital and/or print portfolios- collections of student work over time	
			Reflective journals or logs	
			Informal, ongoing observations of students	
			Formal observations of students using observable	
			indicators on criteria list	
			Student self-assessments	
			Peer reviews and peer response groups	
		Other:		
			Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development k.</i> Alexandria: ASCD, 2004. Print.	

Big Idea: Effective readers use appropriate strategies to construct meaning.			
Library Informa	tion Concept: Identifying Literary	Elen	nents (Grade PK)
	Stage 1: Desired Results		
Established Goals (English Language Arts Stand CC.1.3.PK.G Describe pictures in books using detail			
Understandings (Students will understand that): Effective readers use appropriate strategies to construct meaning. Competencies (Students will know/be able to): Describe illustrations in story read aloud.			
What understandings/competencies will be asset	ssed through this task?		
	Stage 2: Assessment Evidence	е	
Possible Products and Performances:	S	ource	s of Assessment Evidence:
Written: Story, journal			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
Oral: Conversation, skit, poem			Written responses to academic prompts (short-answer format)
Visual: Display, model, poster, collage			Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior
			exhibit) Digital and/or print portfolios– collections of student work
			over time
			Reflective journals or logs Informal, ongoing observations of students
		П	Formal observations of students using observable
			indicators on criteria list
			Student self-assessments
			Peer reviews and peer response groups
	0	other: _	
		•	Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development</i> . Alexandria: ASCD, 2004. Print.

Big Idea: Effective readers use appropriate strategies to construct meaning. Library Information Concept: Identifying Literary Elements (Grade PK) Stage 1: Desired Results Established Goals (English Language Arts Standard): **CC.1.3.PK.H** Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. **Understandings (**Students will understand that...): **Competencies** (Students will know/be able to...): Identify characters in familiar stories and what happens to these characters. Answer questions about Effective readers use appropriate strategies to characters and compare with characters from other familiar stories. construct meaning. What understandings will be assessed through this task? Stage 2: Assessment Evidence Sources of Assessment Evidence: Possible Products and Performances: ☐ Selected-response-format (e.g. multiple choice, true-false) Written: Story, magazine article, journal guizzes and tests Written responses to academic prompts (short-answer Oral: Conversation, skit, poem format) Visual: Display, model, drawing, collage Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit) Digital and/or print portfolios— collections of student work over time Reflective journals or logs Informal, ongoing observations of students Formal observations of students using observable indicators on criteria list Student self-assessments Peer reviews and peer response groups Other: McTighe, Jay and Wiggins, Grant. Understanding by Design: Professional Development Workbook. Alexandria: ASCD, 2004. Print.

Big Idea: Effective readers use appropriate strategies to construct meaning. **Library Information Concept: Selecting Literary Fiction (Grade K)** Stage 1: Desired Results Established Goals (English Language Arts Standard): **CC.1.3.K.K** Actively engage in group reading activities with purpose and understanding. **Understandings** (Students will understand that...): Competencies (Students will know/be able to...): With assistance, select grade-level-appropriate literature. Use illustrations and familiar words to Effective readers use appropriate strategies to create meaning from text by questioning, reflecting, responding and evaluating. construct meaning. What understandings/competencies will be assessed through this task? Locate and select literature with assistance. Stage 2: Assessment Evidence **Possible Products and Performances:** Sources of Assessment Evidence: ☐ Selected-response-format (e.g. multiple choice, true-false) **Written:** Story, journal, book report quizzes and tests Written responses to academic prompts (short-answer Oral: Conversation, dramatization, speech, poem, song format) Visual: Scrapbook, collage, poster Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior Digital and/or print portfolios— collections of student work over time Reflective journals or logs Informal, ongoing observations of students Formal observations of students using observable indicators on criteria list ☐ Student self-assessments Peer reviews and peer response groups Other: McTighe, Jay and Wiggins, Grant. Understanding by Design: Professional Development Workbook, Alexandria: ASCD, 2004, Print.

Big Idea: Effective readers use appropriate strategies to construct meaning.			
Library Information Concept: Selecting Literary Fiction (Grade PK)			
-	Stage 1: Desired Results		
Established Goals (English Language Arts Stand CC.1.3.PK.K With prompting and support, actively e		rpose and	d understanding.
Understandings (Students will understand that): Effective readers use appropriate strategies to construct meaning. What understandings/competencies will be assessed.	Competencies (Students will know/be able to): With prompting and support, actively engage in group reading activities in variety of genres. Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding and evaluating.		
	Stage 2: Assessment Eviden	nce	
Possible Products and Performances:			s of Assessment Evidence:
Written: Story, journal, book report Oral: Conversation, dramatization Visual: Scrapbook, collage, poster			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests Written responses to academic prompts (short-answer format) Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit) Digital and/or print portfolios— collections of student work over time Reflective journals or logs Informal, ongoing observations of students
		Other: _	Formal observations of students using observable indicators on criteria list Student self-assessments Peer reviews and peer response groups lay and Wiggins, Grant. <i>Understanding by Design: Professional Development</i> Alexandria: ASCD, 2004. Print.

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information. Library Information Concept: Evaluating Sources (See Also Effective Research Big Idea) (Grades PK-2) Stage 1: Desired Results **Established Goals (Business Computers Information Technology Standard): 15.4.PK-2.L** With help and support, use web browser to locate content-specific websites. **Understandings** (Students will understand that...): **Competencies** (Students will know/be able to...): Critical thinkers actively and skillfully interpret, With help and support, use web browser to locate content-specific websites. analyze, evaluate and synthesize information. What understandings/competencies will be assessed through this task? Stage 2: Assessment Evidence Sources of Assessment Evidence: Possible Products and Performances: ☐ Selected-response-format (e.g. multiple choice, true-false) Written: Log, memo, report guizzes and tests Written responses to academic prompts (short-answer **Oral:** Demonstration, conversation format) Visual: Website, flyer Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit) Digital and/or print portfolios— collections of student work over time Reflective journals or logs Informal, ongoing observations of students Formal observations of students using observable indicators on criteria list Student self-assessments Peer reviews and peer response groups Other: McTighe, Jay and Wiggins, Grant. Understanding by Design: Professional Development Workbook. Alexandria: ASCD, 2004. Print.

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.				
Library Informati	on Concept: Describing Key Ide	eas an	d Details (Grade 2)	
•	Stage 1: Desired Results			
Established Goals (English Language Arts Stand CC.1.5.2.B Recount or describe key ideas or details	lard):		orally or through other media.	
Understandings (Students will understand that): Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. What understandings/competencies will be assess	Competencies (Students will know/be able to): Describe key ideas from text read aloud or presented orally or in another media format.			
	2, 2, 4, 1, 5, 1,			
	Stage 2: Assessment Evider			
Possible Products and Performances:		Source	es of Assessment Evidence:	
Written: Essay, letter, story, diary entry Oral: Oral presentation, dramatization, skit, demonst Visual: Display, painting, drawing, bookmark	ration		Selected-response-format (e.g. multiple choice, true-false) quizzes and tests Written responses to academic prompts (short-answer format) Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit) Digital and/or print portfolios— collections of student work over time Reflective journals or logs Informal, ongoing observations of students Formal observations of students using observable indicators on criteria list Student self-assessments Peer reviews and peer response groups	
		McTighe,	Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development</i> k. Alexandria: ASCD, 2004. Print.	

			, reflecting, responding, and evaluating.	
Library Information Concept: Describing Key Ideas and Details (Grade 1)				
	Stage 1: Desired Results			
Established Goals (English Language Arts Stand CC.1.5.1.B Confirm understanding of a text read alorequesting clarification if something is not understood	ud or information presented orally or thro	ough other	media by asking questions about key details and	
Understandings (<i>Students will understand that</i>): Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	Competencies (Students will know/be able to): Confirm understanding of text read aloud or presented orally by asking and answering questions about key details.			
What understandings/competencies will be asses	ssed through this task?			
	Stage 2: Assessment Evider	nce		
Possible Products and Performances:		Sources	of Assessment Evidence:	
Written: Essay, letter, story Oral: Oral presentation, dramatization, interview			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests Written responses to academic prompts (short-answer	
Visual: Display, painting, drawing			format) Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit) Digital and/or print portfolios— collections of student work over time Reflective journals or logs Informal, ongoing observations of students Formal observations of students using observable indicators on criteria list Student self-assessments	
		Other:	Peer reviews and peer response groups	

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.				
Library Information	Concept: Describing Key Ideas	s and D	Details (Grades PK-K)	
·	Stage 1: Desired Results			
Established Goals (English Language Arts Stand CC.1.5.PK-K.B Ask and answer questions about key	ard):		oted orally or through other media	
Understandings (Students will understand that): Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. What understandings/competencies will be assessed.	Competencies (Students will know/be able to): Ask and answer questions about key details in text read aloud or presented orally.			
	Stage 2: Assessment Evider	псе		
Possible Products and Performances:			s of Assessment Evidence:	
Written: Letter, story Oral: Oral presentation, dramatization, poem, skit, in Visual: Display, painting, drawing	terview		Selected-response-format (e.g. multiple choice, true-false) quizzes and tests Written responses to academic prompts (short-answer format) Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit) Digital and/or print portfolios— collections of student work over time Reflective journals or logs Informal, ongoing observations of students Formal observations of students using observable indicators on criteria list Student self-assessments Peer reviews and peer response groups	
		McTighe,	Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development</i> and Alexandria: ASCD, 2004. Print.	

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.			
Library Information Concept: Book & eReader Handling Skills (Grade K)			
	Stage 1: Desired Results	ianam	ig Okins (Grade K)
Established Goals (English Language Arts Stand CC.1.1.K.A Utilize book handling skills.			
Understandings (Students will understand that): Effective research requires the use of varied resources to gain or expand knowledge.	Competencies (Students will know/be able to): Demonstrate proper book handling skills and correct procedures for using eReader devices (e.g., how to turn device on and off, turn pages, protect screen).		
What understandings/competencies will be asses	ssed through this task?		
	Stage 2: Assessment Eviden	се	
Possible Products and Performances:		Source	s of Assessment Evidence:
Written: Instructions			Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
Oral: Oral report, demonstration, puppet show			Written responses to academic prompts (short-answer format)
Visual: Cartoon, game, collage, poster			Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit)
			Digital and/or print portfolios— collections of student work over time
			Reflective journals or logs
			Informal, ongoing observations of students
			Formal observations of students using observable indicators on criteria list
			Student self-assessments
			Peer reviews and peer response groups
		Other:	
		_	Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development</i> k. Alexandria: ASCD, 2004. Print.

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.			
Library Information Concept: Book & eReader Handling Skills (Grade PK)			
	Stage 1: Desired Results	5	
Established Goals (English Language Arts Stand CC.1.1.PK.A Practice appropriate book handling ski			
Understandings (Students will understand that): Effective research requires the use of varied resources to gain or expand knowledge.	Competencies (Students will know/be able to): Demonstrate proper handling skills for print (e.g., how to open and hold properly, turn pages correctly, use book marks, and return materials to proper place).		
What understandings/competencies will be asses	ssed through this task?		
	Stage 2: Assessment Eviden	nce	
Possible Products and Performances:		Sources of Assessment Evidence:	
Written: Instructions		□ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests	
Oral: Oral report, demonstration, puppet show		 Written responses to academic prompts (short-answer format) 	
Visual: Cartoon, game, collage, poster		 Extended written products (e.g., essays, lab reports) Long-term, authentic assessment projects (e.g., senior exhibit) Digital and/or print portfolios— collections of student work over time Reflective journals or logs Informal, ongoing observations of students Formal observations of students using observable indicators on criteria list Student self-assessments Peer reviews and peer response groups Other:	
		McTighe, Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development Workbook</i> . Alexandria: ASCD, 2004. Print.	