

# Standards-Aligned Learning Continuity Planning

<i>Reading for Information Standards Grade 5</i>	<i>Priority Standards</i>	<i>Rationale</i>
Key Ideas and Details:		
<u>CCSS.ELA-LITERACY.RI.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		
<u>CCSS.ELA-LITERACY.RI.5.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		
<u>CCSS.ELA-LITERACY.RI.5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		

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Craft and Structure:		
<u>CCSS.ELA-LITERACY.RI.5.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .		
<u>CCSS.ELA-LITERACY.RI.5.5</u> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		
<u>CCSS.ELA-LITERACY.RI.5.6</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		

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Integration of Knowledge and Ideas:		
<p><u>CCSS.ELA-LITERACY.RI.5.7</u> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>		
<p><u>CCSS.ELA-LITERACY.RI.5.8</u> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>		
<p><u>CCSS.ELA-LITERACY.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>		

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Range of Reading and Level of Text Complexity:		
<p><u>CCSS.ELA-LITERACY.RI.5.10</u> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>		

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## Identification of Gaps in Vertical Alignment

Grade Level: \_\_\_\_\_

Subject/Course: \_\_\_\_\_

<i>Tasks:</i>	<b>Missed Priority Standard(s) - Previous Grade-Level/Course Standards Not Yet Covered or Learned</b>	<b>Alignment to Current Priority Standards - Standards Required of Current Grade Level/Course</b>	<b>Alignment to Current Supporting Standard - Additional Standards Required of Current Grade Level/Course</b>	<b>Are the missed standards aligned or mis-aligned to the current priority or supporting standards?</b>
<i>Data Sources:</i>	Data collected in Phase II - Understanding the Crisis Period (e.g. Teacher Data Capture Template, Student work from remote learning period, survey data, etc.)	Template produced during the grade band collaboration that identifies teacher consensus on the standards array across multiple grade levels.	Learning standards not otherwise identified as <i>Priority Standards</i> , that will likely not be deeply covered in depth during the current school year (time and opportunity dependent)	Identify whether the Missed Priority Standard in Column B are aligned in standards in either Columns C or D (Aligned means the Missing Priority Standard serve as a necessary precursor or directly overlap with a Standard for the current year; Misaligned means it does not)
<i>Example:</i>	<i>Standard 1 - skills X, Y &amp; Z</i>	<i>Standard 2 - aligns with skill Y</i>	<i>Standard 5 - aligns with Skill z</i>	<i>Aligned: skills Y aligns to Priority Standard 2 and skill Z to Supporting Standard 5 Misaligned: skill X is not aligned to current standards</i>

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## Attending to Gaps in Vertical Alignment

Grade Level: \_\_\_\_\_

Subject/Course: \_\_\_\_\_

Aligned to Current Standard				Misaligned to Current Standards	
Identify <i>Missed Priority Standard(s)</i> that align to Current <i>Priority</i> or <i>Supporting Standards</i>	Where can the <i>Missed Priority Standard(s)</i> be integrated into the current scope and sequence?	Do the <i>Missed Priority Standard(s)</i> require a stand-alone lesson or unit plan?	Can the aligned <i>Missed Priority Standard(s)</i> be quickly reviewed by most students and reinforced in Tier 2 for students with greater need?	Identify <i>Missed Priority Standard(s)</i> that are misaligned to Current <i>Priority</i> or <i>Supporting Standards</i>	How will the de-emphasized/deferred misaligned <i>Missed Priority Standard</i> be addressed in subsequent years/course?
Identify aligned standard(s) in Column E from previous step	Curriculum Map for current grade level/course and identified aligned <i>Missed Priority Standards</i> outlined in Column E from previous step	Curriculum Map for current grade level/course and identified aligned <i>Missed Priority Standards</i> outlined in Column E from previous step	Curriculum Map for current grade level/course and identified aligned <i>Missed Priority Standards</i> outlined in Column A	Identify misaligned <i>Missed Priority Standards</i> in Column E from previous step	Where does the misaligned <i>Missed Priority Standard</i> fit within the array of Priority Standards in subsequent years? Is that an appropriate course of action?

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## Illustration: Curriculum Map

Standard(s)	Essential Question	Unit Title	Month Implemented	Concepts	Skills	Vocabulary	Instructional Materials	Assessment

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