

Name: \_\_\_\_\_ Native American Unit: Kindergarten

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| <p><b>Level 1:</b> Student demonstrates an initial understanding of the concept or skill being assessed and performance toward the grade level standard is emerging</p> | <p><b>Level 2:</b> Student demonstrates a basic understanding of the concept or skill being assessed and is progressing towards meeting the grade level standard</p> | <p><b>Level 3:</b> Student demonstrates a proficient understanding of the concept or skill being assessed and performance meets the grade level standard</p> | <p><b>Level 4:</b> Student consistently demonstrates a well articulated understanding of the concept or skill being assessed and performance meets the grade level standard</p> |
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| <p><b>Standard:</b></p>  | <p><b>Level 1</b></p> | <p><b>Level 2</b></p> | <p><b>Level 3</b></p> | <p><b>Level 4</b></p> |
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| <p><b>LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.</b> Observation: Using See/Think/Wonder charts and modeling annotating text (v-visualize, c-connection, ?-wondering) students will ask questions about images and text when reading about Native Americans. As a class we will answer the wonderings from these strategies.</p>  |                       |                       |                       |                       |
| <p><b>LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</b> Observation: Using See/Think/Wonder charts and modeling annotating text (v-visualize, c-connection, ?-wondering) students will ask questions about images and text when reading about Native Americans. As a class we will answer the wonderings from these strategies.</p>  |                       |                       |                       |                       |
| <p><b>LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.</b> Work Sample: Students will draw the character, setting, problem, and solution from The Legend of the Bluebonnet</p>  |                       |                       |                       |                       |
| <p><b>LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</b> Exit Ticket: Before the unit students will brainstorm ways “communities work together” (our essential question for this unit) throughout the unit we will revisit that question after learning about two Native American tribes. We will add to the chart. At the end of the unit students will reflect on ways communities work together by writing and drawing.</p> |                       |                       |                       |                       |
| <p><b>SS.K.A.2.1 Compare children and families of today with those in the past.</b> Observation: Students will sort pictures into “then and now” categories. Students will perform the action while students guess if it is a “then or now” activity<br/>Work Sample: Students will complete an emergent reader, filling in the blanks for then or now when looking at an illustration.</p>  |                       |                       |                       |                       |