


Kindergarten Social Studies Mapping/Pacing Guide 2016-2017



<p>Topics & Standards</p> <p><i>Quarter 1</i></p> <p>Unit 1</p>	<p><u>History</u></p> <p><u>Geography</u></p> <p><u>Government</u></p> <p>9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.</p> <p>10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.</p> <p><u>Economics</u></p>			
Time Frame	Curriculum Units & Assessment (Evidence)	Opportunities for Integration	Resources (Curriculum or Textbook)	Technology and Differentiated Learning
<p>Rules and Authority Figures</p> <p>Getting Along with Others and Making Friends</p> <p>4 Weeks</p>	<p>UBD Framework</p> <p>Unit: Rules Help Us Get Along</p>  <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter 	<p>Language Arts/Writing</p> <p>RI.7 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).</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21st Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p>	<p>McGraw Hill Living, Learning and Working Together (Lesson 1)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in</p>

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	<ul style="list-style-type: none"> At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project 	<ul style="list-style-type: none"> Link to Literacy Reading Wonders Theme Reading Wonders Skills From the Book Shelf 		<p>TM for each lesson as well as in online resources under “Show as You Go.”</p>
<p>Being a Good Helper at School</p> <p>2 Weeks</p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p>	<p>Language Arts/Writing</p> <p>RI.1.3 Describe the connection between two individuals, events, or pieces of information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21st Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> Link to Literacy Reading Wonders Theme Reading Wonders Skills From the Book Shelf 	<p>McGraw Hill Our Community and Beyond (Lesson 2-3)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>

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	<ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 			
<p>Choosing Leaders</p> <p>2 weeks</p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: _____</p> <p style="text-align: center;">Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p style="text-align: center;">Language Arts/Writing</p> <p><u>RI.K.6</u> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><u>RI.K.8</u> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21st Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> • Link to Literacy • Reading Wonders Theme • Reading Wonders Skills • From the Book Shelf 	<p>McGraw Hill Our Community and Beyond (Lesson 3-4) <i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>

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<p>Topics & Standards</p> <p style="text-align: center;"><i>Quarter 2</i></p>	<p><u>History</u></p> <ol style="list-style-type: none"> 1. Time can be measured 2. Personal History can be shared through stories and pictures. 3. Heritage is reflected through the arts, customs, traditions, family celebrations and language. 4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem. <p><u>Geography</u></p> <p><u>Government</u></p> <p><u>Economics</u></p>
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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p style="text-align: center;">Maps- Locations & Places</p> <p style="text-align: center;">2 Weeks</p>	<p style="color: red; text-align: center;">UBD Framework</p> <p>Unit: Where We Live</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS 	<p style="text-align: center;">Language Arts/Writing</p> <p>RI.5: Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21st Century Reading Skills Connection” Tab</p>	<p>McGraw Hill Our Community and Beyond (Lesson 1)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p>

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	<ul style="list-style-type: none"> At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> Self-Check Quiz CCSS Reading Informational Text Words to Know Unit Wrap Up Big Idea Project 	<p>in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> Link to Literacy Reading Wonders Theme Reading Wonders Skills From the Book Shelf 	<p>Defined Stem</p>	<p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>
<p>Physical Characteristics of Places</p> <p>Human Characteristics</p> <p>3 Weeks</p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> 2-3 tasks that reach DOK 3-4 AND/OR 1-2 FATPS/RAFTS At least 1 GRASP per quarter At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p>	<p>Language Arts/Writing</p> <p>RI.5: Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21st Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> Link to Literacy Reading Wonders Theme Reading Wonders Skills 	<p>McGraw Hill Our Community and Beyond (Lesson 2)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well</p>

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	<p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<ul style="list-style-type: none"> • From the Book Shelf 		<p>as in online resources under “Show as You Go.”</p>
<p style="text-align: center;">Family Interaction with the Physical Environment</p> <p style="text-align: center;">2 Weeks</p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: _____</p> <p style="text-align: center;">Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p style="text-align: center;">Language Arts/Writing</p> <p>RI.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21st Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> • Link to Literacy • Reading Wonders Theme • Reading Wonders Skills • From the Book Shelf 	<p>McGraw Hill Our Community and Beyond (Lesson 3)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>

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<p style="text-align: center;">Diverse Cultural Practices</p> <p style="text-align: center;"><u>Leveled Reader “On Top of the World”</u></p> <p style="text-align: center;">2 Weeks</p>	<p style="text-align: center;">UBD Framework</p> <p>Unit: _____</p> <p style="text-align: center;">Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 2-3 tasks that reach DOK 3-4 AND/OR • 1-2 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p>RI.3: Describe the connection between two individuals, events, or pieces of information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21st Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> • Link to Literacy • Reading Wonders Theme • Reading Wonders Skills • From the Book Shelf 	<p style="text-align: center;">McGraw Hill Our Community and Beyond</p> <p style="text-align: center;"><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p style="text-align: center;">Defined Stem</p> <p style="text-align: center;">Leveled Reader: On Top of the World</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.DiscoveryEducation.com (daily videos and current events)</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p style="text-align: center;">Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>
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<p>Topics & Standards</p> <p><u>Quarter 3</u></p>	<p><u>History</u></p> <p>Heritage is reflected through the arts, customs, traditions, family celebrations and language.</p> <p>Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.</p> <p><u>Geography</u></p> <p><u>Government</u></p> <p><u>Economics</u></p> <ol style="list-style-type: none"> 11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want. 12. People produce and consume goods and services in the community. 13. People trade to obtain goods and services they want. 14. Currency is used as a means of economic exchange.
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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
Wants and Needs	<p style="color: red; margin: 0;">UBD Framework</p> <p>Unit: _____</p>	<p style="text-align: center;">Language Arts/Writing</p> <p>RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	McGraw Hill	www.connected.mcgraw-hill.com

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<p style="text-align: center;">3 Weeks</p>	<p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p>For supporting activities, use the “Reading Skills” Tab or your “21st Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> • Link to Literacy • Reading Wonders Theme • Reading Wonders Skills • From the Book Shelf 	<p>Our Community and Beyond (Lesson 1)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p style="text-align: center;">Defined Stem</p>	<p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>
<p>People Produce and Consume Goods and Services</p>	<p>UBD Framework</p> <p>Unit: Economics</p>  <p>Formative/Summative Assessments</p>	<p>Language Arts/Writing</p> <p>RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21st Century Reading Skills Connection” Tab in your McGraw</p>	<p>McGraw Hill Our Community and Beyond (Lesson 1-2)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p>

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<p>3 Weeks</p>	<ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p>Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> • Link to Literacy • Reading Wonders Theme • Reading Wonders Skills • From the Book Shelf 	<p>Defined Stem</p> <p>Leveled Reader: The Apple Man: The Story of John Chapman</p>	<p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>
<p>Trading</p> <p>3 Weeks</p>	<p>UBD Framework</p> <p>Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter 	<p>Language Arts/Writing</p> <p>RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21st Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p>	<p>McGraw Hill Our Community and Beyond (Lesson 3-4)</p> <p><i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p>

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	<ul style="list-style-type: none"> • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<ul style="list-style-type: none"> • Link to Literacy • Reading Wonders Theme • Reading Wonders Skills • From the Book Shelf 		<p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>
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<p><i>Topics & Standards</i></p> <p><u>Quarter 4</u></p>	<p><u>History</u></p> <p><u>Geography</u></p> <p><u>Government</u></p> <ol style="list-style-type: none"> 8. Individuals are accountable for their actions. 9. Collaboration requires group members to respect the rights and opinions of others 10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules. <p><u>Economics</u></p>
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<i>Time Frame</i>	<i>Curriculum Units & Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><i>Good Citizens-Accountable for Actions</i></p> <p style="text-align: center;">3 Weeks</p>	<p>UBD Framework Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p style="text-align: center;">Language Arts/Writing</p> <p>RI.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21st Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> • Link to Literacy • Reading Wonders Theme • Reading Wonders Skills • From the Bookshelf 	<p>McGraw Hill Our Community and Beyond (Lesson 1-2) <i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>

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<p><i>Collaboration-Respecting the Rights of Others</i></p> <p><i>3 Weeks</i></p>	<p>UBD Framework Unit: _____</p> <p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p>Language Arts/Writing</p> <p>RI.1: Ask and answer questions about key details in a text. RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21st Century Reading Skills Connection” Tab in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> • Link to Literacy • Reading Wonders Theme • Reading Wonders Skills • From the Bookshelf 	<p>McGraw Hill Our Community and Beyond (Lesson 2-3) <i>Be sure you use the Resources Tab for songs, games, videos, activities, Reader’s Theater, etc.</i></p> <p>Defined Stem</p>	<p>www.educationworld.com www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org (games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Show as You Go.”</p>
<p><i>Rules and Laws</i></p> <p><i>3 Weeks</i></p>	<p>UBD Framework Unit: Government</p> 	<p>RI.1: Ask and answer questions about key details in a text.</p> <p>For supporting activities, use the “Reading Skills” Tab or your “21st Century Reading Skills Connection” Tab</p>	<p>McGraw Hill Our Community and Beyond (Lesson 3-4) <i>Be sure you use the Resources Tab for</i></p>	<p>www.connected.mcgraw-hill.com</p> <p>www.definedstem.com (GRASPS-Project based Learning)</p> <p>www.infohio.org</p>

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	<p>Formative/Summative Assessments</p> <ul style="list-style-type: none"> • 3-5 tasks that reach DOK 3-4 AND/OR • 2-3 FATPS/RAFTS • At least 1 GRASP per quarter • At least 1 Common Short Cycle per quarter <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> • Self-Check Quiz • CCSS Reading Informational Text • Words to Know • Unit Wrap Up • Big Idea Project 	<p>in your McGraw Hill/ConnectEd online resources for each Lesson.</p> <ul style="list-style-type: none"> • Link to Literacy • Reading Wonders Theme • Reading Wonders Skills • From the Bookshelf 	<p><i>songs, games, videos, activities, Reader's Theater, etc.</i></p> <p>Defined Stem</p>	<p>(games, videos, timelines, research sites, biographies, books)</p> <p>www.kids.gov (videos, games and activities)</p> <p>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under "Show as You Go."</p>
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