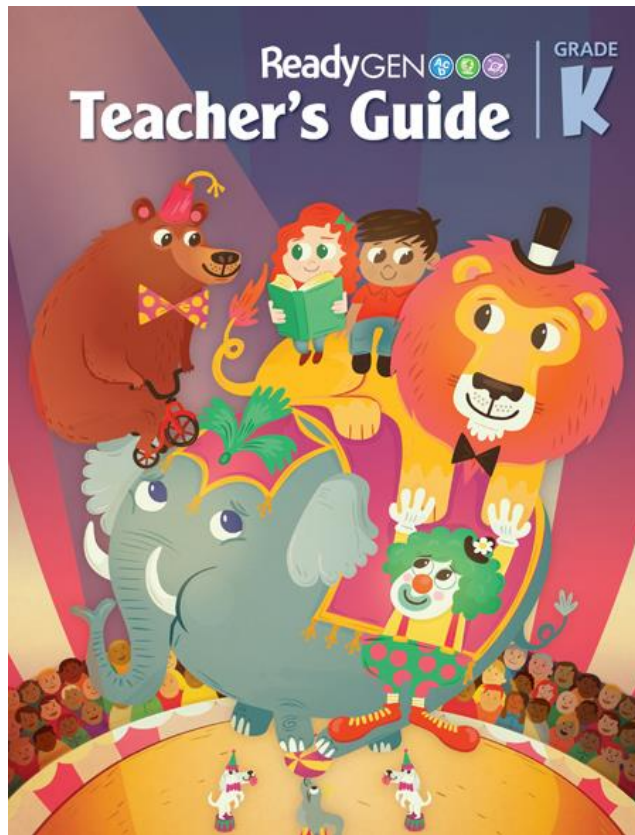


**A Correlation of**



**Kindergarten, ©2016**

**To the**

**EQuIP Rubric for Lessons & Units**

**ELA/Literacy**

**Kindergarten**

# **A Correlation of ReadyGEN, Kindergarten To the EQUIP Rubric for Lessons & Units: ELA/Literacy**

## **Introduction**

This document demonstrates how **ReadyGEN, ©2016** meets the *EQUIP Rubric for Lessons & Units: ELA/Literacy*. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit and page references.

**ReadyGEN ©2016** is a K-6 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

### **AUTHENTIC TEXT AT THE CORE OF INSTRUCTION**

- Puts a library of 12 authentic trade books in the hands of every child.

### **BUILT WITH THE RESULTS IN MIND**

- Back-mapped for success to ensure that activities are driven by rigorous standards.

### **BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS**

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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<b>EQUIP Rubric for Lessons &amp; Units: ELA/Literacy</b>	<b>ReadyGEN Kindergarten, ©2016</b>
<b>I. Alignment to the Depth of the CCSS</b>	
<i>The lesson/unit aligns with the letter and spirit of the CCSS:</i>	
<ul style="list-style-type: none"> <li>• Targets a set of K-2 ELA/Literacy CCSS for teaching and learning.</li> </ul>	<p><i>ReadyGEN</i> provides a strong foundation with resources to address the instructional shifts of the Common Core Standards. The <i>ReadyGEN</i> program has been created to show how the materials address the Common Core State Standards for each grade with an overall progression of complexity of text, within and across grades, that facilitates students' learning of academic vocabulary, Close Read and foundational skills, and further deepens content knowledge and comprehension. The basis of <i>ReadyGEN</i> is a reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking, and Listening standards. The program is carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. Each grade level focuses on teaching and learning the grade-level CCSS skills in meaningful content and quality context with grade-appropriate instructional methods. From the printed books to the online resources, students and teachers can choose from a wide variety of materials as they develop the important reading, writing, listening, and speaking concepts.</p>

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<ul style="list-style-type: none"> <li>• Includes a clear and explicit purpose for instruction.</li> </ul>	<p>The <i>ReadyGEN</i> selections were chosen for their interesting content for each unit topic and because they are high-quality selections written by trade book authors. Kindergarten examples include: <i>The Snowy Day</i> by Ezra Jack Keats, <i>The Little House</i> by Virginia Lee Burton, and well-known authors such as Eric Carle’s <i>The Tiny Seed</i>, <i>I Love Saturdays y domingos</i> by Alma Flor Ada, and Newbery Medalist Karen Hesse’s <i>Come On, Rain!</i></p> <p>Students engage in several close readings and discussions of each full-length and shorter authentic text. Every unit begins with a Reading Instructional Focus and Writing Instructional Focus. The Close Read sections connect to the focus by asking questions for every anchor text and supporting text. At least one question guides students to use By-the-Way Words and vocabulary routines to demonstrate and extend understanding. At least one question directs students to a discussion of the key ideas and details in a text. In addition, other Close Read questions ask students to reread or refer to portions of the text.</p> <ul style="list-style-type: none"> <li>• See the following <b>Planner</b> pages: Kindergarten Teacher’s Guide Units 1–6 Module A pages 8–9; Units 1–6 Module B pages 158–159.</li> <li>• See <b>Close Read</b> sections that direct students to examine vocabulary: Kindergarten Teacher’s Guide Unit 1 Module A Lesson 1 page 13, Unit 3 Module A Lesson 4 page 43, Unit 6 Module A Lesson 1 page 13; Unit 1 Module B Lesson 8 page 233, Unit 3 Module B Lesson 10 page 253, Unit 6 Module B Lesson 9 page 243</li> <li>• See <b>Close Read</b> sections that direct students to the text: Kindergarten Teacher’s Guide Unit 1 Module A Lesson 3 page 33, Unit 3 Module A Lesson 4 page 43, Unit 6 Module A Lesson 10 page 103; Unit 1 Module B Lesson 4 page 193, Unit 3 Module B Lesson 2 page 173, Unit 6 Module B Lesson 4 page 193.</li> </ul>

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<ul style="list-style-type: none"> <li>• Selects quality text(s) that align with the requirements outlined in the standards, presents characteristics similar to CCSS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose.</li> </ul>	<p>The <i>ReadyGEN</i> texts were selected to engage students in rich, complex text and ideas in order to advance the vocabulary, concept development, and syntax needed for strong reciprocal writing. A hallmark of the <i>ReadyGEN</i> program is its integration of reading and writing using text-based approaches to comprehension that blends vocabulary, speaking, and listening skills. The program’s flexible structure meets the rigor of the standards but allows teachers to personalize instruction. Rigor increases over the course of the year along with student autonomy. The multi-text model is strong, guiding students to become adept at forming strong arguments and citing text evidence to support opinions in discussions and writing about texts.</p> <p>The <i>ReadyGEN</i> embedded standard of rigor for all is due in part to the influence of program authors Sharon Vaughn, Pam Allyn, Elfrieda H. Hiebert, and P. David Pearson. Challenging and engaging texts are combined with rigorous yet supported activities for all learners. What also sets <i>ReadyGEN</i> apart is the Generative Vocabulary Instruction authored by Elfrieda H. Hiebert and P. David Pearson. With more complex texts, students need to be able to generate the meaning of unfamiliar words, or apply knowledge of how words work when encountering new words. Generative words are taught as networks of words, not just single words, allowing students to see the functions of words and make connections among words. With rigor being a widely validated component of motivation, <i>ReadyGEN</i> provides multiple means and ample opportunity to open up access to grade-level content and beyond for all levels of learners in both whole and small groups.</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>The Kindergarten anchor and supporting texts follow the characteristics of the exemplars and include appropriate literary texts with single levels of meaning and informational texts with explicitly stated purposes. Texts provide simple, explicit structures and contain literal language with simple themes and appropriate knowledge demands. See the following examples for Kindergarten: <i>Come On, Rain!</i> by Karen Hesse, <i>Where Is Home, Little Pip?</i> by Karma Wilson, <i>The Tiny Seed</i> by Eric Carle, and <i>Weather Words and What They Mean</i> by Gail Gibbons.</p> <p><i>ReadyGEN</i> contains selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. The chart on the following page shows the text complexity for the anchor texts and supporting texts in each unit of Kindergarten.</p>
<ul style="list-style-type: none"> <li>• Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences.</li> </ul>	<p><i>ReadyGEN</i> provides students with ample opportunities to present their ideas as they engage in close readings of texts and then respond to what they read orally or in writing. <b>Close Read</b> and <b>Text Talk</b> require students to share their responses and ideas orally in class with whole or small groups. The end of each Reading lesson asks students to respond to texts in writing or by drawing pictures. In the Writing lessons, students write an argument/opinion, write to inform/explain, or write a narrative. Each writing task asks students to share ideas and information. See the following examples: Kindergarten Teacher's Guide Unit 1 Module A pages 23–25, 28–31, 53–55, 58–61, Unit 3 Module A pages 23–25, 28–31, 53–55, 58–61, Unit 6 Module A pages 73–75, 78–81, 123–125, 128–131; Unit 1 Module B pages 163–165, 168–171, 233–235, 238–241, Unit 3 Module B pages 223–225, 228–231, Unit 6 Module B pages 173–175, 178–181, 243–245, 248–251.</p>

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<b>EQUIP Rubric for Lessons &amp; Units: ELA/Literacy</b>		<b>ReadyGEN Kindergarten, ©2016</b>	
<b>Kindergarten Selections</b>	<b>Lexile</b>	<b>Average Sentence Length</b>	<b>Word Frequency</b>
<b>Title — Unit 1</b>			
<i>Where is Home, Little Pip?</i>	520L	7.83	3.39
<i>A House for Hermit Crab</i>	480L	9.59	3.49
<i>Life In a Pond</i>	310L	6.47	3.31
<i>A Bed for the Winter</i>	240L	7.39	3.38
<b>Title — Unit 2</b>			
<i>The Little House</i>	890L	14.71	3.75
<i>Four Seasons Make a Year</i>	690L	9.61	3.41
<i>Farming Then and Now</i>	600L	11	3.55
<i>The Old Things</i>	60L	6.87	3.73
<b>Title — Unit 3</b>			
<i>Come On, Rain!</i>	780L	10.51	3.33
<i>The Snowy Day</i>	500L	10.45	3.80
<i>What Will the Weather Be?</i>	500L	8.50	3.72
<i>Weather Words and What They Mean</i>	450L	9.63	3.62
<b>Title — Unit 4</b>			
<i>I Love Saturdays y domingos</i>	510L	8.83	3.74
<i>Apple Pie 4<sup>th</sup> of July</i>	730L	13.33	3.44
<i>Making Music</i>	390L	8.54	3.63
<i>Clothes in Many Cultures</i>	520L	8.80	3.17
<b>Title — Unit 5</b>			
<i>The Tiny Seed</i>	400L	8.36	3.69
<i>Jack's Garden</i>	20L	27	3.54
<i>Plant Patterns</i>	740L	9.97	3.3
<i>Swirl by Swirl: Spirals in Nature</i>	330L	7.85	3.34
<b>Title—Unit 6</b>			
<i>On the Town: A Community Adventure</i>	690L	9.25	3.37
<i>Places in My Neighborhood</i>	470L	8.26	3.62
<i>Neighborhood Walk: City</i>	620L	9.18	3.41
<i>While I Was Sleeping</i>	NP	NA	NA



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<p><i>A unit or longer lesson should:</i></p>	
<ul style="list-style-type: none"> <li>• Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics).</li> </ul>	<p>The <i>ReadyGEN</i> Kindergarten lessons offer components that take into account students' need for explicit, systematic building of foundational literacy skills. The Foundational Skills section within the Teacher's Guide provides phonics instruction that is supported by a collection of readers and interactive tools. Designed for Whole and Small Groups, mini-lessons teach students letter recognition, phonological awareness, and phonics; and follow a traditional Phonics Scope and Sequence. Manipulatives, Student Readers, and Decodable Practice Readers follow this scope and sequence. In addition, <i>Foundational Skills Mini-Lessons</i> at the beginning of each lesson reinforce the focused skills for the lesson. Language Routines and Activities in the <i>Scaffolded Strategies Handbook</i> offer tips for word-level instruction on High-Frequency Words to Word Study. Language Analysis sections in the Teacher's Guide students to focus on word-level meaning while making connections that build on students' vocabulary foundations.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Kindergarten <i>Foundations Skills</i> Teacher's Guide Units 1-6 Module A pages FS2-FS5, FS6-FS9, FS10-FS13; Units 1-6 Module B pages FS14-FS17, FS18-FS21, FS22-FS25</li> <li>• Kindergarten Teacher's Guide Unit 1 Module A pages 21 and 92, Unit 3 Module A pages 42 and 102, Unit 6 Module A pages 82 and 132; Unit 1 Module B pages 162 and 192, Unit 3 Module B page 182 and 272, Unit 6 Module B pages 222 and 272</li> <li>• Kindergarten <i>Scaffolded Strategies Handbook</i> pages 276, 277, 278, 279, 280–281, 28</li> </ul>

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<ul style="list-style-type: none"> <li>• Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader)</li> </ul>	<p>Students engage in several close readings of full-length and shorter authentic texts using various fluency-building routines, building repeated readings into the program and focusing on reading aloud with accuracy, appropriate rate, and expression on successive readings. Lessons also use a <b>Read Aloud Routine</b> with students following along or a <b>Shared Reading/Read Together Routine</b> allowing for choral or partner reading. In the <i>Assessment Book Teacher's Manual</i>, fluency tests allow students to demonstrate fluency development with timed readings.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Kindergarten Teacher's Guide Unit 1 Module A pages 22, 27 52, Unit 3 Module A pages 32, 37, 62, Unit 6 Module A pages 72, 77, 122; Unit 1 Module B pages 162, 167, 232, Unit 3 Module B pages 242, 247, 252, Unit 6 Module B pages 172, 177, 242</li> <li>• Kindergarten <i>Assessment Book Teacher's Manual</i> pages T19–T22</li> </ul>
<ul style="list-style-type: none"> <li>• Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.</li> </ul>	<p>Each lesson is text-based and the instruction includes reading as well as listening, speaking, and writing development. All phases of the lesson incorporate interaction that involves reading, speaking, listening, and writing. See the <b>Comprehensive Literacy Workshop</b> front matter pages for each unit (Kindergarten Teacher's Guide Units 1–6 pages viii–ix) for an overview of the closely related lesson concepts and the <b>Planner</b> pages for unit modules (Kindergarten Teacher's Guide Units 1–6 Module A pages 8–9; Units 1–6 Module B pages 158–159) for the integrated plan.</p>

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(Continued)	(Continued) The <i>Reader's and Writer's Journal</i> component further integrates reading and writing with write on lines for students to record their ideas and notes for all phases of reading and writing lessons, including Reading and Language Analysis, Writing in Response to Reading, and Writing. Also provided for every unit is a Sleuth Work section with passages and worksheets for students to be detectives by looking for clues in the text, asking questions about ideas and text, and supporting ideas with text evidence.
<ul style="list-style-type: none"> <li>• Build students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic.</li> </ul>	<p>Kindergarten is organized into six units with two modules in each unit that include a Text Set of two anchor texts—full-length trade books—and two supporting texts—shorter authentic texts that connect to the topic of the anchor text. Sleuth texts—short authentic literary and informational texts—provide Close Read routines and strategic support and extension in small group work. Texts are divided across each module into 12 and 13 lessons to encourage students to dig deeply into texts. See Kindergarten Teacher's Guide Units 1–6 Module A page xx and Units 1–6 Module B page 150 for Text Set pages.</p> <p>For each module a grade-appropriate Reading Instructional Focus is presented for the literary and informational texts. The texts in each module cover a wide range of topics and content areas, including social studies, the arts, math, and science topics. Students engage in several close readings and respond to questions to create content knowledge related to social studies, the arts, math, and science concepts in the Explore the Text, Close Reading, Focused Reading, and Independent Reading sections. A Writing Instructional Focus is presented for each module that uses the anchor texts as models to cover social studies, the arts, math, and science concepts.</p>

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(Continued)	<p>(Continued)</p> <p>Students build content knowledge throughout <i>ReadyGEN</i> during every lesson of instruction, across units within grades, and across grade levels. Related texts across units ensure that content knowledge is comprehensive and unified. To dig deeply into texts, each module includes a Big Idea and Enduring Understandings that outline the reading and writing purposes. Essential Questions note what students are expected to know and Module Goals list tasks students should be able to accomplish throughout and at the end of each module. See Kindergarten Teacher’s Guide Units 1–6 Module A page 1 and Units 1–6 Module B page 151 for Path to Common Core Success pages that contain these questions.</p> <p>Students build oral vocabulary by acquiring academic vocabulary and domain-specific words, exemplified in each week’s By-The-Way Words and Benchmark Vocabulary. See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A pages 2–5; Units 1–6 Module B 152–155.</p>
<b>II. Key Shifts in the CCSS</b>	
<i>The lesson/unit addresses key shifts in the CCSS:</i>	
<ul style="list-style-type: none"> <li>• <b>Reading Text Closely:</b> Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions.</li> </ul>	<p>The <b>Comprehensive Literacy Workshop</b> pages provide the same instructional plan for each selection. The lessons for an Informational Text or a Literary Text contain the same lesson sections, including <b>Close Read</b> and <b>Text Talk</b> questions, allowing students to ask questions of the text and answer text-dependent questions. This reading routine structure is summarized on the <b>Comprehensive Literacy Workshop</b> pages for each unit.</p>

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(Continued)	<p>(Continued)</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Kindergarten Teacher’s Guide Units 1–6 pages viii–ix</li> <li>• Kindergarten Teacher’s Guide Unit 1 Module A Lesson 1 pages 12–15, Lesson 6 pages 62–65, Unit 3 Module A Lesson 7 pages 72–75, Lesson 11 pages 112–115, Unit 4 Module A Lesson 4 pages 42–45, and Lesson 12 pages 122–25 for literature selections; and Kindergarten Teacher’s Guide Unit 4 Module B pages 212–215, Unit 5 Module A Lesson 1 pages 162–165; Unit 6 Module B Lesson 1 pages 162–165, Lesson 4 pages 192–195, and Lesson 6 pages 212–215, for informational text selections</li> </ul> <p>For the anchor text and supporting texts in each module of <i>ReadyGEN</i>, the <b>Read Aloud Routine</b>, <b>Shared Reading/Read Together Routine</b>, and <b>Independent Reading Routine</b> discussion questions in the First Read and the <b>Close Read</b> questions and <b>Text Talk</b> in the Second Read in the Teacher’s Guide provide two types of comprehension activities. The routine introduces the text and focuses students on understanding the main ideas in the text. The Close Read sections have students examine the text closely through analyzing By-the-Way Words and questions that guide students to Key Ideas and Details and Integration of Knowledge to extend the interpretation of the text using higher-level thinking skills. The Text Talk questions use discussion routines to direct students to discuss a deeper meaning of a section of the text. These questions require a thorough understanding of the text, and the answers are to be supported by text evidence. See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A Lesson 1 pages 12–14, Lesson 11 pages 112–114, Lesson 13 pages 132–134; Units 1–6 Module B Lesson 1 pages 162–165, Lesson 10 pages 252–255, Lesson 12 pages 272–275.</p>

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<p>• <b>Text-Based Evidence:</b> Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media).</p>	<p>For each lesson in the program, the reading materials are accompanied by instruction that helps students read and comprehend the selection to master all aspects of the reading process. The text-dependent and the text-specific questions in the First Read in <b>Explore the Text</b> using <b>Read Aloud Routine, Shared Reading/Read Together Routine;</b> and the Second Read in <b>Close Read</b> and <b>Text Talk</b> also promote finding text evidence in a selection. See the following examples: Kindergarten Teacher's Guide Unit 1 Module A Lesson 4 pages 42–44, Lesson 10 pages 102–104, Unit 3 Module A Lesson 8 pages 82–84, Unit 6 Module A Lesson 12 pages 122–124; Unit 1 Module B Lesson 1 pages 162–164, Lesson 3 pages 182–185, Unit 3 Module B Lesson 1 pages 162–164.</p> <p>Lessons also include questions about visual information, including photographs and illustrations. See the following examples: Kindergarten Teacher's Guide Unit 1 Module A Lesson 2 page 24, Lesson 7 page 72, Unit 3 Module A Lesson 8 page 83, Lesson 11 page 113; Unit 3 Module B Lesson 5 page 204, Lesson 8 page 233, Unit 6 Module B Lesson 2 page 174.</p> <p>Also included for each lesson are online resources that students can use to search for digital resources by keyword. In each unit the <b>Digital Centerpieces</b> include <b>Students as Authors, Students as Thinkers, Students as Word Workers, Students as Readers.</b> The <b>Research Center</b> tasks students with researching using print and digital resources to investigate the unit's topic related to the lesson's texts. See Kindergarten Teacher's Guide Units 1–6 pages 10-11.</p>

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(Continued)	(Continued) Included in the Writing lessons are the steps, including research, for completing a writing project and using different kinds of graphics to engage in the lesson content. See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A pages 18–21, 98–101, 118–121; Units 1–6 Module B 168–171, 218–221, 278–281.
<ul style="list-style-type: none"> <li>• <b>Academic Vocabulary:</b> Focuses on explicitly building students’ academic vocabulary and concepts of syntax throughout instruction.</li> </ul>	<p><i>ReadyGEN</i> presents By-the-Way Words and Benchmark Vocabulary that include transferable Academic Vocabulary presented in the context of the lesson to help students comprehend the meanings and uses of the terms. <b>Close Read</b> sections dig deeper into the vocabulary with By-the-Way Words. See the following examples: Kindergarten Teacher’s Guide Units 1, 3, 6 Module A pages 13, 43, 103; Units 1, 3, 6 Module B pages 183, 193, 233.</p> <p>Benchmark Vocabulary in every lesson uses the Benchmark Vocabulary Routine for each mode of text. See the following examples: Kindergarten Teacher’s Guide Units 1, 3, 6 Module A pages 3–5, 14, 104, 134; Units 1, 3, 6 Module B pages 153–155, 164, 184, 224.</p>

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(Continued)	<p>(Continued)</p> <p>The Close Reading/Benchmark Vocabulary sections focus on Tier 2 and Tier 3 words. The Benchmark Vocabulary Routines for Literary and Informational Texts can be used to present the words, and the words are used in a Read Aloud Routine to promote understanding in context. Benchmark Vocabulary Routines for Informational Texts introduce words and guide students through a variety of strategies to determine meaning using context clues, text features, a glossary/dictionary, and semantic maps to see the connections between related words. Benchmark Vocabulary Routines for Literary Texts introduce words and guide students through a variety of strategies to determine meaning using context clues, rephrasing, reasons for word choice, a glossary/dictionary, a thesaurus, word webs, and synonyms and antonyms to connect the word to more words. See Kindergarten Teacher’s Guide Units 1–6 pages TR28–TR31, TR32–TR35.</p> <p>Throughout <i>ReadyGEN</i>, students use transferable academic vocabulary as they utilize text to build knowledge in the disciplines.</p>



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<p><i>A unit or longer lesson should:</i></p>	
<p>• <b>Grade-Level Reading:</b> Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent grade-level reading.</p>	<p><b>See Section 1, item 4</b> in Alignment to the Rigor of CCSS for the charts that give the text complexity levels for every selection. Rubrics containing qualitative text measures, quantitative text measures, and Reader and Task Suggestions are provided for all anchor texts, supporting texts, and <i>ReadyGEN Sleuth</i> passages.</p> <p><i>ReadyGEN</i> provides explicit and systematic instruction and support at point of use for all foundational skills—concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency. Explicit instruction, progress monitoring, and assessment of foundational skills are found in Teacher’s Editions, Reader’s and Writer’s Journals, ancillary materials, and digital offerings.</p> <p><i>ReadyGEN</i> materials provide all students opportunities to engage with complex texts as defined by the Common Core State Standards. For two examples at each level, see the following:</p> <p><b>Anchor Texts</b></p> <ul style="list-style-type: none"> <li>• Kindergarten Unit 1: Module <i>Where is Home, Little Pip?</i>; Module B <i>Life in a Pond</i></li> <li>• Kindergarten Unit 3: Module A <i>Come On, Rain!</i>; Module B <i>What Will the Weather Be?</i></li> </ul> <p><b>Supporting Texts</b></p> <ul style="list-style-type: none"> <li>• Kindergarten Unit 1: Module A <i>A House for Hermit Crab</i>; Module B <i>A Bed for Winter</i></li> <li>• Kindergarten Unit 3: Module A <i>The Snowy Day</i>; Module B <i>Weather Words and What They Mean</i></li> </ul> <p><b><i>ReadyGEN Sleuth</i></b></p> <ul style="list-style-type: none"> <li>• Kindergarten Unit 3: Module A “Bear and Fox”; Unit 1 Module B “Mr. Squirrel”</li> </ul>

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<p style="text-align: center;"><b>EQUIP Rubric for Lessons &amp; Units: ELA/Literacy</b></p>	<p style="text-align: center;"><b>ReadyGEN Kindergarten, ©2016</b></p>
<p>• <b>Balance of Texts:</b> Focus instruction equally on literary and informational texts as stipulated in the CCSS (p.5) and indicated by instructional time (may be more applicable across a year or several units).</p>	<p>All of the selections in <i>ReadyGEN</i> are of high quality and fall within the prescribed grade level complexity bands described in Appendix A of the Common Core State Standards. An equal balance of literature and informational texts appear in the anchor texts, supporting texts, and in all the related Trade Books, the Leveled Text Library, and Decodable Readers. For each module, <i>ReadyGEN</i> offers an anchor text and two shorter supporting texts on the same or related topic or concept. A rich variety of literary and informational texts were chosen for these selections. Most anchor texts and supporting texts are published works, excerpts from published books, or original selections created by well-known, grade-level appropriate authors. The program's <i>ReadyGEN Sleuth</i> selections include fiction and nonfiction selections. Each <i>Sleuth</i> selection is two pages with text, illustrations, and text-based questions. <i>ReadyGEN Sleuth</i> selections are included in each module.</p>
<p>• <b>Balance of Writing:</b> Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration.</p>	<p>Daily writing instruction is an integral part of each lesson's instructional plan in which students write in response to high-quality, complex texts. In each part of the Reading lesson, students respond in writing to anchor and supporting texts in the <i>Reader's and Writer's Journal</i>. At the end of each Reading lesson students respond in writing to the Writing in Response to Reading prompt that requires students to use text evidence to support ideas, claims, and opinions. Students have access to an Interactive Student Journal to produce digital texts as well.</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Each lesson includes a Writing lesson that takes students through the steps in the writing process and focuses on the traits and craft of good writing, including self-expression and exploring their own ideas. Students revisit the anchor and supporting texts to write an argument/opinion, to write to inform/explain, or to write a narrative.</p> <p>Each module asks students to confront the text in <i>Sleuth Work</i> by “Making Their Case” as they draw on textual evidence to support claims and statements about the text.</p> <p>Each module also includes a longer Performance-Based Assessment writing task that digs deeper into the concepts. Students closely review anchor and supporting texts to form ideas and plan writing as they focus on the writing process. Students then present their writing to the class and create multimedia presentations through audio and video recording. The task involves writing and drawing and listening and speaking skills and has students using technology.</p> <p>Module-level and lesson-level writing tasks provide structure to guide students through each step in the writing process. Students use anchor and supporting texts as mentor texts to examine traits common to the genre of text they are writing, e.g., personal narrative, or compare-and-contrast essay.</p> <p>Extended writing applications can also be found in the <i>Scaffolded Strategies Handbook</i> component for each grade level. Writing Routines provide notes that support English Language Learners, as well as both struggling and accelerated writers. Extend activities explore an equal balance of narrative, informative/explanatory, and opinion/argument writing.</p>

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<b>III. Instructional Supports</b>	
<i>The lesson/unit is responsive to varied student learning needs:</i>	
<ul style="list-style-type: none"> <li>• Cultivates student interest and engagement in reading, writing and speaking about texts.</li> </ul>	<p>A basic tenet of the questioning technique is to promote understanding of the text while thinking, learning, and living the content. Students who become involved in the reading experience are truly capable of gaining information and worthwhile content. The choice of the selections and the design of the questions help to ensure that students will become actively involved in the reading process. The question's Level of Complexity measures a student's Depth of Knowledge (DOK). <i>ReadyGEN</i> annotates questions for the <b>Close Read</b> which allows teachers the ultimate flexibility with differentiating instruction</p> <ul style="list-style-type: none"> <li>• See the following Kindergarten Teacher's Guide <b>Close Read</b> Cite Text Evidence examples:</li> </ul> <p>Unit 1 Module A Lesson 2 page 23: <b>CITE TEXT EVIDENCE</b> Engage the class in a discussion about what you just read. Explain that identifying the characters, setting, and events in a story helps them understand the story. Use these questions to guide the discussion and confirm understanding of the text and ask children to support their answers with evidence.</p> <ul style="list-style-type: none"> <li>• Characters are the people or animals a story is about. Who are the main characters in <i>Where Is Home, Little Pip?</i> (Pip, Mama, and Papa) <b>DOK L1</b></li> <li>• What do Mama and Papa do every night? (They sing.) What is their song about? (their home)</li> </ul> <p>Reread the poem with children joining in on the last line. <b>DOK L2</b></p> <p>Unit 3 Module B Lesson 5 page 203: <b>CITE TEXT EVIDENCE</b> Engage the class in a discussion about why you just read. Remind children that asking and answering questions will help them clarify words and details they do not understand. Use these questions to guide the discussion and ask children to support their answers.</p>

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<p>(Continued)</p>	<p>(Continued)</p> <ul style="list-style-type: none"> <li>• How does the illustration on page 22 help you understand how air pressure works? (The arrows on the illustration show how air pushes out the inside of the girl's body and pushes in from the outside.) <b>DOK L2</b></li> <li>• Have your "reading sleuths" explain why measuring air pressure is important to meteorologists? (If meteorologists measure changes in air pressure, they can predict changes in the weather.) <b>DOK L3</b></li> </ul> <p>At the beginning of each lesson, children <b>Build Understanding</b> when following the structure of <b>Set the Purpose, Engage Children or Explore Poetry, Read, and Turn and Talk</b> with a partner and discuss questions using pictures and words from the text.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Kindergarten Teacher's Guide Unit 1 Module A pages 52, 112, 132, Unit 3 Module A pages 22, 32, 72, Unit 6 Module A pages 62, 112, 122; Unit 1 Module B pages 182, 252, 262, Unit 3 Module B pages 202, 212, 222, Unit 6 Module B pages 182, 212, 252</li> </ul> <p>During Text Club time, children will work with classmates to read and talk about books and other texts. Each will read a text and then meet with the Text Club to talk about it. Every group member will have a different job to do. For the Text Club Routine, refer to Kindergarten Teacher's Guide Units 1–6 pages TR24–TR27.</p>

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<ul style="list-style-type: none"> <li>• Addresses instructional expectations and is easy to understand and use for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material).</li> </ul>	<p>Each <i>ReadyGEN</i> unit includes two modules. Each module includes a Path to College and Career Readiness with Enduring Understandings for reading and writing that clearly note concepts and skills students should understand throughout the module, guiding teachers to the purposes behind the materials. Also listed are “Knows” and “Dos” for each module. Essential Questions and Module Goals state what students should know; Performance-Based Assessments note what students should be able to do. See Kindergarten Teacher’s Guide Units 1–6 Module A pages xx–1 and Units 1–6 Module B pages 150–151 for Path to College and Career Readiness pages that contain these questions.</p> <p>Each lesson lists a Lesson Objective, Reading Objectives, and Writing Objectives that relate to the Enduring Understandings. Lessons begin with <b>Build Understanding: Set the Purpose</b> focuses on the applicable Enduring Understanding and then the restatement of the Essential Question in <b>Engage Children</b>. In each section of the Reading and Writing lessons, directions to the teacher are clear and expected sample responses are provided, along with lesson and reading and writing objectives. See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A pages 12–14, 32–34, 122–124; Units 1–6 Module B pages 162–164, 172–174, 192–194.</p>

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<ul style="list-style-type: none"> <li>• Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading.</li> </ul>	<p>Foundational reading skills are embedded in the <i>ReadyGEN</i> program. Throughout the Reading lessons, Language Analysis sections in the Teacher’s Guide students to focus on language that relates to grammar while each Writing lesson includes a conventions section. Writing lessons also include strategies for each mode of writing: argument/opinion, informative/explanatory, and narrative. Routines play a key role in the program, with routines for read alouds and reading and writing wrap-up discussions, as well as for classroom discussions (Kindergarten Teacher’s Guide Units 1–6 pages TR6–TR27). The <i>Scaffolded Strategies Handbook</i> provides further instruction for language, writing, and speaking.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Kindergarten Teacher’s Guide Unit 1 Module A pages 54, 114, 131, Unit 3 Module A pages 24, 34, 71, Unit 6 Module A pages 64, 114, 121; Unit 1 Module B pages 184, 254, 261, Unit 3 Module B pages 204, 214, 221, Unit 6 Module B pages 184, 214, 251</li> <li>• Kindergarten <i>Scaffolded Strategies Handbook</i> pages 19, 39, 73, 276, 277, 278, 279, 280–283</li> </ul>

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<ul style="list-style-type: none"> <li>• Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition.</li> </ul>	<p><i>ReadyGEN</i> provides strategic support throughout the program. The Foundational Skills section in the Teacher’s Guide as well as the Foundational Skills Mini-Lessons at the beginning of each lesson provides explicit, systematic phonics instruction that can be used in Small Groups to support students who need more time to master the skills of decoding, phonemic awareness, and high-frequency words. The Language Routines and Activities in the <i>Scaffolded Strategies Handbook</i> offer tips for word-level instruction on High-Frequency Words to Word Study for students who need more instruction. In the <i>Assessment Book Teacher’s Manual</i>, fluency tests allow students to demonstrate fluency development with timed readings and offer strategies for improving fluency.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Kindergarten <i>Foundations Skills</i> Teacher’s Guide Units 1-6 Module A pages FS2-FS5, FS6-FS9, FS10-FS13; Units 1-6 Module B pages FS14-FS17, FS18-FS21, FS22-FS25</li> <li>• Kindergarten Teacher’s Guide Unit 1 Module A pages 21 and 92, Unit 3 Module A pages 42 and 102, Unit 6 Module A pages 82 and 132; Unit 1 Module B pages 162 and 192, Unit 3 Module B page 182 and 272, Unit 6 Module B pages 222 and 272</li> <li>• Kindergarten <i>Scaffolded Strategies Handbook</i> pages 276, 277, 278, 279, 280–281, 282, 283</li> <li>• Kindergarten <i>Assessment Book Teacher’s Manual</i> pages T19–T22</li> </ul>



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<ul style="list-style-type: none"> <li>• Provides all students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text.</li> </ul>	<p>Each anchor text and supporting text is accompanied by questions in the First Read with the reading routine to help students comprehend the text. Most lessons use the <b>Read Aloud Routine</b> or <b>Shared Reading/Read Together Routine</b> for students at all levels to access the meaning of texts with read alouds. The Close Read questions used in the Second Read extend the interpretation of the text using higher-level thinking skills with Key Ideas and Details, Integration of Knowledge, and vocabulary questions applied to the text and supported by text evidence. If scaffolding is required, each lesson includes Scaffolded Instruction for Small Group, monitoring progress and offering reading analysis and Close Read activities.</p> <p>See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A pages 12, 13, 16, 42, 43, 46, 72, 73, 76; Units 1–6 Module B pages 162, 163 166, 172, 173, 176, 182, 183, 186.</p> <p>In addition, scaffolding is provided in the <i>Scaffolded Strategies Handbook</i>, which unlocks the text for students in the First Read with lessons on levels of meaning and structure in Preparing to Read and Interact with the Text and in the Second Read in Express and Extend. The <i>Scaffolded Strategies Handbook</i> also offers background building and language scaffolding. See the following examples: Kindergarten <i>Scaffolded Strategies Handbook</i> Module A pages 28–33, 88–93, 104–109; Module B pages 158–163, 164–169, 178–183.</p> <p>In each unit, <i>ReadyGEN Sleuth</i> Lessons 3, 8, and 13 in Module A and Lessons 8 and 13 in Module B offer scaffolds to ensure that all students have access to complex text with explicit and systematic support in the Scaffolded Instruction. See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A pages 36–37, 86–87, 136–137; Units 1–6 Module B pages 186–187, 236–237.</p>

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<ul style="list-style-type: none"> <li>• Focuses on sections of rich text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding and progress toward independence.</li> </ul>	<p>Each anchor text and supporting text provides opportunities to focus on challenging text through a Close Read and discussion of specific sections of the text. <b>Close Read</b> sections guide students through the text with questions that engage, increase comprehension, and lead students toward independence. See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A pages 23, 53, 83; Units 1–6 Module B pages 173, 193, 213.</p> <p><b>Text Talk</b> sections provide supports that promote deep thinking and lead students to independence. See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A pages 24, 54, 84; Units 1–6 Module B pages 174, 194, 214.</p>
<ul style="list-style-type: none"> <li>• Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level.</li> </ul>	<p>At all grade levels in <i>ReadyGEN</i>, scaffolded instruction for English Language Learners is provided in each lesson with tips and strategies for teacher mediation of content. See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A pages 13, 43, 63; Units 1–6 Module B pages 213, 233, 243.</p> <p>Each lesson’s Small Group Options offers additional support for students with the <b>Close Reading Support</b> strategies that actively involve the student.</p> <p>See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A pages 16, 56, 166; Units 1–6 Module B pages 216, 256, 276.</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>In addition, the <i>Scaffolded Strategies Handbook</i> unlocks the text with writing tasks and research-proven scaffolds and strategies. Prepare to Read lessons provide more intensive readiness before reading with a preview, background knowledge building, and vocabulary support, including a cognate chart for anchor and supporting text vocabulary. See the following examples:  <i>Kindergarten Scaffolded Strategies Handbook</i> Unit 3 Module A pages 90–97, 98–103, 104–109, 187–191; Unit 6 Module B pages 148–153, 164–169, 178–183, 193–197.</p> <p>Each lesson includes Focused Independent Reading using the Independent Reading Routine, which stresses choosing appropriately leveled books and using periodical check-ins to assess understanding. Students are given a reading focus to provide practice with skills learned in each lesson. See <i>Kindergarten Teacher’s Guide</i> Units 1–6 pages TR16–TR23.</p>

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<ul style="list-style-type: none"> <li>• Provides extensions and/or more advanced text for students who read or write above grade level.</li> </ul>	<p>Every lesson in the program provides extension activities for students. The Small Group Options offers extension activities in the lesson margin, including Focused Independent Reading, Text Clubs, and Center Options. <i>ReadyGEN Sleuth</i> provides opportunities for all students to engage with complex text. The <i>Scaffolded Strategies Handbook</i> Reading and Writing Lessons include activities for accelerated students. In addition, optional Leveled Readers are provided in the Leveled Text Library.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Small Group Options: Close Reading Extension Kindergarten Teacher’s Guide Units 1–6 Module A pages 17, 57, 167; Units 1–6 Module B pages 217, 247, 267</li> <li>• <i>ReadyGEN Sleuth</i> Kindergarten Teacher’s Guide Units 1–6 Module A pages 36–37; Units 1–6 Module B pages 236–237</li> <li>• Text Clubs Kindergarten Teacher’s Guide Units 1–6 pages TR24–TR27</li> <li>• Kindergarten <i>Scaffolded Strategies Handbook</i> Units 1–6 Module A pages 88, 101, 114, 121, 146; Units 1–6 Module B pages 152, 153, 170, 194, 224</li> </ul> <p>Each module in <i>ReadyGEN</i> has an accompanying <i>ReadyGEN Sleuth</i> selection. Each <i>Sleuth</i> selection is two pages with text and illustrations, follows Lexile ratings, and focuses on Text-Based Comprehension. Lessons 3, 8, and 13 introduce the selection with <b>Close Read</b> Sleuth Work activities—Look for Clues, Ask Questions, Make Your Case, and Prove It!—and ends with students further exploring the text in the <i>Reader’s and Writer’s Journal</i>.</p> <p>The instruction in Small Group Options is created for Close Reading Support or Extensions for Close Read or Oral Language to extend and enhance reading comprehension of complex texts.</p>

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<p><i>A unit or longer lesson should:</i></p>	
<ul style="list-style-type: none"> <li>• Include a progression of learning where concepts, knowledge and skills advance and deepen over time (may be more applicable across the year or several units).</li> </ul>	<p>Coverage of Common Core State Standards within and across grade levels of <i>ReadyGEN</i> constitutes a learning progression that follows the manner in which the skills and concepts of the standards naturally advance and deepen over time.</p> <p>In addition, unit Big Ideas and module-level Enduring Understandings allow students to build content knowledge on various topics from week to week. Numerous science and social studies informational texts foster the accumulation of conceptual understanding across grade levels.</p> <p><i>ReadyGEN</i> integrates foundational skills, reading, writing, speaking and listening, and language standards, presenting them in conjunction with reading selections. The reading selections, which can be read independently of all surrounding material, serve as the core of the lessons and the vehicle for incorporating all features and activities. A gradual release of responsibility progresses students through the <b>Read Aloud Routine, Shared Reading/Read Together Routine, to the Independent Reading Routine.</b> Discussion questions for the First Read of anchor and supporting texts help students comprehend the text and genres. Each lesson includes Essential Questions connected to the Big Idea and Enduring Understandings. Most lessons follow the same Routines for instruction and a carefully constructed lesson plan that provides an overview before digging deeper into the texts. See the following examples for the lesson concept path: Kindergarten Teacher's Guide Unit 1 Module A pages 12–15, Unit 3 Module A pages 52–55, Unit 6 Module A pages 132–135; Unit 1 Module B pages 162–165, Unit 3 Module B pages 212–215, Unit 6 Module B pages 272–275.</p>

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(Continued)	(Continued) The Enduring Understanding is introduced and then the Essential Question is discussed. The <b>Read Aloud Routine, Shared Reading/Read Together Routine, and Independent Reading Routine</b> guide students to gain an understanding of the text, while discussion questions, Close Reading, and Text Talk direct students to dig deeper into the text. Students then apply the Enduring Understandings and answer Essential Questions using the anchor text and supporting text as they read and clarify the meaning of the text.
<ul style="list-style-type: none"> <li>• Gradually remove supports, allowing students to demonstrate their independent capacities (may be more applicable across the year or several units).</li> </ul>	The <i>ReadyGEN</i> instructional model provides supports for students to gain comprehension and then dig deeper into the text. Scaffolded supports during the reading of the anchor text and supporting texts provide access to the text for those students who need more help with reading comprehension. At the end of each lesson independent activities allow all students to apply what they have learned from previous lesson supports. The <i>Reader's and Writer's Journal</i> provides independent activities including Reading and Language Analysis activities, Writing in Response to Reading writing tasks, Accountable Independent Reading, and Independent Writing Practice. See the following examples: Kindergarten Teacher's Guide Units 1–6 Module A pages 25, 31, 65, 71, 165, 171; Units 1–6 Module B pages 215, 221, 235, 241, 275, 281

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<ul style="list-style-type: none"> <li>• Provide for authentic learning, application of literacy skills and/or student-directed inquiry.</li> </ul>	<p>Authentic learning and literacy skill application is included in the questioning strand. For the anchor text and supporting text, students are asked to answer text-based questions and to apply learning in answering questions that require higher-level thinking skills.</p> <p>At the end of every Reading lesson, students are asked to independently analyze and reflect on texts, learning, and concepts using the Independent Reading Routine. See Kindergarten Teacher’s Guide Units 1–6 pages TR16–TR23.</p> <p>Writing lessons require Informative/Explanatory writing to draw evidence from anchor and supporting texts or to conduct research on writing subjects or topics. Each lesson provides a list of research tasks and questions students’ answers to help them develop their topics. Students take notes and use the <i>Reader’s and Writer’s Journal</i> to plan and execute their writing. See the following examples: Kindergarten Teacher’s Guide Unit 1 Module B pages 168–171, 198–201, Unit 3 Module B pages 198–171, 178–181, and Unit 6 Module B pages 168–171, 178–181.</p> <p>Small Group Centers offer ideas for research based on the module-level Enduring Understanding in the Research and Technology Center. See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A page 11; Units 1–6 Module B page 161.</p>

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<ul style="list-style-type: none"> <li>• Indicate how students are accountable for independent engaged reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units).</li> </ul>	<p>Independent Reading is a key component in <i>ReadyGEN</i>. At all grade levels, Focused Independent Reading support is offered in each Small Group Reading lesson. See the following examples: Kindergarten Teacher’s Guide Unit 1 Module A pages 65, 75, 85, Unit 3 Module A pages 95, 105, 115, Unit 6 Module A pages 115, 125, 135; Unit 1 Module B pages 165, 175, 185, Unit 3 Module B pages 195, 205, 215, Unit 6 Module B pages 255, 265, 275.</p> <p>Center Options offer ideas for independent reading using the module-level Enduring Understandings. See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A page 10; Units 1–6 Module B page 160.</p>
<ul style="list-style-type: none"> <li>• Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</li> </ul>	<p><i>ReadyGEN</i> provides several technology components to enhance and expand learning and instruction. For digital offerings, see Kindergarten Teacher’s Guide Units 1–6 pages iv, vii.</p> <p>In the Digital Options section of each Writing lesson, students learn to draft, revise, and research. Writing lessons with a focus on research also have students use digital resources and media to deepen knowledge of a research topic or text. See the following examples: Kindergarten Teacher’s Guide Unit 1 Module A pages 38–41, Unit 3 Module A pages 98–101, Unit 6 Module A pages 118–121; Unit 1 Module B pages 168–171, Unit 3 Module B pages 188–191, Unit 6 Module B pages 278–281.</p> <p>Small Group Centers offer ideas for using digital resources for research and inquiry based on the module-level Enduring Understanding in the Research Center. See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A page 11; Units 1–6 Module B page 161.</p>



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<b>IV. Assessment</b>	
<i>The lesson/unit regularly assesses whether students are developing standards-based skills:</i>	
<ul style="list-style-type: none"> <li>• Elicits direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy CCSS (e.g., reading, writing, speaking and listening and/or language).</li> </ul>	<p><i>ReadyGEN</i> provides several assessment opportunities to monitor student progress on mastery of the standards. Formative Assessments are included in each lesson to assess targeted skills and standards. In the Reading lessons, Monitor Progress features in the Small Group Options allow for consistent assessments to meet individual student needs. Assessment is included throughout the Writing lessons in the Independent Writing Practice feature.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Kindergarten Teacher’s Guide Unit 1 Module A pages 56–57, 101, Unit 3 Module A pages 31, 86–87, 91, Unit 6 Module A pages 31, 126–127; Unit 1 Module B pages 166–167, 201, Unit 3 Module B pages 166–167, 201, Unit 6 Module B pages 176–177, 191</li> <li>• Kindergarten Teacher’s Guide Assessment Overview Units 1–6 pages xvi–xvii</li> </ul> <p>The <i>ReadyGEN</i> program also includes assessments for English Language Learners, assessments to determine students’ “starting points” at the beginning of the year, and unit assessments. The <i>Assessment Book Teacher’s Manual</i> provides Tips for Assessing English Language Learners, Fluency and Running Records, Baseline Assessment Information, and End-of-Unit Assessments. See Kindergarten <i>Assessment Book Teacher’s Manual</i> overview pages T5–T29, T35–T38, and T67–T70. Each module also includes a longer Performance-Based Assessment writing task that uses the anchor and supporting texts to assess writing, listening, and speaking skills; and allow students to demonstrate grade level literacy. See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A pages 142–149; Units 1–6 Module B pages 282–289.</p>

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<ul style="list-style-type: none"> <li>• Assesses student proficiency using methods that are unbiased and accessible to all students.</li> </ul>	<p>Assessing a variety of types of knowledge and levels of thinking, <i>ReadyGEN</i> assessment takes place in multiple formats, both pencil-and-paper and performance-based. At each grade level, students demonstrate their knowledge of content and ability to employ various strategies through tasks that evoke critical thinking in projects, presentations, written assignments, and discussion in response to deep-thinking questions. Informative/Explanatory writing, both assigned and in response to self-interest topics, requires students to engage in research from a variety of sources. Formal assessment includes quick-response, multiple-choice items, short written response items, and extended constructed response items in response to topical prompts. All items are in response to relevant standards and planned learning outcomes. <i>ReadyGEN</i> contains comprehensive ancillary assessment components. These assessments can be administered easily from the beginning of the year (Baseline Assessments) through each lesson or module of instruction (both Formative Assessment and the Performance Task) and at the end of each unit (End-of-Year Unit Tests). Assessments are also part of the student instruction (Independent Reading and Writing Practice, Reading and Writing Wrap-Up) and Teacher’s Guide routines (Monitor Progress). See <i>Kindergarten Assessment Book Teacher’s Manual</i> overview pages T5–T9, T19–T22, and T47–T50.</p>

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<ul style="list-style-type: none"> <li>• Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards.</li> </ul>	<p><i>ReadyGEN</i> supports teachers with guidance on how to interpret student performance through progress monitoring in Small Group Options. The monitor progress boxes provide teachers with point-of-use formative assessment and interpretation guidelines with clear feedback and appropriate instruction or strategies for students who are not meeting standards. The scaffolded lessons in the <i>Scaffolded Strategies Handbook</i> include monitor progress boxes in the reading lessons and clear guidelines for student performance that state what students should know and do in writing lessons. Writing rubrics accompany all Performance-Based Assessments at the end of each module and extended-response writing in the Baseline Assessments and End-of-Unit Assessments.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Kindergarten Teacher’s Guide Unit 1 Module A pages 56–57, 101, Unit 3 Module A pages 31, 86–87, 91, Unit 6 Module A pages 31, 126–127; Unit 1 Module B pages 166–167, 201, Unit 3 Module B pages 166–167, 201, Unit 6 Module B pages 176–177, 191</li> <li>• Kindergarten <i>Scaffolded Strategies Handbook</i> pages 24, 54, 84, 114, 187–191, 243, 244</li> <li>• Kindergarten <i>Assessment Book Teacher’s Manual</i> pages T58, T63, T68, T73, T78, T83</li> </ul>

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<p><i>A unit or longer lesson should:</i></p>	
<ul style="list-style-type: none"> <li>• Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</li> </ul>	<p>At all grade levels, <i>ReadyGEN</i> follows a <b>Read Aloud Routine, Shared Reading/Read Together Routines</b>, or an <b>Independent Reading Routine</b> for the First Read to ensure that students first comprehend the text, and second, further evaluate and interpret the text. See the Read Aloud Routine in <b>Build Understanding: Read</b> at the beginning of each lesson of all grade levels. Only after this careful comprehension occurs are students asked to provide further evaluation or interpretation through <b>Close Read</b> and <b>Text Talk</b> questions and other weekly assessments. See the following examples: Kindergarten Teacher’s Guide Units 1–6 Module A pages 12, 22, 102; Units 1–6 Module B pages 162, 222, 272.</p> <p>A comprehensive assessment system includes formative and summative opportunities. The <i>ReadyGEN Assessment</i> offerings include Progress Monitoring and Formative Assessment (included at point of use in the Teacher’s Editions), Performance Tasks based on the anchor texts and supporting texts (included in the Teacher’s Editions), and End-of-Unit Assessments.</p> <p>See the following examples:</p> <ul style="list-style-type: none"> <li>• Kindergarten Teacher’s Guide Unit 1 Module A pages 56–57, 101, Unit 3 Module A pages 31, 86–87, 91, Unit 6 Module A pages 31, 126–127; Unit 1 Module B pages 166–167, 201, Unit 3 Module B pages 166–167, 201, Unit 6 Module B pages 176–177, 191</li> <li>• Kindergarten Teacher’s Guide Assessment Overview Units 1–6 pages xiv–xv</li> <li>• Kindergarten Teacher’s Guide Units 1–6 Module A pages 142–149; Units 1–6 Module B pages 282–289</li> <li>• Kindergarten <i>Assessment Book Teacher’s Manual</i> pages T55–T58, T60–T63, T65–T68, T75–T78</li> </ul>