

2018-2019 5th Grade PLC Notes - DRI / misc

April 10, 2019- DRI reading

Item	Notes
<p>Team PLC SMART Goal</p>	<p>Option C Teacher Goal: Teachers will evaluate and share common resources and assessment tools, reflect on student data and develop math intervention strategies graduating scale of proficiency.</p> <ul style="list-style-type: none"> From RANDA: We will provide actionable, timely, specific, and individualized feedback about the quality of work . Because of this, students will start to self-assess and articulate strengths and next-steps. <p>PLC Student Goal: All students will increase their proficiency in comprehension of informational texts by focusing on the standards below. Success will be measured by 85% proficiency on common 5th grade assessment over the course of one year.</p> <p>4th - CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>5th - CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<p>Norms</p>	<ul style="list-style-type: none"> Start on time, Have fun, be ready to discuss objectives, positive intent, work together to solve problems
<p>Past work Results to date</p>	<ul style="list-style-type: none"> Successes in last cycle ██████████ increased effort on written work. Responses more thorough and accurate. Worked on evidence based responses. - On grade level groups have made great connection rich discussion and becoming voracious readers • • ██████████ - working on fluency and making progress - finished two chapter books <p>Gizzie</p> <ul style="list-style-type: none"> Students showed growth on SCrs and evidence based responses. All students were restating and answering. All students were working on adding quotes. ██████████ should be considered to move up to ██████████ group for last cycle - Discussed with ██████████ and this will happen
<p>Purpose</p>	<ul style="list-style-type: none"> Goals for next cycle - fiction - identifying themes and comparing and contrasting -

What we will do today	<p><i>different texts -</i></p> <ul style="list-style-type: none"> • <i>Students will be able to discuss on a deep level themes presented in fiction and compare themes across</i> • <i>Goal for stagner - BHH- Multiple perspectives - depth and complexity</i> •
Results / Tasks What we did today	<ul style="list-style-type: none"> • 2 articles per week - one not compare contrast and one set that is compare contrast. • Pacing - read and respond day 1, feed back day 2 - focus on self evaluation and share at front glow and a grow. Then Day start compare contrast set respond with SCR or short compare contrast essay - Day 4 - self eval and share out. Revise Day 5 Vocab day. <p>Need to prepare 3 compare contrast pieces - and 4 non compare contrast articles</p>

February 27, 2019 - reading

Item	Notes
Team PLC SMART Goal	<p>Option C Teacher Goal: Teachers will evaluate and share common resources and assessment tools, reflect on student data and develop math intervention strategies graduating scale of proficiency.</p> <ul style="list-style-type: none"> • From RANDA: We will provide actionable, timely, specific, and individualized feedback about the quality of work . Because of this, students will start to self-assess and articulate strengths and next-steps. <p>PLC Student Goal: All students will increase their proficiency in comprehension of informational texts by focusing on the standards below. Success will be measured by 85% proficiency on common 5th grade assessment over the course of one year.</p> <p>4th - CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>5th - CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>

Norms	<ul style="list-style-type: none"> Start on time, Have fun, be ready to discuss objectives, positive intent, work together to solve problems
Past work Results to date	<ul style="list-style-type: none"> Determine focus for DRI and writing - response to informational texts - Use <i>Evidence based Reading</i> [REDACTED] - start - March 4 Gizzie class - Ready Test for [REDACTED] (start Mid March)
Purpose What we will do today	<ul style="list-style-type: none"> Review work from DRI- Next steps <ul style="list-style-type: none"> [REDACTED] Group - Thursday- Friday work - informational - SCR's and comparing and contrasting written responses Grade level group - work on informational text - main ideas details and SCR's - comparing and contrasting, after CMAS move several to [REDACTED] Lower Gizzie group - focus on informational and main ideas and details- determining importance. SCR's - Comparing and contrasting
Results / Tasks What we did today	<ul style="list-style-type: none"> 2 articles per week - one not compare contrast and one set that is compare contrast. Pacing - read and respond day 1, feed back day 2 - focus on self evaluation and share at front glow and a grow. Then Day start compare contrast set respond with SCR or short compare contrast essay - Day 4 - self eval and share out. Revise Day 5 Vocab day. <p>Need to prepare 3 compare contrast pieces - and 4 non compare contrast articles</p>

February 12, 2019 - Writing

Item	Notes
Team PLC SMART Goal	<p>Option C Teacher Goal: Teachers will evaluate and share common resources and assessment tools, reflect on student data and develop math intervention strategies graduating scale of proficiency.</p> <ul style="list-style-type: none"> From RANDA: We will provide actionable, timely, specific, and individualized feedback about the quality of work . Because of this, students will start to self-assess and articulate strengths and next-steps. <p>PLC Student Goal: All students will increase their proficiency in comprehension of informational texts by focusing on the standards below. Success will be measured by 85% proficiency on common 5th grade assessment over the course of one year.</p>

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Norms	<ul style="list-style-type: none"> • Start on time, Have fun, be ready to discuss objectives, positive intent, work together to solve problems
Past work Results to date	Review standards for focal points to end of year
Purpose What we will do today	<ul style="list-style-type: none"> • Determine focus for DRI and writing - response to informational texts - Use <i>Evidence based Reading student 1 - start - March 4</i> • <i>Gizzie class - Ready Test for 3 students (start Mid March)</i>
Results / Tasks What we did today	<ul style="list-style-type: none"> • Have plan for proceeding with DRI - focus on informational texts and • Focus on main ideas - focus on comparing and contrasting, focus on explaining how the author uses reasons and evidence to support points in text. • USE SCR rubrics and self evaluation - goal setting. •

February 12, 2019 - Writing

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Norms	<ul style="list-style-type: none"> ● Start on time, Have fun, be ready to discuss objectives, positive intent, work together to solve problems
Past work Results to date	<p>Set a weekly schedule for vocab work at end of day- Keep introducing roots and affixes</p>
Purpose What we will do today	<ul style="list-style-type: none"> ● Determine language arts standards to continue to stress through the rest of the year
Results / Tasks What we did today	<ul style="list-style-type: none"> ● Identified standards to work on in writing- <ul style="list-style-type: none"> ○ focus on conventions ○ Revisit narratives ○ Research projects to write informational texts about ○ Continue comparing and contrasting ● Identified standards to focus on for reading- <ul style="list-style-type: none"> ○ Point of view man and women with gold - blabber mouth ○ Figurative language ○ Verb tenses

January 23, 2019 - DRI

Item	Notes
Team PLC SMART Goal	<p>Option C Teacher Goal: Teachers will evaluate and share common resources and assessment tools, reflect on student data and develop math intervention strategies graduating scale of proficiency.</p> <ul style="list-style-type: none"> ● From RANDA: We will provide actionable, timely, specific, and individualized feedback about the quality of work

	<p>. Because of this, students will start to self-assess and articulate strengths and next-steps.</p> <p>PLC Student Goal: All students will increase their proficiency in comprehension of informational texts by focusing on the standards below. Success will be measured by 85% proficiency on common 5th grade assessment over the course of one year.</p> <p>4th - CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>5th - CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
Norms	<ul style="list-style-type: none"> • Start on time, Have fun, be ready to discuss objectives, positive intent, work together to solve problems
Past work	
Purpose What we will do today	<ul style="list-style-type: none"> • Looking at Iready and identifying specific needs, Vocabulary- look at using Vocabulary Their Way screener - word morphology - in • Discuss with [REDACTED] - successes and needs for that group. •
Results / Tasks What we did today	<p>Continue to investigate perhaps at plan day tomorrow - how to proceed with the vocabulary work/screener and lessons</p> <p>Success with [REDACTED] group- [REDACTED] risen to the challenge- doing amazing work.</p> <p>[REDACTED] - not performing up to expectations.</p> <p>[REDACTED] - goofing off a bit, not doing his best.</p> <p>[REDACTED] group - did not completing the reading so hard to have discussion- reinforce need to complete work. Be prepared. [REDACTED] - off task occasionally.</p> <p>Manifesto are being complete - [REDACTED] were outstanding</p>
	<p>Increase conversation about context and determining word meanings think about incorporating into shared reading - vocabulary instruction -</p> <p>Give morphology screener- research teaching strategies-</p>

February 5, 2019 - Writing

Item	Notes
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Past work Results to date	<p>Set a weekly schedule for vocab work at end of day- Keep introducing roots and affixes</p>
Purpose What we will do today	<ul style="list-style-type: none"> Discuss how to increase motivation for writing and reading responses.
Results / Tasks What we did today	<p>Student are uninterested in reading and responding to text and not putting best effort in Trying to find more engaging strategies and interesting topics to write about We will try Realistic fiction -</p> <ul style="list-style-type: none"> create characters- brain trait draw pictures be more creative prior to writing- illustrated story mountain(arc) Brainstorm themes with kids to write about (choice Graphic novels

January 23, 2019 - DRI -

Item	Notes
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Norms	<ul style="list-style-type: none"> Start on time, Have fun, be ready to discuss objectives, positive intent, work together to solve problems
Past work Results to date	
Purpose What we will do today	<ul style="list-style-type: none"> Looking at Iready and identifying specific needs, Vocabulary- look at using Vocabulary Their Way screener - word morphology - in Discuss with Stacey - successes and needs for that group.
Results / Tasks What we did today	<p>Continue to investigate perhaps at plan day tomorrow - how to proceed with the vocabulary work/screener and lessons</p>
	<p>Increase conversation about context and determining word meanings think about incorporating into shared reading - vocabulary instruction - Give morphology screener- research teaching strategies-</p>

January 9, 2019 - DRI

Item	Notes
Team PLC SMART	<p>Option C Teacher Goal: Teachers will evaluate and share common resources and assessment tools, reflect on student data and develop math intervention strategies graduating scale of proficiency.</p>

Goal	<ul style="list-style-type: none"> From RANDA: We will provide actionable, timely, specific, and individualized feedback about the quality of work . Because of this, students will start to self-assess and articulate strengths and next-steps. <p>PLC Student Goal: All students will increase their proficiency in comprehension of informational texts by focusing on the standards below. Success will be measured by 85% proficiency on common 5th grade assessment over the course of one year.</p> <p>4th - CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>5th - CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
Norms	<ul style="list-style-type: none"> Start on time, Have fun, be ready to discuss objectives, positive intent, work together to solve problems
Past work Results to date	<p>Working on Informational text - identifying main ideas and details, Summarizing, Text structures</p> <p>Fictional texts- character analysis Theme Story structure</p>
Purpose What we will do today	<ul style="list-style-type: none"> Look at I-ready data and find one goal for mid level kids to work on for this cycle. Discuss word work - strategies to make it interesting
Results / Tasks What we did today	<p>Iready Profile 3 group - Work on vocabulary in context understanding how clues are provided to infer meanings RI5.2 How does a character in a story respond to challenges -</p> <p>See-saw use for student response.</p>
Next Steps What we need to go forward	

November 27, 2018 - DRI - Interventionist meetings

Item	Notes MISC>
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<p>Norms</p>	<ul style="list-style-type: none"> Start on time, Have fun, be ready to discuss objectives, positive intent, work together to solve problems
<p>Past work Results to date</p>	<p>Working on Informational text - identifying main ideas and details, Summarizing, Text structures</p> <p>Fictional texts- character analysis Theme Story structure</p>
<p>Purpose What we will do today</p>	<ul style="list-style-type: none"> Collaborate with interventionists ██████████ - Group working on informational - Integrate information from a variety of texts to write or speak about the subject. <ul style="list-style-type: none"> Research dream job or other topic and develop a oral presentation ██ - fiction text to compare and contrast characters using Visual graphic organizer - building to understanding Theme - <ul style="list-style-type: none"> Output will write a compare and contrasting paragraph from the story and a paragraph about theme - quoting evidence from text.

	<ul style="list-style-type: none"> ○ [REDACTED] - working on comparing contrasting historical fiction vs non-fiction - writing paragraphs to describe similarities and differences. ● [REDACTED] doing good with unknown vocabulary - details from text to infer meaning - [REDACTED] less confident with this. ● Been working on fluency and tracking progress - some progress being made. [REDACTED] does not self correct- tries to rush to a number - Assessed on 50 - <ul style="list-style-type: none"> ○ [REDACTED] was independent at accuracy but rate was slower ○ [REDACTED] was instructional on rate and Independent on accuracy - ○ [REDACTED] - does best at Comp. But makes many mistakes in fluency ○ [REDACTED] - instructional on accuracy and rate ● This group not as passionate about the books they have been reading - Riding Freedom is next book chosen to increase interest ● Lemonade wars done in next week, pre-read a chapter with [REDACTED] - continue working on vocabulary in context. Comprehension goal - reading for meaning - tracking events in the story - what is the most important thing that happened or what is the most important word in the chapter - explain why. ● [REDACTED] - Test below grade level kids with some leveled reading assessment to get additional growth info. ●
<p>Results / Tasks What we did today</p>	<ul style="list-style-type: none"> ● [REDACTED] - discussed effort of enriched students - [REDACTED] - students accepting 2 level work, need to light a fire under these students <ul style="list-style-type: none"> ○ Parents have been informed ○ [REDACTED] seems to have ramped up ○ [REDACTED] did a good job on essay ○ Help stronger writers get to the point, not so wordy [REDACTED], ○ [REDACTED] check for the basics - conventions <p>SEE ABOVE</p>
<p>Next Steps What we need to go forward</p>	

October 31, 2018

Item	Notes MISC>
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Norms	<ul style="list-style-type: none"> Start on time, Have fun, be ready to discuss objectives, positive intent, work together to solve problems
Past work Results to date	
Purpose What we will do today	<ul style="list-style-type: none"> Discuss Struggling student behavior and interventions - struggling with motivation, confidence and effort Display issues in all content areas
Results / Tasks What we did today	<ul style="list-style-type: none"> Developed effort rubric to use Student will self evaluate after each content class, Discuss with teacher at end of day to reach consensus. Earn reward for 4 out 5 stars throughout the day.
Next Steps What we need to go forward	<ul style="list-style-type: none"> Track daily/weekly for growth discuss at next meeting for next steps Identify problem times of day and/or subject areas

October 3, 2018

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Norms	<ul style="list-style-type: none">Start on time, Have fun, be ready to discuss objectives, positive intent, work together to solve problems
Past work Results to date	
Purpose What we will do today	<ul style="list-style-type: none">Review I ready, CMAS for initial placement in DRI groups<ul style="list-style-type: none">I ready data show a clear need for all students to have increased instruction on Greek and latin roots, prefixes and suffixes.Determine how to integrate more word work into the daily schedule
Results / Tasks What we did today	<ul style="list-style-type: none">Word work will be taught 3 times per week<ul style="list-style-type: none">Tuesday or Thursday from 10:15- 10:40 (shared Reading)Wednesday 10:35- 11:00 Word workFriday 8:50-9:10 (DRI)The goal is standardL5.4b Use common grade appropriate greek and Latin affixes and roots as clues to the meaning of a word. (Direct instruction Tier 1)

	<ul style="list-style-type: none"> L5.4a Use context as a clue to the meaning of a word or phrase (DRI text)
Next Steps What we need to go forward	Will assess progress at end of 6 week units TpT Greek and Latin roots slide show and work resources.

Date: 8/22/18

Participants:

Norms: Start on time, **Have fun**, be ready to discuss objectives, positive intent, work together to solve problems

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Norms	<ul style="list-style-type: none"> Start on time, Have fun, be ready to discuss objectives, positive intent, work together to solve problems 		
Past work Results to date	<ul style="list-style-type: none"> Review I ready, CMAS for initial placement in DRI groups (numbers are I ready scores) <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Spring 2018 iReading:</td> <td style="width: 50%;"><u>I ready Results Spring 2018</u></td> </tr> </table>	Spring 2018 iReading:	<u>I ready Results Spring 2018</u>
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	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>----- High</p> <p>----- Grade level</p> <p>----- Below</p> <p>----- Significantly below</p> </div> <div style="text-align: center;"> <p>----- High</p> <p>----- grade level</p> <p>----- below grade level</p> <p>----- below grade level</p> </div> </div>	
Purpose What we will do today	<ul style="list-style-type: none"> ● Review I ready, CMAS for initial placement in DRI groups ● Determine goals for groups ● Find resources 	
Results / Tasks What we did today	<ul style="list-style-type: none"> ● Decided on focus on and Goals for year <ul style="list-style-type: none"> ○ ● <ul style="list-style-type: none"> ○ 	
Next Steps What we need to go forward	<ul style="list-style-type: none"> ● Determine push in /Pull out ● who intervenes ● when Schedule of groups ● Invite [REDACTED] ● Extra DRI planning meeting prior to DRI start up 	