5th Grade/Course Collaborative Team Meeting Notes

Date: Mon., May 3 & Wed., May 5   2021 (12:20-1:00) *Meeting in Person*
Google Meets Link: https://meet.google.com/lookup/hl4ykhtwkr?authuser=0&hs=179

Team Members in Attendance:	Team Norms:
✓ Julie Terwilliger ✓ Rebecca Carter ✓ Tina Ricotilli ✓ Christina Caravella ✓ Sarah Redington ✓ Jessica Mitchell ✓ Shana Snyder	● **Assume the best intentions.** ● **Be solution oriented.** ● **Use time effectively/Prioritize and stick to the agenda** ● **Be prepared** ● **Have fun while committing to collective accountability**

These 4 critical questions should guide the work of our Collaborative Teams:
1. What do we want all students to learn? [Essentials, Learning Targets, Incremental Skills]
2. How do we know if students learn it? [CFAs, Mid-Module and End-of-Module Assessments]
3. How do we respond when students do not learn it? [Interventions]
4. How do we enrich when students do learn it? [Enrichment]

Facilitator: *J. Terwilliger*	Norm Keeper:	Notetaker: *Redington*	Timekeeper: Shana

Celebrations: (2 min)

Monday, May 3
- Survey - Do we want to fill this out as a team?
- Make misconception sheet and to be able to use it again.Redo/Review direction page "I Can" statement
- Pick dates and writing assessments for final writing assignments
- Bring articles for informative writing.
  - Possible ideas These are prompts with two articles. Potentially one article could be used or they can be used for instruction,
  MesoAmerica Articles
  Erosion (2 passages)

Wednesday, May 5
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Interdependent Goals:
- **Interdependent Goal #1: Main Idea**
  Based on Main Idea CFA #1 (Nov. 2020), 48% of fifth graders were proficient at identifying the main idea (with multiple choice options). By the end of the first trimester, 85% of fifth graders will be proficient at identifying main idea (with multiple choice options).
    - 11/5 - 33%
    - 11/24 - 17% (this data reflects more on the assessment than on what students know)
    - 12/3 - 35%
    - 2/9 - 49% (DoK is greater than previous assessments)

- **Interdependent Goal #2: Theme**
  Currently 36% of fifth graders were proficient in determining the theme on January 13, 2021. By the End Assessment given at the end of May, 85% of fifth graders will be proficient at determining the theme of a given passage.

- **Interdependent Goal #3: Determining Words in Context**
  Currently 39% of fifth graders are proficient in determining words in context on February 9, 2021. By the End Assessment given at the end of May, 85% of fifth graders will be proficient at determining words in context.

- **Interdependent Goal #4: Summary**
  Currently 34% of fifth graders were proficient in writing a summary on February 9, 2021. By the End Assessment given at the end of May, 85% of fifth graders will be proficient at writing a summary for a given passage.

- **Interdependent Goal #5: Figurative Language**
  Currently 47% of fifth graders were proficient in analyzing figurative language (multiple choice questions) on February 25th, 2021. By the End Assessment given at the end of May, 85% of fifth graders will be proficient at analyzing figurative language.
  - 3/22 - 63% (DoK is greater than previous assessments - short answer)

Essential Standards:

September October	5.R.2 I can determine the **main idea** of an informational text based on key details. 5.R.4 I can determine the meaning of **words in context**
November December	5.R.1 • I can use text evidence to make **inferences** 5.R.2 • I can **summarize** a text • I can determine a **theme** based on details in a literary text
January	**5.R.** • **I can choose text evidence that supports my thinking.** **5.W.2** • **I can introduce a topic clearly and organize the information logically.** • **I can develop a topic using text features, facts, definitions, details, quotations or other information.** • **I can connect related ideas using transitional words and phrases and specific vocabulary.** • **I can write a conclusion related to the information or explanation I present.**
February	5.R.1 • I can choose text **evidence** that supports my thinking 5.R.4 • I can analyze **figurative language**
March	5.R.1 • I can use text evidence to make **inferences** 5.R.2 • I can **summarize** a text • I can determine the **main idea** of an informational text based 5.R.4 • I can determine the meaning of **words in context**
April	5.R.1 • I can choose **text evidence** that supports my thinking 5.W.1 • I can **introduce a precise claim or opinion**. • I can **write reasons and evidence** in a logical order to support a claim or opinion.

	• I can connect reasons and evidence using **transitional words** and phrases. • I can write a **conclusion** related to the claim or opinion.
May/June	**All Learning Targets**

Intervention Strategies *What is our plan to help those students master the G&V Curriculum*

Link Grouping Template Here:

Extensions: *How will we challenge and extend the learning for students who have already mastered?*

Date: Mon. May 3 (Job Alike) & Wed. May 5 (Data)   Tues. May 11 (Job Alike) & Thurs. May 13 (Data) **Next:**

How did we do today?

Unit 3 Docs: • U3 Assess- • "Don't Feed the Bears" • "Don't Feed the Bears" **GF**   U3 Assess Scoring Guide(Don't Feed the Bears) • U3-Misconception Sheet(Don't Feed the Bears) • Summary Rubric • **Convention ideas for Rubrics**

Links to Collaborative Team Documents: • Pacing Guide • Unit 2 Lesson Plans • 2020-2021 Data Tracker • CFA #1 Robots (Main Idea & Theme) 11-24 • Making Equality Main Idea CFA Administer 12-3 • Rodriquez Theme CFA GF Administer 12-15 • Figurative Language Pre-test

Unit 1 Docs: • Unit 1 Overview • Unit 1 Lesson Plans • CFA 1 Misconception Context Clues Sheet • CFA 1 Misconception Main Idea Sheet • End Unit 1 Assessment - Google Doc - Google Form - Article PDF • End Unit 1 Misconception Sheet • CFA 3.5 Misconception Main Idea • End of Unit 2 Misconception Sheet

Person who will share with Grade Level team via email listserv: *JT*

English Language Arts/Literacy

Learning Standards	Fall	Winter	Spring
Reads and comprehends grade level texts			
Uses text evidence to support inferences			
Determines the central idea of a text based on key details			
Determines the meaning of words in context			
Introduces a topic clearly and organizes the information logically			
Uses standard conventions (capitalization, punctuation, grammar)			
Comments About Literacy Learning			