

# Clanton SMART Goal Plan- Reading WK 19 CCA 2016

Teacher Name: \_\_\_\_\_ Clanton \_\_\_\_\_ Grade:   4  

Assessment: \_\_\_\_\_ Reading WK19 CCA \_\_\_\_\_

Monitor Groups of “Bubble” Students	Passing Ratio – Grade 70 or Greater	
	List Student Names on Back in “Green”, “Yellow”, or “Red”	
	White	84%
	African American	100%
	Hispanic	100%
	Economically Disadvantaged	89%
<p><b>Strengths:</b>            4.8A- (87%)similes and metaphors            4.2A- (92%)determine vocabulary using roots and affixes            4.4A (80%)- elements of poetry            4.6B (87%)- interactions of characters            Fig 19D (73%)- make inferences</p>		
<p><b>Areas of Concern:</b>            4.2B (78%)- context clues for vocabulary            4.5A (75%)- structural elements of drama</p>		
<p><b>Target SE’s in need of whole class instruction:</b>            4.6 R (49%)- students make inferences about elements of fiction and provide textual evidence</p> <p><b>Question from BA-</b>            4. What effect does the move have on Piper?            5. What was the last paragraph mainly about?            19. Line 8 is important to the story because it...</p>		
Students in Need of small group intervention	Targeted SE’s	Action Plan: How will we address student’s specific needs?
Carter, Grant Lemus Vasquez, Katie Woods, Regan Cantu, Andres Fuentes, Janise Henderson, Taylor Letson, Ashley	4.2B (75%)- context clues for vocabulary  <b>Questions from BA:</b>  6. In paragraph 10, the word orders means- 7. What does the word pestering mean in paragraph 16? 8. In paragraph 9, the word permanently means-	-review benchmark questions/answer (guided reading groups focused context clues) -FUN strategy -identify types of context clues within passages used with mentor texts -short passage (question and answers) -exit tickets for quick assessment

	<p>13. In stanza 2, the word race means-</p> <p>14. Which word from stanza 3 helps the reader know the meaning of flings?</p>	
<p>Carter, Grant Lemus Vasquez, Katie Fuentes, Janise Meekins, Elloise Tetrault, Ethan Thompson, Hailey Ziehl, Dalton Shaiman, Inshaal</p>	<p>4.5A(75%)-structural elements of drama</p> <p><b>Questions from BA:</b></p> <p>16. Line 18 is important to the play because...</p> <p>17. The dialogue in Scene 3 shows how-</p> <p>18. The playwright creates a surprise by-</p>	<p>-review benchmark questions/answers (guided reading groups focused context clues)</p> <p>-FUN strategy</p> <p>-identify types of context clues within passages used with mentor texts</p> <p>-short passage (question and answers)</p> <p>-exit tickets for quick assessment</p>

<b>“Green” Students</b>	
White	<p>Travis A. Makenna C. Kayla D. Jordan D. Adeline G. Skyler H. Elloise M. Andre P. Bryan P. Zachary S. Gavin Sh. Gavin Sp. Hailey T. Noah W. William G. Ashley L. Elloise M.</p>
African American	<p>Taylor H. Regan W.</p>
Hispanic	<p>Elijah A. Michael C. Jasmine C. Sofia H. Adrian O Antonio M. Cheylah W. Janise F. Dominic M. Sebastian L.</p>
Asian	<p>Zobia A. Muhammed O. Inshaal S. Brittney N.</p>
<b>“Yellow” Students</b>	

White	Coy A.
African American	
Hispanic	Katie L.      Andres C.
Asian	n/a
<b>“Red” Students</b>	
White	Dalton Z.      Grant C.      Ethan T.
African American	n/a
Hispanic	n/a
Asian	n/a
Other	n/a