

**Team members/\*\*roles:**

**AG- Facilitator/Recorder**

**RS – Technology**

**JZ – Resources/Content Connections**

**Standard(s):**

**RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series)**

**\*\*ROLES**

*Facilitator: Develops, distributes agenda; keeps team on track*

*Recorder: Records decisions and next steps; maintains team information*

*Timekeeper: Monitors agenda time and topics, keeps group focused and moving*

*Reporter: Review norms at start of meeting, assess use of norms at end*

**Type of Assessment:**  CFA (answer questions below)  Interim  Summative (Pre- and Post-)

**\*CFA:**

- Have the standards been deconstructed so that skills and concepts targeted in CFAs are explicitly linked to a standard or standards?
- Were CFAs created so that students' prior learning is captured, providing teachers with baseline performance?
  - What resources were used to create CFAs (SBAC blueprints, unit test, Engage NY)
  - Have teachers taken the CFA to check for clarity and to better infer when students will struggle?
  - Has clear criteria been identified (cut-off scores) for each grouping of students? 100% does not equal "Exceeding."
  - How have CFA results been shared with students (e.g., My Favorite No, student goal-setting based on performance differences)
  - How are students going to demonstrate learning?

**Step 2: Organize and Chart Data (<10 minutes):**

| Type of Assessment: |              | Pre-Assessment |   | Progress Monitor |   | Post-Assessment |                                      | Summative Assessment |     |   |    |     |   |
|---------------------|--------------|----------------|---|------------------|---|-----------------|--------------------------------------|----------------------|-----|---|----|-----|---|
| Cut Scores<br>→     | Exceeding    |                |   | Meeting          |   |                 | Approaching                          |                      |     | Far to Go (FTG)   |    |     |   |
|                     | T.I.         | #              | % | Students Names   | # | %               | Students Names                       | #                    | %   | Student Names   | #  | %   | Student names   |
|                     | RM 1<br>AG   |                |   |                  | 2 | 9%              | Emely<br>Allison                     | 7                    | 32% | Cristian Victoria<br>Mahala Aiden<br>Erika Nora<br>Alicia | 13 | 59% | Carlos Omar<br>Roberto Jasmine<br>Amparo Jeremiah<br>Hailey Brithania<br>Armando Mikaela<br>Cynthia Morgen<br>Areli |
|                     | RM 6<br>RS   |                |   |                  | 4 | 18%             | Makenzee<br>Seth<br>Jonah<br>Nichola | 7                    | 32% | Aydin Jacob<br>Lea Jenelle<br>Viviana Jaden<br>Rylan      | 11 | 50% | Alex Nikolas<br>Mar Michael<br>Danny<br>Alexandria<br>Summer  |
|                     | RM 240<br>JZ |                |   |                  | 1 | 5%              | Eden                                 | 8                    | 36% | Alex Armando<br>Diana Leif<br>Luis Marisa<br>Max Olivia   | 13 | 59% | Anayi Araceyli<br>Diego Gabby<br>Iris Isaiah<br>Karen Katya<br>Marifer Mariko<br>Marilene Troy<br>Miguel            |
|                     | Total        |                |   |                  | 7 | 11%             |                                      | 22                   | 33% |   | 37 | 56% |   |

**Step 3: Analyze Data and Prioritize Needs (10-15 minutes):** Select a group or combined group of students that need similar skill instruction. *What does the data show (trends/patterns/misconceptions), based on common instructional approach/strategy?*

| Choose One Student Group:   |  | Exceeding | Meeting | Approaching | Far to Go |
|---|--|-----------|---------|-------------|-----------|
| <p align="center"><b>Performance Strengths</b></p> <p>What do students have correct or do well in relation to the standard?<br/>In which areas of the assessment did our students do well?</p> <ul style="list-style-type: none"> <li>-able to use an organizer</li> <li>-describe/explain the moral or lesson learned in the story</li> <li>- can produce work that is task specific</li> <li>- recall stories</li> </ul>  | <p align="center"><b>Inference</b></p> <p>What is happening in the students' minds that may have led to their answers/responses?<br/>How does our instruction compare?<br/>*If possible, make note of specific strategies that led to these strengths</p> <ul style="list-style-type: none"> <li>- Understand how to organize using the provided tool</li> <li>- Can retell</li> <li>- Can use directions and resource to determine what is to be done.</li> </ul> |           |         |             |           |
| <p align="center"><b>Performance Errors/Misconceptions</b></p> <p>What did students do that was incorrect or show a misconception?<br/>What skill deficiencies do we see?</p> <ul style="list-style-type: none"> <li>• Missing Key details to support and incorporate into their writing</li> <li>• Missing elements of elaboration on their writing - to short, lack support</li> <li>• Confused with concept of community</li> <li>• Students were not comparing and contrasting</li> </ul> | <p align="center"><b>Inference</b></p> <p>What is happening in the students' minds that may have led to their errors or misconceptions?<br/>What patterns do we see in the mistakes, and what do they tell us?</p> <p>Identifying and being too specific on one thing.<br/>Used to explaining what's in the text (retell)<br/>Confusing key details with other info<br/>Cannot take the details from the story as evidence to support the moral of the story</p>   |           |         |             |           |

The error/need we have identified as our top priority is: **KEY DETAILS**

(Be sure to ask: *Will this help the student support core instruction?*)

**Step 4: Select Common Instructional Strategies (5 minutes):** *What will we do? Based on the prioritized need from Step #3, consider which effective strategies your team agrees to use to respond to that need.*

*Note: Scaffolded tools such as graphic organizers **support** learning. Strategies such as close reading **improve** learning.*

*Do selected strategies support core instruction?*

*Do interventions focus on the same skills being taught in core?*

*Can we move on to a new standard or do we need to go back and launch another core approach?*

*Do we need to go deeper with the standard? What is the task level?*

*Incorporate sound instruction (e.g. writing to learn, writing to demonstrate/four-square*

*Include vocabulary (Freyer model as a word study)*

**Step 7: Reflect, Monitor & Evaluate the Process (ongoing):**

Notes for Next Year/ Reflection:

- Interactive Close Reading
- Close Reading Template with Numbered Lines
- Graphic Organizer
- Anchor Charts for Lotta Lara/Exerpt
- Marking & Annotating Text
- Show pictures/visual for stimulus
- Productive Partner Talk
- Interactive Notes Sheet

| RURAL Contrast | COMPARE | URBAN Contrast |
|----------------|---------|----------------|
|                |         |                |

| Before | During | After |
|--------|--------|-------|
|        |        |       |

- Use an essential question to prompt critical thinking
- Use Context Clues for unknown words/vocabulary
- Dual: Cross-language/Tran language/Bridge
- **ELD: GLAD (SOCIAL/SCIENCE)**

**3.13 Identify how people have adapted to and have changed physical geography of the community**

**3.15 Describe the responsibility of citizens in their community**

Close Reading Text: Community from World Book Kids  
*Comunidad*

RATIONALE:

We will begin comparing and contrasting across themes/settings/ plots. We will build on the moral/lesson learned in the series that we have been reading. The characters each are part or want to be part of a community. We will connect to real life non-fiction text of communities. How setting can impact the events in a story and even the moral. Like in the book, How the Toad Got His Spots, Toad wants to be part of the bird community but because he doesn't fly they won't let him attend their event. However, he loves to sing and dance like the birds!

**SESSION 2: QUESTIONS TO ASK**

*As a separate activity ask students to demonstrate their understanding of their community on a web.*

- Do you live with a group of people who share similar beliefs?
- What type of community do you live in?
- Which members live in your community?
- How do you feel that you belong in your community?

Additional Connection:

- EZ Orchards 10/22  
(Understanding Rural Community-Farmers, connected with stimulus)
- Parish Middle School  
AgFest 10/23  
Impact of farming/gardening  
(Understanding our community and how to be productive citizens)

**Step 5: Determine Results Indicators (15 minutes):** How will we use this strategy? What will it look like/sound like if we do the selected strategy well? Consider how you will increase rigor, decrease scaffolds and follow gradual release as students progress with the strategy selected.

**What will the teachers do?** (How will we instruct students using the strategy?)

1. **MODELED:** Show 2 pictures. (Rural and Urban)
2. **MODELED:** Write the question on the board/anchor chart: From your perspective, would you rather live in a rural Community or an urban community? Why? *¿Desde de punto de vista, preferirías vivir en una comunidad urbana o rural? ¿Por que?*
3. **INDEPENDENT:** Private Reasoning Time
4. **INDEPENDENT:** Students record their thinking on the Interactive Notes Organizer of Before/During/After
5. **COLLABORATIVE:** Partner Share their thinking/answer to the question
6. **GUIDED:** Teacher calls students. (Use sticks for Accountable Talk)
7. **SHARED/GUIDED:** Teacher uses student responses to build the statement frame that answers the essential question: From my perspective, I would rather live in a \_\_\_\_\_ community because \_\_\_\_\_ while \_\_\_\_\_. *Desde me punto de vista, preferiría vivir en una comunidad \_\_\_\_\_ porque \_\_\_\_\_. Al contrario \_\_\_\_\_.*
8. **MODELED/SHARED:** Teacher then calls on different students to practice the statement frame. Each time the teacher asks the question as written on the board/anchor chart AND RECORDS ON THE COMPARE AND CONTRAST ORGNIZER.

|                   |         |                   |
|-------------------|---------|-------------------|
| RURAL<br>Contrast | COMPARE | URBAN<br>Contrast |
|                   |         |                   |

9. **MODELED/SHARED:** Teacher COMPARE AND CONTRAST ORGANIZER on the board/anchor chart. Write Community AS TITLE. (Ideas will be generated based on student understanding of the community)
10. **INDEPENDENT:** Students draw their organizer on the back of their Interactive Notes Sheet.
11. **COLLABORATIVE:** Partner share their one idea.
12. **MODELED/SHARED:** The teacher asks for students to share. Together they completed their completed frame with their understanding of community.
13. **MODELED:** First reading of entire passage by teacher. In the first part, "Before," of the Interactive Notes Form, teacher writes the word community. Students copy on their own forms.
14. **INDEPENDENT:** In the "during" portion of the Interaction Notes Form, students complete, "This makes me think of..."
15. **COLLABORATIVE:** Partner Talk their thinking of what they wrote
16. **SHARED:** Teacher records their thinking on her own anchor chart version of the Interactive Note Form.

**Next:**

17. **MODELED:** Teacher generates vocabulary list. Cross-Language Connections/Trans Language Connections
18. **MODELED/GUIDED:** Students write their words in the "Before" part.
19. **COLLABORATIVE:** Teacher and Students put actions to the words.
20. **GUIDED:** Echo, Choral, Partner vocabulary words with actions.
21. **MODELED/GUIDED:** Teacher passes out text to students.
22. **MODELED/GUIDED:** Students number the paragraphs.
23. **MODELED:** Teacher reads the first paragraph. ECHO THE SENTENCES. Stop to define the key vocabulary words (community, beliefs, customs, Institutions). ASK QUESTIONS SEE SIDE
24. **GUIDED:** After marking text, read the passage together. CHORALLY
25. **ASSESSMENT:** Writing Task- Why do you think it's important to be a member of a community?

**What will the students do?** (Other than just listening...)

*Which instructional supports will all students have access to? (Precision partners, student discourse, performance tasks)*

- **Close Reading**
- **Taking Notes**
- **Discussing**
- \* **Marking Text**
- \* **Acting out Vocabulary Words**
- \* **Writing to a Task**
- \* **Accountable Talk with Partners**
- \* **Echo, Choral, Partner**

**What will we see in student work if the strategy is working?** (Use this question to generate your Progress Monitor and record the date you agree to give it by.)

*How will we progress monitor? (exit tickets, student discourse, quizzes, restating learning)*

*Which intervention(s) will be used that are aligned to core instruction? (close reading, My Favorite No)*

- **Able to read and comprehend the first paragraph through Close Reading**
- **Able to mark the text and annotate the text for deeper comprehension**
- **Able to identify key vocabulary words and know their meanings**
- **Able to demonstrate learning in their writing through a performance assessment**

**Step 6: Create a Theory of Action (<5 minutes):**

If we follow Interactive Close Reading then 75% of our students in "approaching" will be able to compare and contrast across 2 texts.

- *You should be focusing on a specific group of students. For example: If we use gradual release when teaching close reading then 80% of our students in the "FTG" and "Approaching" groups will be able to demonstrate the ability to summarize.*
- *How was the percentage of growth determined?*

**Step 7: Reflect, Monitor & Evaluate the Process (ongoing):**

Notes for Next Year/ Reflection: