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Each month includes:

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Standards and I Can Statements (Rubrics, Last Page)

April

Reading Anchor Standard for Student Growth: *RI6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.*

Focus Question: How does an author use sentences (transitions, phrases, clauses) in paragraphs throughout the text to develop connections (relationships) among ideas and concepts so the ideas are coherent (flow) and clarified for the reader?

***SMART GOAL**: The majority of students will maintain or improve their scores on classroom-based text structure assignments by March 28 through practice exercises on the current text structure study.*

I can:

- **read to discover an author's style and structure of using connective words and phrases that transition ideas one to another or to compare/contrast ideas to clarify them**
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [information]

Writing Anchor Standard for Student Growth: Expository Anchor 2c: Use appropriate transitions to clarify the relationships among ideas and concepts.

Focus Question: How do you as author use sentences (transitions, phrases, clauses) in paragraphs throughout your text to develop connections (relationships) among ideas and concepts so the ideas are coherent (flow) and clarified for the reader?

***SMART GOAL**: The majority of students will maintain or improve their scores on classroom-based text structure assignments by March 28 through practice exercises on the current text structure study.*

I can:

- **write using connective words and phrases that transition ideas one to another:**
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [information]

Nespelem Action Plan EDWARDS, SHERI Date Grade Level: _6_ **Reading Writing 2013-14**

April Reading RI 6.5 / Writing 2c April 1-4 Spring Break [National Poetry Month]

Continue same focus; CC, CE, PS, SEQ; More Writing 2c; Continue Authentic and Scaffolded Texts; W2A, C and W1A,C

7	Training Dat	8	→ Continue RI 6.5 Review 6.5 W1a, c Paragraph Structure TS - Elaborate - CS Argumentative Structure	9	SUB	10	Continue RI 6.5 Review 6.5 W1a, c Paragraph Structure TS - Elaborate - CS Argumentative Structure Small Group self-asses	11	Continue RI 6.5 Review 6.5 W1a, c Paragraph Structure TS - Elaborate - CS Poetry
14	Continue RI 6.5 Review 6.5 W1a, c Paragraph Structure TS - Elaborate - CS Poetry	15	→Continue RI 6.5 Review 6.5 W1a, c Paragraph Structure TS - Elaborate - CS Poetry	16	Conferences	17	Continue RI 6.5 Review 6.5 W1a, c Paragraph Structure TS - Elaborate - CS Compound Sentences Poetry	18	Continue RI 6.5 Review 6.5 W1a, c Paragraph Structure TS - Elaborate - CS Compound Sentences Poetry
21	Continue RI 6.5 Review 6.5 W1a, c Paragraph Structure TS - Elaborate - CS Compound Sentences Poetry	22	Continue RI 6.5 Review 6.5 W1a, c Paragraph Structure TS - Elaborate - CS Poetry	23	→Continue RI 6.5 Review 6.5 W1a, c Paragraph Structure TS - Elaborate - CS Poetry	24	→ Continue RI 6.5 Review 6.5 W1a, c Paragraph Structure TS - Elaborate - CS Poetry	25	Continue RI 6.5 Review 6.5 W1a, c Paragraph Structure TS - Elaborate - CS Poetry
28	Continue w self-assess	29	Continue w self-assess	30	Continue w self-assess	1	Continue w self-assess	2	Continue w self-assess

Nespelem Action Plan EDWARDS, SHERI Date Grade Level: _6_ **Reading Writing 2013-14**

Action Plan Review for April

Notes	Next Steps
We are focusing on writing paragraphs writing poetry Paragraph elaboration - of students present; average is 3.13. Poetry structure -- 2.9 average	

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2013-2014 / GP4 / Writing SRE 6 (April, 2014)									
First	Last	ID	Text Structure Paragraph with DDDS	W3 Test Info Paragraph Organization Personal	Text Structure	W3 Narrative Poetry 3 examples own poem	W3 Narrative Poetry Own 5 linesDevelop/ Organize/St	W3 Narrative Poetry Develop/ Organize/Style	Poetry Structure
[redacted]			3.5	3.5	3.5	2.5	4	3	3.17
							3	3	3.00
								3	3.00
			3	3	3	3	3	3	3.00
			3.5	3.5	3.5	3	2.5	3	2.83
			3	3	3	3	2.5	3	2.83
			2.5	3	2.75	2.5	3	3	2.83
			3	3	3	3	2.5	3	2.83
			2.5	3	2.75	3	2.5	3	2.83
			3	3.5	3.25	3	3	3	3.00
			3	3	3			3	3.00
			3.5	4	3.75	3	3	3	3.00
			3	3	3	1	2.5	3	2.17
			3	3	3	3	3	3	3.00
			3	3	3	3	3	3	3.00
			3.5	3	3.25	3	2.5	3	2.83
			3.07	3.18	3.13	2.77	2.86	3.00	2.90

Text Structure Average for students present.

Standards and I Can Statements (Rubrics, Last Page)

March

Reading Anchor Standard for Student Growth: *RI6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.*

Focus Question: How does an author use sentences (transitions, phrases, clauses) in paragraphs throughout the text to develop connections (relationships) among ideas and concepts so the ideas are coherent (flow) and clarified for the reader?

***SMART GOAL**: The majority of students will maintain or improve their scores on classroom-based text structure assignments by March 28 through practice exercises on the current text structure study.*

I can:

- **read to discover an author's style and structure of using connective words and phrases that transition ideas one to another or to compare/contrast ideas to clarify them**
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [information]

Writing Anchor Standard for Student Growth: Expository Anchor 2c: Use appropriate transitions to clarify the relationships among ideas and concepts.

Focus Question: How do you as author use sentences (transitions, phrases, clauses) in paragraphs throughout your text to develop connections (relationships) among ideas and concepts so the ideas are coherent (flow) and clarified for the reader?

***SMART GOAL**: The majority of students will maintain or improve their scores on classroom-based text structure assignments by March 28 through practice exercises on the current text structure study.*

I can:

- **write using connective words and phrases that transition ideas one to another:**
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [information]

March Reading RI 6.5 / Writing 2c

March

Continue same focus; CC, CE, PS, SEQ; More Writing 2c; Continue Authentic and Scaffolded Texts; W2A, C and W1A,C

3	→ Continue RI 6.5 Paragraph Structure TS - Elaborate - CS; oral practice	4	→ Continue RI 6.5 Paragraph Structure TS - Elaborate - CS	5	→ Continue RI 6.5 Paragraph Structure TS - Elaborate - CS Small Group self-assess	6	→ Break	7	Break
10	Testing	11	→ Continue W2a, c Paragraph Structure : TS, Connectives from GO for CC Authentic Text Book Review Structure	12	→SUB	13	Continue RI 6.5 Paragraph Structure TS - Elaborate - CS Book Review Structure Sequence / Process paragraph	14	Continue RI 6.5 Paragraph Structure TS - Elaborate - CS Book Review Structure Sequence / Process paragraph
17	Continue RI 6.5 Paragraph Structure TS - Elaborate - CS Book Review Structure Sequence / Process paragraph	18	→ Continue W2a, c Paragraph Structure : Paragraph Structure - elaborate	19	→ RI 6.5 Review W2a, c Paragraph Structure : Argumentative	20	→ Review 6.5 W2a, c Paragraph Structure : TS, Connectives --Paragraph Structure - Argumentative	21	
24	W2a, Paragraph Structure - Argumentative	25	W2a RI 6.5 Paragraph Structure - Argumentative	26	→W2a RI 6.5 Paragraph Structure - Argumentative	27	→ W2a RI 6.5 Paragraph Structure - Argumentative	28	W2a RI 6.5 Paragraph Structure - Argumentative

Nespelem Action Plan EDWARDS, SHERI Date Grade Level: _6_ **Reading Writing 2013-14**

Action Plan Review for March

Notes	Next Steps
Student Tracking Sheet Reading / Writing [time]	
We have had testing interruptions, picture day, assembly, and other class requirements. Our focus was general paragraph structure in other writing assignments.	Return to patterns of writing text structure.
We are focusing on writing paragraphs: Paragraph elaboration Paragraph argumentative	Paragraph elaboration Paragraph argumentative
March Reading: 3 maintained increased from 5 to 6 meeting standards seven improved 5 decreased March Writing 4 maintained 3 decreased 9 improved 7 meet standards Increased meeting standards from 5 to 7 Data Charts Next Page	

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Nespelem Action Plan EDWARDS, SHERI Date Grade Level: _6_ **Reading Writing 2013-14**

Decrease Maintain Improve Met Standards

March Reading:

2013-2014 / GP3 / Reading SRE 6 (02 Apr 2014)								Feb Final	Final March
First	Last	ID	RI 5 TS	RI5 ID Signal Words Ice Cream	RI5 ID Text Structure Ice Cream	RI5 ID Signal Words Exam Anxiety	RI5 ID Text Structure Exam Anxiety		
[redacted]		601	3	2.5	3	2	3	2.8	2.7
		602	3						3.0
		603	3	2.5	3	2.5	3	2.8	2.8
		604	3	2.5	3	3	3	2.8	2.9
		605	4	3	3	3	3	3	3.2
		607	3	3	3	3	3	3	3.0
		620	3	2.5				2.5	2.8
		621	3	2.8	3	3	0	2.8	2.4
		608	3	3	3	3	0	1.5	2.4
		610	3	2.8	3	3	3	2.9	3.0
		612	3	3	3	3	0	3	2.4
		613	4	3	3	3	3	3	3.2
		615	3	2.8	3		0	2.8	2.2
		616	3	2.8	3	3	3	2.9	3.0
		617	3	3	3	3	3	3	3.0
		618	3	2.5	3	2	3	2.8	2.7
		Average	**3.1**	**2.8**	**3.0**	**2.8**	**2.1**	2.76	2.77

March Reading:

- 3 maintained
-
- increased from 5 to 6 meeting standards
- seven improved
- 5 decreased

Nespelem Action Plan EDWARDS, SHERI Date Grade Level: _6_ **Reading Writing 2013-14**

Decrease Maintain Improve Met Standards

March Writing

2013-2014 / GP3 / Writing SRE 6 (				Most current to least current (L-R)												Febru	March
First	Last	ID	W2 TS Elab CS	Ri 7 Research Notes: What is a paragrap h	W2b W5 Write developed paragraph with feedback	RL1 2 Book Review Structure Evidence / Summary / Character	W2b Develop Topic (Text Structur e) Organiz e Ideas	Draft from prewri te 3	Prewri te Organ ize Ideas 3	RI5 Use Signal Words Drama Bully Paragra ph	Prewri te Organ ize Ideas 2	Draft from prewr ite 2	Draft from prewrit e 1	Prewr ite 1 Orga nize Ideas	Drama Bully Paragr aph Organi zation / Signal Words	Februar	March
[redacted]		1601	3.0	2.5	3.5	2.0		3.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.1	3.0
		1602	2.5	2.5		3.0	3.0						1.0	1.0		1.0	2.2
		1603	3.5	3.5	2.9	3.5	3.5	3.5	3.0	1.0	3.0	2.5	2.5	3.0	2.5	2.6	2.9
		1604	3.0	3.5	3.0	3.0	3.0	2.8	2.8	3.5			2.9	3.0	3.0	3.0	3.0
		1605	2.0	3.0	4.0	4.0	4.0	3.0	3.0	2.8	3.0	3.0	2.5	3.0	3.0	2.9	3.1
		1607	3.0	2.0	3.5	3.0	3.0	2.5	2.5	3.0	3.0	3.0	3.0	3.0	3.0	2.9	2.9
		1620	3.0	2.5	3.5	3.0	3.0	3.0	3.0	2.0	0.0	3.0	0.0	2.0	2.0	1.9	2.3
		1621	3.0	3.5	3.0	3.0	3.0	3.0	2.0	2.5	2.5	2.5	2.9	3.0	2.0	2.6	2.8
		1608	3.0	3.5	2.5	2.5	2.5	2.5	2.5	3.0	2.5	2.5	2.5	3.0	2.5	2.6	2.7
		1610	3.0	2.5	3.0	3.0	3.0	3.0	3.0	2.8	3.0	3.0	2.5	3.0	3.0	2.9	2.9
		1612	0.0	2.0		3.0	3.0	2.8	3.0	2.5					2.5	2.7	2.4
		1613	3.0	3.0	4.0	4.0	4.0	3.5	3.0	3.5	3.0	3.5	3.5	3.0	3.5	3.3	3.4
		1615	3.0	3.5		3.0	3.0	2.8	3.0	2.9	3.0	3.0	3.0	3.0	3.0	3.0	3.0
		1616	2.5	2.0	3.0	2.9	2.5	3.5	3.0	2.5	3.0	2.5	2.5	3.0	3.0	2.9	2.8
		1617	3.0	3.5	3.5	3.0	3.0	3.0	3.0	3.0	3.0	2.5	2.5	3.0	3.0	2.9	3.0
		1618	3.0	3.0	3.5	3.5	3.5	3.0	3.0							3.0	3.2
		Average	**2.72**	**2.88**	**3.30**	**3.09**	**3.13**	**3.03**	**2.85**	**2.71**	**2.67**	**2.83**	**2.45**	**2.79**	**2.79**	**2.7**	**2.84**

March Writing

- 4 maintained
- 3 decreased
- 9 improved
- 7 meet standards
- Increased meeting standards

Standards and I Can Statements (Rubrics, Last Page)

February

Reading Anchor Standard for Student Growth: *RI6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.*

Focus Question: How does an author use sentences (transitions, phrases, clauses) in paragraphs throughout the text to develop connections (relationships) among ideas and concepts so the ideas are coherent (flow) and clarified for the reader?

***SMART GOAL**: The majority of students will maintain or improve their scores on classroom-based text structure assignments by February 28 through practice exercises on the current text structure study.*

I can:

- **read to discover an author's style and structure of using connective words and phrases that transition ideas one to another or to compare/contrast ideas to clarify them**
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [information]

Writing Anchor Standard for Student Growth: Expository Anchor 2c: Use appropriate transitions to clarify the relationships among ideas and concepts.

Focus Question: How do you as author use sentences (transitions, phrases, clauses) in paragraphs throughout your text to develop connections (relationships) among ideas and concepts so the ideas are coherent (flow) and clarified for the reader?

***SMART GOAL**: The majority of students will maintain or improve their scores on classroom-based text structure assignments by February 28 through practice exercises on the current text structure study.*

I can:

- **write using connective words and phrases that transition ideas one to another:**
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [information]

Nespelem Action Plan EDWARDS, SHERI Date Grade Level: _6_ **Reading Writing 2013-14**

February Reading RI 6.5 / Writing 2c

Continue same focus; CC, CE, PS, SEQ; More Writing 2c; Continue Authentic and Scaffolded Texts; W2A, C and W1A,C

3	→ Continue RI 6.5 Authentic text -- RI 6.5 and Writing 6.5 / W6.9b [peer/reading analysis] Pull out CC info into graphic organizer with partners -- verify and validate CC graphic organizer; RI 6.5 as author W2c from graphic organizer	4	→ Continue W2a, c Paragraph Structure : TS , Connectives from GO for CC Authentic Text	5	→ Review RI 6.5 CC CE PS Continue and publish after W2a, c Paragraph Structure review and revise → W5 Small Group self-assess	6	→ Review RI 6.5 CC CE PS --	7	Review RI 6.5 CC CE PS
10	Training Day	1 1	→ Continue W2a, c Paragraph Structure : TS topic sentence; Connectives	12	→SUB	13	Continue W2a, c Paragraph Structure : TS topic sentence; Connectives; elaborate; concluding sentence (CS)	14	Continue W2a, c Paragraph Structure : TS topic sentence; Connectives; elaborate; concluding sentence (CS)
17	Presidents Day	1 8	→ Continue W2a, c Paragraph Structure : Paragraph Structure - elaborate CS	19	Assess	20	→ Review 6.5 W2a, c Paragraph Structure : TS, Connectives --Paragraph Structure - elaborate CS	21	Assembly
24	W2a, Paragraph Structure - elaborate	2 5	Review RI 6.5 Paragraph Structure - elaborate	26	→ Continue Review RI 6.5 Paragraph Structure - elaborate; Thesis Statement - organization	27	→ Review RI 6.5 Paragraph Structure - elaborate	28	Review RI 6.5 Paragraph Structure - elaborate

Sign Date Approval Date

Nespelem Action Plan EDWARDS, SHERI Date Grade Level: _6_ **Reading Writing 2013-14**

Action Plan Review for February

Notes	Next Steps
Student Tracking Sheet Reading / Writing [time]	
We have had testing interruptions, picture day, assembly, and other class requirements. Our focus was general paragraph structure in other writing assignments.	Return to patterns of writing text structure.
16 students January 5 absent February 3 absent 5 improved 3 maintained 5 met standard 2.8+ = 13 students ≤2.7 = 2 We also wrote using paragraph prewriting organizers for elaboration to draft paragraphs.	We are focusing on writing paragraphs: Paragraph elaboration Paragraph argumentative

Sign Date Approval Date

g SRE 6 (Feb 2014)								
	RI5 ID Si	RI5 ID Te	RI5 ID S	RI5 ID T	Feb Ave	Jan Ave	Mode	Median
601	2.5	3	2	3	2.8	3.00	⚠	2.8
602						2.75	⚠	⚠
603	2.5	3	2.5	3	2.8	2.38	⚠	2.8
604	2.5	3	3	3	2.8	2.67	⚠	2.8
605	3	3	3	3	3	3.00	3	3
607	3	3	3	3	3	3.13	3	3
620	2.5				2.5		⚠	2.5
621	2.8	3	3		2.8	2.38	⚠	2.8
608	3	3	3	0	1.5	2.50	⚠	1.5
610	2.8	3	3	3	2.9	2.75	⚠	2.9
612	3	3	3		3		⚠	3
613	3	3	3	3	3	3.00	3	3
615	2.8	3			2.8		⚠	2.8
616	2.8	3	3	3	2.9		⚠	2.9
617	3	3	3	3	3	2.50	3	3
618	2.5	3	2	3	2.8		⚠	2.8
lean	2.50	3.00	2.00	3.00	2.75	3.00	⚠	2.75

Standards and I Can Statements (Rubrics, Last Page)

JANUARY

Reading Anchor Standard for Student Growth: *RI6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.*

Focus Question: How does an author use sentences (transitions, phrases, clauses) in paragraphs throughout the text to develop connections (relationships) among ideas and concepts so the ideas are coherent (flow) and clarified for the reader?

***SMART GOAL**: The majority of students will maintain or improve their scores on classroom-based text structure assignments by Jan 31 through practice exercises on the current text structure study.*

I can:

- **read to discover an author's style and structure of using connective words and phrases that transition ideas one to another or to compare/contrast ideas to clarify them**
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [information]

Writing Anchor Standard for Student Growth: Expository Anchor 2c: Use appropriate transitions to clarify the relationships among ideas and concepts.

Focus Question: How do you as author use sentences (transitions, phrases, clauses) in paragraphs throughout your text to develop connections (relationships) among ideas and concepts so the ideas are coherent (flow) and clarified for the reader?

***SMART GOAL**: The majority of students will maintain or improve their scores on classroom-based text structure assignments by January 31 through practice exercises on the current text structure study.*

I can:

- **write using connective words and phrases that transition ideas one to another:**
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [information]

January Reading RI 6.5 / Writing 2c

				8	Review CC CE PS structure and signal words RI 6.5	9	→ W2c GO to Paragraph Small Group	10	Sub
13	Share and discuss 2c What worked?	14	→ Read and discuss RI 6.5 and add Sequence	15	→RI 6.5 as author W2c	16	Review RI 6.5 CC CE PS W2c GO to Paragraph with CC	17	Assembly
20	MLK	21	→ continue	22	→ SUB	23	→ SUB	24	
27	Training	28	RI 6.5: Reading Authentic text [not lesson scaffold] Bullying vs Drama; determine text structure / signal words	29	→ Continue Authentic text -- RI 6.5 and RI1,2,3 Pull out CC info into graphic organizer -- independent	30	→ SUB	31	→ Continue RI 6.5 Authentic text -- RI 6.5 and Writing 6.5 / W6.9b [peer/reading analysis] Pull out CC info into graphic organizer with partners -- verify and validate CC graphic organizer

Sign Date Approval Date

Nespelem Action Plan EDWARDS, SHERI Date Grade Level: _6_ **Reading Writing 2013-14**

Action Plan Review for January

Notes	Next Steps
Student Tracking Sheet Reading / Writing [time]	Continue same focus; CC, CE, PS, SEQ; More Writing 2c; Continue Authentic and Scaffolded Texts
RI6.5 Lessons for CC, CE, PS; Intro Seq; Focus PS and CC W62c Paragraph CC from GO with signal words; Use Authentic Texts to Apply	
Start: 15 students 2 met standard; 12 at Level 1	
Jan 31: 4 Met standard [dark green]; 4 improved in Level 2 [light green]; 2 maintained [tan]; 1 fell within L2 [purple]; 0 at Level 1; four were absent for each lesson [white]	Class Averages: Pretest 1.47; Dec 2.65; Jan 2.73 Pretest Beginning December: 2 Pass; 13 Did not meet standard December: 5 Pass (2 maintained from pretest); 12 improved - 80% January: Of the 10 who did not pass (meet standard) in December, six more improved scores (60%) and 2 maintained, so 80% are still improving, and no student is at Level 1.

Sign Date Approval Date

See Graphs Next Page

Nespelem Action Plan EDWARDS, SHERI Date Grade Level: _6_ **Reading Writing 2013-14**

Text Structure Grade 6

CLASS OVERVIEW -- READING

Name	Pretest All	Dec Total	RI5 ID Ice Cream CC	RI5 Signal Words Ice Cream CC	RI7 Create Graph Org CC Ice Cream	W2c GO into Paragraph [SW, Info]							Total	Final Grade
Due Date	Dec	Dec 18	Jan	Jan	Jan	Jan								
Weight														
[redacted]	3	3	3	3	3	3							3.00	▲
[redacted]	1	1	3		3								2.75	▲
[redacted]	1	2.75	3	2	3	2							2.38	▲
[redacted]	1	2.25	3	3		3							2.67	▲
[redacted]	1	2.75	3	3	3	3							3.00	▲
[redacted]	3	2.75	3	3	4	3							3.13	▲
[redacted]	1	2.50											▲	▲
[redacted]	1	2.25	3	2	3	2							2.38	▲
[redacted]	1	2.50	3	3	2	3							2.50	▲
[redacted]	1	2.00	3	3	3	3							2.75	▲
[redacted]	3	3											▲	▲
[redacted]	3	3.50	3	3	3	3							3.00	▲
[redacted]	1	3.50											▲	▲
[redacted]	1	3.50											▲	▲
[redacted]	1	2.50	3	3	2	3							2.50	▲
													▲	▲
Class Average	1.47	2.65	3	2.75	2.5	2.75	▲	▲	▲	▲	▲	▲	2.75	

Text Structure Grade 6

CLASS OVERVIEW -- READING AND WRITING

Class Averages: Pretest 1.47; Dec 2.65; Jan 2.73
Pretest Beginning December: 2 Pass; 13 Did not meet standard

December: 5 Pass (2 maintained from pretest); 12 improved - 80%

January: Of the 10 who did not pass (meet standard) in December, six more improved scores (60%) and 2 maintained, so 80% are still improving, and no student is at Level 1.

Name	Pretest All	Dec Total	January Total					
Due Date	Dec	Dec18	Jan 31					
Weight								
[redacted]	3	3	3	Maintain	Pass			
[redacted]	1	1	2.75	Maintain Dec Improve Jan				
[redacted]	1	2.75	2.38	Improve Dec Regress Jan				
[redacted]	1	2.25	2.67	Improve Dec Jan				
[redacted]	1	2.75	3	Improve Dec Jan	Pass			
[redacted]	3	2.75	3	Improve Dec Jan	Pass			
[redacted]	1	2.50		Improve Dec Absent Jan				
[redacted]	1	2.25	2.38	Improve Dec Jan				
[redacted]	1	2.50	2.5	Improve Dec Maintain Jan				
[redacted]	1	2.00	2.75	Improve Dec Jan				
[redacted]	3	3		Maintain	Pass			
[redacted]	3	3.50	3	Improve Dec Regress Jan	Pass			
[redacted]	1	3.50		Improve Dec Absent Jan	Pass			
[redacted]	1	3.50		Improve Dec Absent Jan	Pass			
[redacted]	1	2.50	2.5	Improve Dec Maintain Jan				
Class Average	1.47	2.65	2.73	▲	▲	▲	▲	

Standards and I Can Statements (Rubrics, Last Page)

DECEMBER 2013

Reading Anchor Standard for Student Growth: *RI6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.*

Focus Question: How does an author use sentences (transitions, phrases, clauses) in paragraphs throughout the text to develop connections (relationships) among ideas and concepts so the ideas are coherent (flow) and clarified for the reader?

***SMART GOAL**: The majority of students will increase their score on classroom-based text structure assignments one level by December 18 through practice exercises on the current text structure study.*

I can:

- **read to discover an author's style and structure of using connective words and phrases that transition ideas one to another or to compare/contrast ideas to clarify them**
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [information]

Writing Anchor Standard for Student Growth: Expository Anchor 2c: Use appropriate transitions to clarify the relationships among ideas and concepts.

Focus Question: How do you as author use sentences (transitions, phrases, clauses) in paragraphs throughout your text to develop connections (relationships) among ideas and concepts so the ideas are coherent (flow) and clarified for the reader?

***SMART GOAL**: The majority of students will increase their score on classroom-based text structure assignments one level by December 18 through practice exercises on the current text structure study.*

I can:

- **write using connective words and phrases that transition ideas one to another:**
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [information]

December Reading

Nespelem Action Plan EDWARDS, SHERI Date Grade Level: _6_ **Reading Writing 2013-14**

2	Pretest	3	Introduction	4	Practice →	5	→	6	Assess →
9	Practice	10	→	11	→	12	Assess →	13	Sub
14	Sub	15	Practice →	16	→	17	→	18	Assess→
			→		→		→		→
			→		→		→		→

Sign Date Approval Date

December Writing

2	Pretest	3	Introduction	4	Practice →	5	→	6	Assess →
9	Practice	10	→	11	→	12	Assess →	13	Sub
14	Sub	15	Practice →	16	→	17	→	18	Assess→
			→		→		→		→
			→		→		→		→

Sign Date Approval Date

Nespelem Action Plan EDWARDS, SHERI Date Grade Level: _6_ **Reading Writing 2013-14**

Action Plan Review for December

Notes	Next Steps
Student Tracking Sheet Reading / Writing	Continue same focus; introduce Writing 2c
Cover Page	
RI6.5 Lessons for CC, CE, PS; Focus PS	
Start: 15 students 2 met standard; 11 at Level 1	
Dec 18: 2 Met standard; 12 improved to Level 2 [bold]; 1 still at Level 1 [brown]	

Sign Date Approval Date

Text Structure Grade 6

CLASS OVERVIEW -- READING

Name	Pretest All	Reading CC CE PS QB	Reading ID PS Slips	Reading to GO P/S	Reading Astronaut GO	Reading P/S Study Slip	Reading Study GO	Reading Study Signal Words	Reading Signal 4aQ	Reading TS ID	Reading GO 4aQ	Total	Final Grade
Due Date	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec		
Weight													
[redacted]	3	3	1	3	3	3	3	3	4	4	3	3	
[redacted]	1	1	3	0	1	3	3	1	0	2		1	
[redacted]	1	3	3	2	1	0	3	2	1	3	3	2.75	
[redacted]	1	3	3	2	3	3	3	2	3	4	2	2.25	
[redacted]	1	3	3	2	3	0	3	3	4	4	3	2.75	
[redacted]	3	3	2	3	3	3	3	3	4	3	3	2.75	
[redacted]	1	3	3	0	3	3	3	2	2	4	2	2.5	
[redacted]	1	2	3		2	3	3	3	2	4	3	2.25	
[redacted]	1	3	3	1	3	3	3	3	4	4	3	2.5	
[redacted]	1	3	3			0	3	3	4	3	1	2	
[redacted]	3	3	3	3	3	3	3	2				3	
[redacted]	3	3	3	4	4	3	3	3	4	4	4	3.5	
[redacted]	1	3	3	3	3	3	2	1	3	4	4	3.5	
[redacted]	1	3	3		2				3	4	4	3.5	
[redacted]	1	3	3	1	3	0	3	0	1	3	3	2.5	
Class Average	1.47	2.75	1.75	2	2.75	1.5	3	1.5	2.5	3.25	2.75	2.65	

RUBRIC	Reading Rubric
3	The response: ● gives sufficient evidence of the ability to determine the text structure and connective words of the text ● includes specific examples / details of the structure and transitions/connective words from the text
2	The response: ● gives some evidence of the ability to to determine the text structure and connective words of the text ● includes some specific evidence / examples of the structure and transitions/connective words from the text
1	The response: ● gives limited evidence of the ability to determine the text structure and connective words of the text ● includes some evidence / examples but they are not explicit or make only vague references to the text
0	A response gets no credit if it provides no evidence of the ability to analyze and determine the text structure / connective words of a text, and includes no relevant information from the text.

	Writing Rubric
3	The response: ● uses adequate connective / transitional words in the text to connect ideas ● chooses varying connective words that adequately fit the type of text structure
2	The response: ● inconsistent use of connective / transitional words in the text to connect ideas ● slightly varies connective words which mostly fit the type of structure; generally used connectives (and, or , but, also)
1	The response: ● uses limited or few connective / transitional words in the text to connect ideas ● uses general connective words which may or may not fit the type of structure
0	A response gets no credit if it provides no evidence of the ability to use connective / transitional words to the text structure of a text

Sentence Fluency Rubric Smarter Balance