

Table of Contents

[February](#)

[JANUARY](#)

[DECEMBER 2013](#)

[RUBRIC](#)

Each month includes:

- Smart Goals, CCSS, I CAN Statements
- Action Plan Calendar
- Action Plan Review
- Data and Analysis

Standards and I Can Statements ([Rubrics](#), Last Page)

## **February**

**Reading Anchor Standard for Student Growth: *RI.6.5 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**

**FEBRUARY**

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 -- possible Assess	7	Review RI 6.5 CC CE PS and Assessment
10	Training Day	11	→ Read and discuss RI 6.5 and add Sequence	12	→SUB	13	W2a, c GO to Paragraph with Sequence	14	Assembly
17	Presidents Day	18	→ W2a, c GO to Paragraph with Sequence	19	→ RI 6.5 Review CE	20	→ Review 6.5 CE	21	W2a, c GO to Paragraph with CE
24	W2a, c GO to Paragraph with CE; W5 Small Group self-assess; Publish	25	Review RI 6.5 CC CE PS SEQ add description --	26	→ Continue Review RI 6.5 CC CE PS SEQ add description -- independent	27	→ Review RI 6.5 CC CE PS SEQ add description --	28	Review RI 6.5 CC CE PS SEQ add description --

Nespelem Action Plan EDWARDS, SHERI Date Grade Level: \_6\_ **Reading Writing 2013-14**

Sign \_\_\_\_\_ Date \_\_\_\_\_ Approval \_\_\_\_\_ Date \_\_\_\_\_  
 Action Plan Review for February

Notes	Next Steps
<a href="#">Student Tracking Sheet</a> Reading / Writing [ time ]	
<a href="#">Cover Page</a>	
Start Jan 31: 4 Met standard; 4 improved in Level 2; 2 maintained; 1 fell within L2; 0 at Level 1; four were absent for each lesson	

Sign \_\_\_\_\_ Date \_\_\_\_\_ Approval \_\_\_\_\_ Date \_\_\_\_\_

Standards and I Can Statements ([Rubrics](#), Last Page)

## **JANUARY**

**Reading Anchor Standard for Student Growth: *RI.6.5 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]

Nespelem Action Plan EDWARDS, SHERI Date Grade Level: \_6\_ **Reading Writing 2013-14**

**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 <a href="#">Cover Page</a>	Next Steps
<a href="#">Student Tracking Sheet</a> 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]	<p>Class Averages: Pretest 1.47; Dec 2.65; Jan 2.73                      Pretest Beginning December: 2 Pass; 13 Did not meet standard</p> <p>December: 5 Pass (2 maintained from pretest); 12 improved - 80%</p> <p>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.</p>

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	Pret est All	Dec I	Dec Total	RI5 ID Ice Cream CC	RI5 Signal Words Ice Cream CC	RI7 Create Graph Org Ice Cream	W2c GO into Paragr aph [SW, Info]	Total	Final Grade
Due Date	Dec	Dec 18	Jan	Jan	Jan	Jan	Jan		
Weight									
.....	3	3	3	3	3	3	3	3.00	▲
.....	1	1	3			3		2.75	▲
.....	1	2.75	3	2	3	2		2.38	▲
.....	1	2.25	3	3		3		2.67	▲
.....	1	2.75	3	3	3	3		3.00	▲
.....	3	2.75	3	3	4	3		3.13	▲
.....	1	2.50						▲	▲
.....	1	2.25	3	2	3	2		2.38	▲
.....	1	2.50	3	3	2	3		2.50	▲
.....	1	2.00	3	3	3	3		2.75	▲
.....	3	3						▲	▲
.....	3	3.50	3	3	3	3		3.00	▲
.....	1	3.50						▲	▲
.....	1	3.50						▲	▲
.....	1	2.50	3	3	2	3		2.50	▲
.....								▲	▲
<b>Class Average</b>	1.47	2.65	3	2.75	2.5	2.75	▲	▲	▲

**Text Structure Grade 6**

CLASS OVERVIEW -- READING AND WRITING

Name	Pretest All	Dec Total	January Total	Class Averages: Pretest 1.47; Dec 2.65; Jan 2.73
Due Date	Dec	Dec 18	Jan 31	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.				
Weight				
.....	3	3	3	Maintain Pass
.....	1	1	2.75	Maintain Dec Improve Jan
.....	1	2.75	2.38	Improve Dec Regress Jan
.....	1	2.25	2.67	Improve Dec Jan
.....	1	2.75	3	Improve Dec Jan Pass
.....	3	2.75	3	Improve Dec Jan Pass
.....	1	2.50		Improve Dec Absent Jan
.....	1	2.25	2.38	Improve Dec Jan
.....	1	2.50	2.5	Improve Dec Maintain Jan
.....	1	2.00	2.75	Improve Dec Jan
.....	3	3		Maintain Pass
.....	3	3.50	3	Improve Dec Regress Jan Pass
.....	1	3.50		Improve Dec Absent Jan Pass
.....	1	3.50		Improve Dec Absent Jan Pass
.....	1	2.50	2.5	Improve Dec Maintain Jan
<b>Class Average</b>	1.47	2.65	2.73	▲



Standards and I Can Statements ([Rubrics](#), Last Page)

**DECEMBER 2013**

**Reading Anchor Standard for Student Growth: *RI.6.5 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
<a href="#">Student Tracking Sheet</a> Reading / Writing	Continue same focus; introduce Writing 2c
<a href="#">Cover Page</a>	
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	Pret est	Readin g CC CE	Readin g ID PS	Readin g to GO P/S	Readin g Astron aut GO	Readi ng P/S Slip	Readin g Study GO	Readi ng Study GO	Readi ng Signal Words	Readi ng Signal 4aQ	Readi ng TS ID	Total ng GO 4aQ	Final Grade
Due Date	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec	Dec
Weight	3	3	1	3	3	3	3	3	3	4	4	3	3
	1	1	3	0	1	3	3	1	0	2		1	▲
	1	3	3	2	1	0	3	2	1	3	3	2.75	▲
	1	3	3	2	3	3	3	2	3	4	2	2.25	▲
	1	3	3	2	3	0	3	3	4	4	3	2.75	▲
	3	3	2	3	3	3	3	3	4	3	3	2.75	▲
	1	3	3	0	3	3	3	2	2	4	2	2.5	▲
	1	2	3		2	3	3	3	2	4	3	2.25	▲
	1	3	3	1	3	3	3	3	4	4	3	2.5	▲
	1	3	3			0	3	3	4	3	1	2	▲
	3	3	3	3	3	3	3	2				3	▲
	3	3	3	4	4	3	3	3	4	4	4	3.5	▲
	1	3	3	3	3	3	2	1	3	4	4	3.5	▲
	1	3	3		2				3	4	4	3.5	▲
	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	▲

Nespelem Action Plan EDWARDS, SHERI Date Grade Level: 6 Reading Writing 2013-14

RUBRIC	Reading Rubric
3	<p>The response:</p> <ul style="list-style-type: none"> <li>gives sufficient evidence of the ability to determine the text structure and connective words of the text</li> <li>includes specific examples / details of the structure and transitions/connective words from the text</li> </ul>
2	<p>The response:</p> <ul style="list-style-type: none"> <li>gives some evidence of the ability to to determine the text structure and connective words of the text</li> <li>includes some specific evidence / examples of the structure and transitions/connective words from the text</li> </ul>
1	<p>The response:</p> <ul style="list-style-type: none"> <li>gives limited evidence of the ability to determine the text structure and connective words of the text</li> <li>includes some evidence / examples but they are not explicit or make only vague references to the text</li> </ul>
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	<p>The response:</p> <ul style="list-style-type: none"> <li>uses adequate connective / transitional words in the text to connect ideas</li> <li>chooses varying connective words that adequately fit the type of text structure</li> </ul>
2	<p>The response:</p> <ul style="list-style-type: none"> <li>inconsistent use of connective / transitional words in the text to connect ideas</li> <li>slightly varies connective words which mostly fit the type of structure; generally used connectives ( and, or , but, also)</li> </ul>
1	<p>The response:</p> <ul style="list-style-type: none"> <li>uses limited or few connective / transitional words in the text to connect ideas</li> <li>uses general connective words which may or may not fit the type of structure</li> </ul>
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