

# ANet ELA Action Plan

MS Marcum - 5th Grade

Format (How will you deliver instruction?): Whole group, small group, ~~class~~ reading, ppt, activities from teacherpayteacher.com, structured notes

Standard Assessed / Focus of Instruction: R.L.5.2, R.L.5.1

Specific Concept / Skill	Type of Text	Plan for Post-Assessment Instruction (who, what, when, and how)	Re-Assessment to Measure Outcome	IA	RA
		<p>Plan for Post-Assessment Instruction (who, what, when, and how)</p> <ul style="list-style-type: none"> <li>Specify which students need re-teaching</li> <li>Describe instructional strategies to be used (different from previous)</li> <li>Identify dates and times of action plan implementation</li> <li>Indicate ongoing opportunities for practice</li> <li>How will I emphasize this in shared reading and small group/independent reading?</li> </ul>			
	Realistic Fiction	<p>-retech window Nov. 30th - Dec 4th</p> <p>- All students will participate</p> <p>- renews ppt on inference, define</p> <p>- I Re-tech ANET Passage (close read as a whole, complete questions in depth)</p> <p>- Early Release, Wed. X</p> <p>- Inference cards - teacherpayteacher.com ("I have, who has" and task cards)</p> <p>- Re-teach Friday - grade, <sup>record</sup> strategy data, ongoing dialogue and practice on inferences within storytown and other curriculum areas</p>	Inference Post-test	Q: % Q: %	Q: % Q: %
Medium complex, rich culture text, inferences + evidence	ANET Twin Passage (online)			Q: %	Q: %

## Submission Checklist

Evidence of Action Plan embedded in lesson plan (Date(s) & time: \_\_\_\_\_)

Item Analysis attached \_\_\_\_\_

Teacher: MS Marcum

Subj.: ELA

Guiding Question: What do the items and standards reveal about what students struggled with when reading this specific passage?

What are the ~~ELA~~ 5th grade standards that you used to assess this passage? Reading Literature - Inference with Evidence

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What is a one sentence summary of the passage? The kite fighter

What are the ~~5th grade~~ 5th grade standards that you used to assess this passage? Reading Literature - Inference with Evidence

What specific features of the passage are challenging? Consider the meaning, structure, language and knowledge demands.

Meaning: Text has single complex theme, explores theme purpose is clear but structure: mostly familiar structure elements as well as some shifts in storytelling subtlety

Language: variety of sentence structures similar and simple

Knowledge Demands: Experiences portrayed are common to most middle to low income areas

Item # and %	What objective does the item assess? (Use Distractor Guide of ANET objectives)	Why did students choose the distractors? (Use the Distractor Guide and passage)	Which students selected the distractor?	What will I teach students? (Use your data and the ANET objectives)
#16 29%	RL.5.2 - determine theme from text details summarize	a. not recognizing the lesson of the passage can be applicable to life b. Keesup still struggled, even after with young-sup's instructions.	25% 25%	- Reteach <u>Kite Fighter</u> - SWBAT: make inferences with evidence, using complex text
#17 8%	RL.5.2 Quote text accurately to explain explicit & inferential ideas	a. didn't see Keesup tries again and fails b. Para. 25-26 shows that Keesup is finally listening. He starts to feel in situation	33% 13%	- Assess - whole group - close read and answer questions, discuss, summarize reading in ELA notebook
#11 4%	RL.5.1 see above	a. "desperately" shows eagerness but it's about Keesup not young-sup b. Wrong confidence inference	25% 33%	