

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

Observe the data			
What are the top 2-3 positive trends in your data?		What are the top 2-3 trends in your data that you want to understand better?	
informational text!!		Evidence based answers; Explain examples; Stanzas	
Analyze the data			Define next steps
Priority passage: <u>Table</u>			What features will I look for in the passage(s) I use next with my students?
What is a one sentence summary of the passage? <u>Figurative language poem of an old table</u>			-figurative language
What specific features of the passage are challenging? Consider the meaning, structure, language and knowledge demands.*			-poems
Meaning: <u>understanding poetry - metaphors</u>			-structure
Structure: <u>stanzas</u>			-explain / connect
Language: <u>short sentences, deep meaning</u>			-fictional
Knowledge Demands: <u>relating to one's self, connections, prior knowledge</u>			
Priority standard(s): <u>RL.5.5 Explain how characters, scenes, or stanzas fit together in stories</u>			
Item # and %	What objective does the item assess? (Use Distractor Guide or ANet objectives)	Why did students choose the distractors? (Use the Distractor Guide and passage)	Which students selected the distractor?
#10 23%	↓	<ul style="list-style-type: none"> a. not understand purpose of stanza 4, 5 not 3 b. not understand stanza 3 with speaker's explanation of why they couldn't clean the table c. not understand speaker's own concerns about cleaning 	<ul style="list-style-type: none"> A. 38% B. Correct Answer C. 15% D. 23%
#12 31%	RL.5.2 - fit together stanzas to provide structure in stories/poems	<ul style="list-style-type: none"> a. Family is central - not understanding b. - c. not understand table is kept with memories d. even though table is dirty, it is a reminder 	<ul style="list-style-type: none"> a. 38% b. correct 31% c. 8% d. 23%
		Comprehending poetry!	
			<ul style="list-style-type: none"> ✓ Poets.org ✓ read a variety of poetry and analyze ✓ paired ANET reading with "Table" ✓ write and share poetry ✓ read

M. Marcum 3.16.15

the achievement network

Reflection/Results Form

Standard (e.g. RL.5.1)

RL.5.1

What Objective was re-taught?

Identify relevant quotes to support an explicit/inferential idea from the text

A3 Assessment Results (% of answers that were correct)

A2 Part 1 = 33% correct

Part 2 = 17% correct

Re-assessment Results (% of answers that were correct)

100% = 3 students

#3 = $\frac{13}{22} \rightarrow 7\%$ #4 = $\frac{12}{22} \rightarrow 55\%$

1. Outcomes: What was the impact of your re-teaching?

(3 students were absent 2 for 2 weeks)

How many students mastered the skills you re-taught?

100% = $\frac{3}{3}$ Correct, 75% = $\frac{9}{12}$ all 100%

How many students aren't yet at mastery? (List Names)

$\frac{19}{22} = 86\%$ (not at 100%), $\frac{9}{22}$

What Misunderstandings do you still see in this group that explains why they are struggling?

Students are not finding the theme 1st, then identifying the sentence correctly. They must treat the question as a 2 step question

2. Causes: Why?

How did you address student misconceptions?

Make students aware that they make inferences all the time. Student need to activate prior knowledge and make predictions about what will happen next. Themes need to be touched on again.

Which strategies led to increases in student mastery?

- Close reading
- broaden genre readings (fantasy)
- Practicing / discuss / solving previous ANET ?'s
- Higher Level thinking (Bloom's)

3. What next?

What lessons learned are you taking with you about what strategies really worked?

- small to whole group close readings
- Vocab. strategies to comprehend complex text
- noting part A as "Inference" and part B as "Text Evidence"

Reflection/Results Form

Standard (e.g. RL.5.1)

RL.5.1

A3 Assessment Results (% of answers that were correct)

AA Part 1 = 33% Correct
Part 2 = 17% correct

What Objective was re-taught?

Identify relevant quotes to support an explicit/inferential idea from the text

Re-assessment Results (% of answers that were correct)

100% = 3 students
#3 = $\frac{17}{22} \rightarrow 77\%$ #4 = $\frac{12}{22} \rightarrow 55\%$

1. Outcomes: What was the impact of your re-teaching?

How many students mastered the skills you re-taught?

100% = $\frac{3}{22}$ Correct, 75% = $\frac{9}{22}$ Correct

(3 students were absent, 2 for 2 weeks)

How many students aren't yet at mastery? (List Names)

$\frac{19}{22} = 86\%$ (not a 100%), $\frac{9}{22} =$ (

What Misunderstandings do you still see in this group that explains why they are struggling?

Students are not finding the theme 1st, then identifying the sentence correctly. They must treat the question as a 2 step question

2. Causes: Why?

How did you address student misconceptions?

Make students aware that they make inferences all the time. Student need to active prior knowledge and make predictions about what will happen next. Themes need to be touched on again.
→ - whole

Which strategies led to increases in student mastery?

- Close reading
- broaden genre readings (fantasy)
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3. What next?

What lessons learned are you taking with you about what strategies really worked?

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ANET2 Reteach - March 2015

<u>Ms. Marcum's Class</u>	Q1	Q2	Q3	Q4
Kaylyn Armstrong				
Madison Boyd	X	X		
Daniel Bragg-Mitchell	X		X	X
Jessie Clark* A				
Kayla Daniels	X		X	
Kenya Gary A				
Marcus Gooch	X			X
Braelon Green		X		
Jayla Green		X		
Halle Harrison		X		
Shanice House	X	X		X
Brenton Howard				X
Rodney Hugley	X			
Damien Jackson	X		X	X
Donald McCombs	X		X	X
Myles Miller*	X	X	X	
Michael Quinney-Halty A				
Legyn Reid	X	X		X
Javon Sanders				
Tomme Turner				X
Kennedy Walton	X	X		X
Arianna Watson		X		
Briah Welch	X			
De'Jon Wilson*				X
Angela Wood				X
*AAT				
Total Incorrect:	12	9	5	10

X=Wrong
A=Absent

M. Marcum
3/17/15

Achievement Network: Action Plan Feedback

Teacher: M. Marcum

Grade: 5 Cycle: A2

Characteristic	Feedback
Defines a clear subskill to reteach (not the entire standard)	yes - whole group close read, small group inference and quoting practice - across curriculum
Specifies which students need reteaching (whole group or a strategic small group)	yes - relevant quotes to support inferential ideas
Identifies dates and times of action plan implementation	yes - Weds. - Fri (after StoryTown unit) Be sure to include specific dates
Provides opportunity for student practice over time	yes - model, use inferencing & evidence across the curriculum
Build action plan into lesson-planning	Reassessment indicated in lesson plans
Incorporates instructional strategies that are different from what was initially used	Unclear - how is reteach different from initial strategies used?
Describes a reassessment at the appropriate level of rigor and alignment	yes - Enders Game paired passage
Included Item Analysis Template?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Filled Question #s and Percentages?	<input checked="" type="radio"/> Yes <input type="radio"/> No

Reviewed by:  Rezin

Data Analysis

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

Teacher Name: M. Marcum

Observe the data

What are the top 2-3 positive trends in your data?

What are the top 2-3 trends in your data that you want to understand better?

RL.5.6 (info), RL.5.4 (craft+struct)

RL.5.1 (lit), RL.5.5

Analyze the data

Define next steps

Priority passage: Rainbow Crow-

What features will I look for in the passage(s) I use next with my students?

What is a one sentence summary of the passage? Traditional literature, personification, folktale

inferences
text evidence,
variety of
words and
genre

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

Meaning: meaning of unknown words
Structure: purpose of passage, text evidence
Language: context clues, genre
Knowledge Demands: background knowledge, explore genres

Priority standard(s):

What will I teach students? (Use your data and the ANet objectives)

Item # and %	What objective does the item assess? (Use Distractor Guide or 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)
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from text SW generate inferences and use text evid.	43% believed novelty meant 'cold' 35% " " " beautiful		misunderstanding of word - more practice with inferences + context clues
RL.5.2	SW generate a theme from the story, using text evidence and reading skills	26% correct 49% - Part B - text evidence, unknowingly unable to detect from passage		

ANet ELA Action Plan ANET #2-

Format/How will you deliver instruction?: Whole group close-read, small group inference and quoting practice; across curriculum

Standard Assessed / Focus of Instruction: RL.5.1 inferencing - quotes to support, 5.2 theme

Specific Concept / Skill	Type of Text	Plan for Post-Assessment Instruction (who, what, when, and how)	Re-Assessment to Measure Outcome	IA	RA
Links to potential	Fictional Literature	<ul style="list-style-type: none"> Specify which students need re-teaching Describe instructional strategies to be used (different from previous) Identify dates and times of action plan implementation Indicate ongoing opportunities for practice How will I emphasize this in shared reading and small group/independent reading? 	<ul style="list-style-type: none"> Close reading, re-reading, Test of Honor broader genres; nonfiction, fictional readings whole group - small group guided Use inferencing and evidence across the curriculum 	<ul style="list-style-type: none"> Ender's Game (ANET Paired Passage) 	<ul style="list-style-type: none"> Q: 20 % 33 Q: 21 % 17
Characteristics of Text	What text do I have that is similar?				
Understanding events, shifts, transitions, character development	<ul style="list-style-type: none"> Ender's Game (ANET) (paired passages) (works: 7 days Storytown, 3 days Reteach) other fictional trials w/ characters 	<ul style="list-style-type: none"> Most reteaching will be incorporated in Reading lessons, but complete lessons will be done wed-Friday after Storytown Unit. Model! 			

Submission Checklist
Evidence of Action Plan embedded in lesson plan (Date(s) & time: _____)

Team Meeting Form

Date:

4.23.15

Group Members Present:

J. Quagliato, M. Schafer, D. Lowe, M. Marcum

Discussion:

• discussed and viewed ANET Reteach Passage for "Table" → "A Room in the Past" by Ted Kooser

• poetry lessons/unit to begin next week and after (ANET reteach window)

• Resources to use: poetryarchive.org
classroom library poetry books
www.surfnetkids.com (Emily Dickinson)

• Analyse and understand poems

• broaden poetry genre - read! read! read!

• create own poem books

• continue working on literary devices

• teachpayteachers site Q bought to use on poetry understanding

Action Items:

• begin the above discussion/details

Next week (introduce)

• dig deep 1st week of May (Scantron next week)

• Poetry reading day -

• still need to close read as teachers on Reteach -

• will create Q's then students will test -