

## CLASSROOM APPLICATION

Diana Fitzgerald and Amy Miller

### LEARNING TARGETS

- ❖ Writing learning targets
- ❖ State standards
- ❖ KUD
- ❖ Stem documents with grade level expectations
- ❖ Rigor, DOK ( Norman Webb)

## LANGUAGE USE:

3<sup>rd</sup> grade: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.

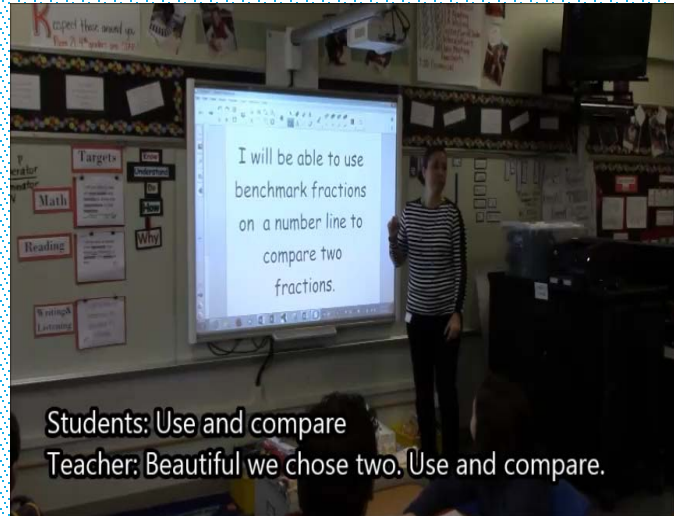
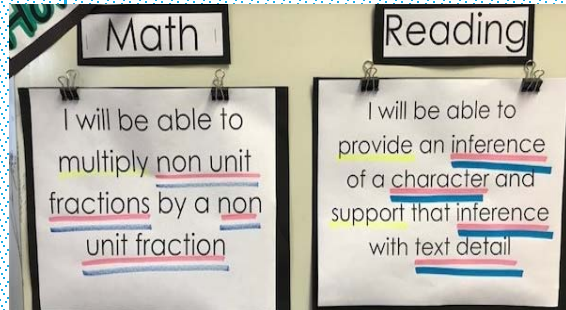
4<sup>th</sup> grade: Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.

5<sup>th</sup> grade: Interpret figurative language e.g. metaphors, similes, idioms literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.

## LEARNING TARGET

I will be able to determine the meaning of a given phrase and how that phrase impacts the tone of the poem.

## LEARNING TARGET SAMPLES AND UNPACKING



Students: Use and compare  
Teacher: Beautiful we chose two. Use and compare.

## EXIT TASKS

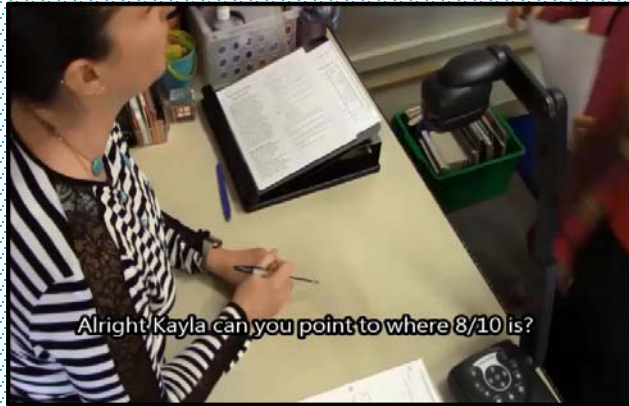
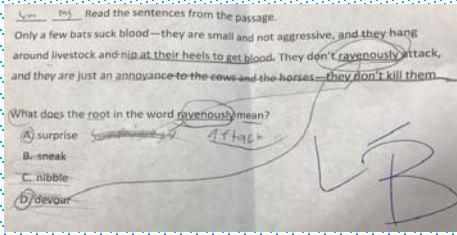
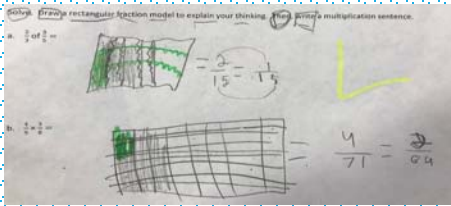
Based on standards (question type, DOK, and academic vocabulary)

Clear expectations for students

Explicit direction for continued learning

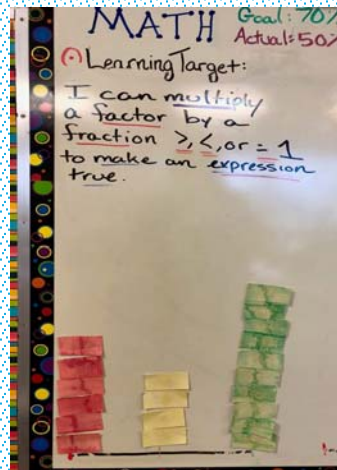
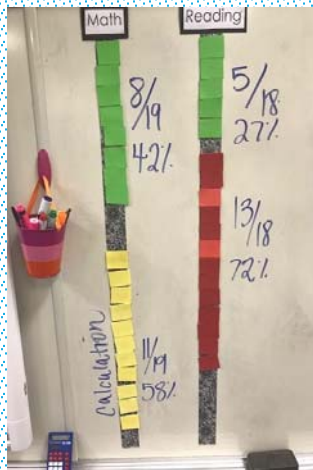
The data received from the exit tasks can be used in many ways.

- ❖ To inform intervention groups within the classroom setting that will provide a second dose of instruction
- ❖ Data to be used in building wide data team meetings
- ❖ Individual and classroom goal setting
- ❖ Ability to immediately adjust instruction



## DATA TRACKING

After receiving immediate feedback students display their data on a visible graph in the classroom. This data display is what is used to goal set and report classroom data.



# DATA RECORDING

Student exit task data is tracked with a building wide organizational tracker.

This tracker is used to:

- ❖ Goal set
- ❖ Identifying student needs
- ❖ A tracking system
- ❖ A common language building wide that holds both teachers and students accountable for their teaching and learning
- ❖ Data used for monitoring and setting goals for strategic planning

# CLASSROOM AND INDIVIDUAL DATA TRACKERS

**Miller**      **4th Grade ELA Claim #1**      **2/21/17**

**Text Type and Target:** circle text & check target(s)      **Standard:** Identify and write standard

<b>Literary Text</b>	<b>Informational Text</b>
Key Details <input type="checkbox"/>	<input type="checkbox"/>
Central Ideas <input type="checkbox"/>	<input checked="" type="checkbox"/>
Word Meanings <input type="checkbox"/>	
Reasoning & Evidence <input type="checkbox"/>	
Analysis Within or Across Texts <input type="checkbox"/>	
Text Structures & Features <input type="checkbox"/>	
Language Use <input type="checkbox"/>	

**Central Idea:** Identify the central idea, key events, or the sequence of events presented in a text.

**MC DOK 2      EBSE DOK 2**  
**MS DOK 2      WR/ST DOK 3**  
**HT DOK 2**

Class	Monday			Tuesday			Wednesday			Thursday			Friday		
	I	B	S/L	I	B	S/L	I	B	S/L	I	B	S/L	I	B	S/L
<b>GOAL</b>	70			70			70			70			70		
<b>Actual Goal met?</b>				30			40			50			50		

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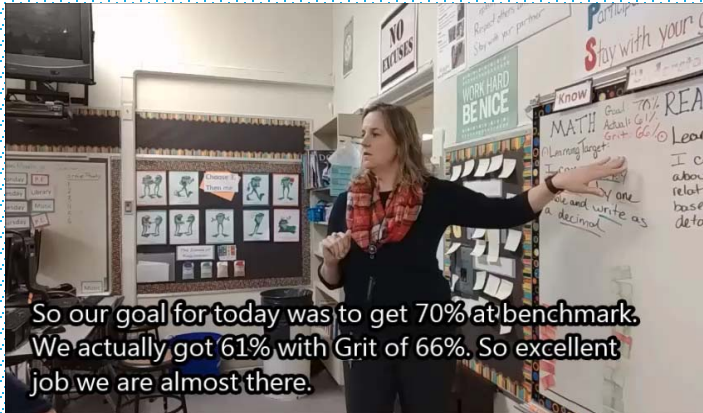
<b>Literary Text</b>	<b>Informational Text</b>
Key Details <input type="checkbox"/>	<input type="checkbox"/>
Central Ideas <input checked="" type="checkbox"/>	<input type="checkbox"/>
Word Meanings <input type="checkbox"/>	
Reasoning & Evidence <input type="checkbox"/>	
Analysis Within or Across Texts <input type="checkbox"/>	
Text Structures & Features <input type="checkbox"/>	
Language Use <input type="checkbox"/>	

**Central idea: identify the central idea, key events, or the sequence of events presented in a text**

Name	Monday			Tuesday			Wednesday			Thursday			Friday		
	I	B	S/L	I	B	S/L	I	B	S/L	I	B	S/L	I	B	S/L
Alvy Nguyen															
Carmichael P															17%
Kayla Shadow															17%
Aliza Shearman															33%
Messiah W.															50%
Bella Smith															17%

## GOAL SETTING BASED ON DATA

High yield strategy



So our goal for today was to get 70% at benchmark. We actually got 61% with Grit of 66%. So excellent job we are almost there.

## LET'S TRY IT TOGETHER!

Hope is the thing with feathers  
That perches in the soul,  
And sings the tune without words,  
And never stops at all,

And sweetest in the gale is heard;  
And sore must be the storm  
That could abash the little bird  
That kept so many warm.

I've heard it in the chilliest land,  
And on the strangest sea;  
Yet, never, in extremity,  
It asked a crumb of me.



Read the lines from the poem

And sweetest in the gale is heard;  
And sore must be the storm

How does the use of these lines add to the meaning or the tone of the poem?

- A. They show that there are hard or painful times
- B. They demonstrate pleasant times
- C. They indicate that there are times of bad weather
- D. They illustrate to the reader times of success and growth

## SAMPLE EXIT TASK WITH VISIBLE THINKING

Read the lines from the poem

And sweetest in the gale is heard;  
And sore must be the storm

How does the use of these lines add to the meaning or the tone of the poem?

A. They show that there are hard or painful times  $\times$  sweet

B. They demonstrate pleasant times  $\times$  sore

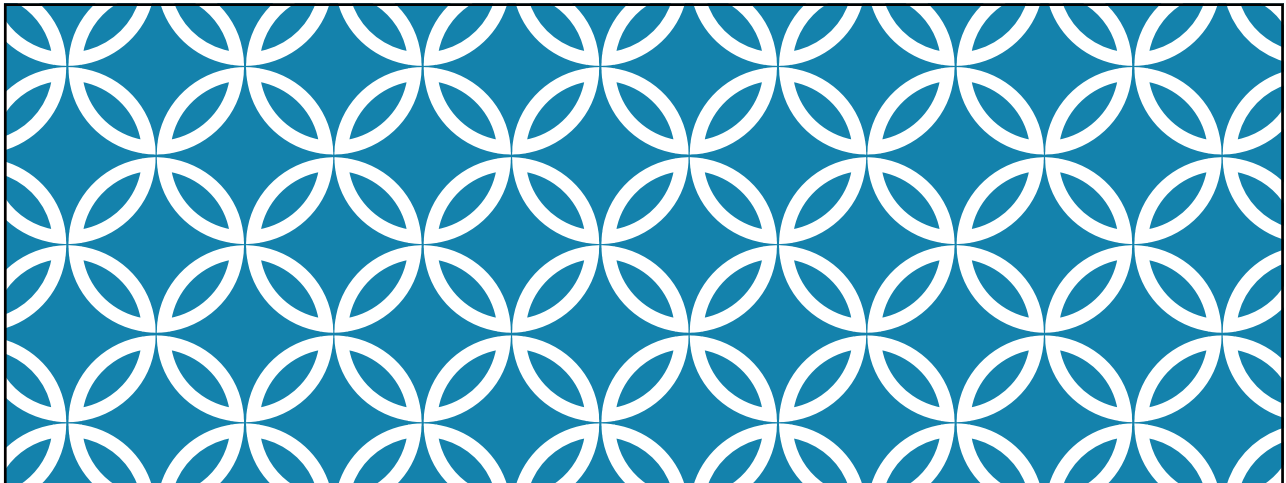
C. They indicate that there are times of bad weather storm - later mean...

D. They illustrate to the reader times of success and growth

No - about a bird about nature

L.U. / M.C.

Spending the time up front to write Exit task, learning targets, and goal setting is an investment but will eventually decrease workload



## QUESTIONS AND ANSWERS

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