

**SMART goals:** Goals that are Strategic and Specific, Measurable, Attainable, Results-oriented, and Time-bound (ONeill & Conzemius, 2006)

**Norms:**

1. We will value the thoughts and opinions of others.
2. We will be respectful of start and end times.
3. We will come prepared with necessary materials.
4. We will all actively participate in discussions.

**Members Present and Roles:**

Y	N	Name	Role	Y	N	Name	Role
x		Amber Davis	TIME KEEPER!			Brooke Lowry	Links - Student Teacher
x		Melissa Janezich	Collaboration Note Taker			Katelyn Emshoff	Resources
x		Yvette Rivera	To Do List Keeper & Tech Time	x		Jesselyn Flores	Co-Teach SPED
x		Raul Rios	Lead4ward & Bilingual Connection	x		Lauren Fair	District ELA
x		Ashley Stanley	Facilitator/Team Lead			Samora Davis	Principal
x		John Sawyers	SPED/Interventions & Back Up Time Keeper			Jennifer Moreno	5th Assistant Principal
x		Stacy Widdall	Resource Collector (linked and functional)			Myriam Khan	6th Assistant Principal
x		Sara Trevino	Attendance Keeper & Back Up Note Taker			Stephanie Barnes	Dyslexia Specialist
x		Jennifer Carney	SHSU Student Teacher			Jasmine Armas	EB Specialist
x		Nicole Coronel	SHSU Student Teacher			Shatara White	GT Specialist
x		Victoria Masson	<a href="#">Resources</a>			Lisa Pedersen	Math/Sci Specialist
x		Tonya Davis	<a href="#">TEKS/Lead4ward</a>			Karla Villarreal	EL Compliance Specialist
x		Kati Inlow	Agenda Note taker			Kristi Prejean	Academic Specialist
x		Mary (Meg) Patton	Facilitator/ Emailer	x		Laura Smith	Reading Interventionist
x		Laura Warner	Task Master/Parking Lot	x		Nicole Hall	ELA Specialist

x		Lacey Newton	Time Keeper	x		Lauren Fair	District ELA
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Action Items	Time	Minutes/Notes
Celebrations (Good News & Shout Outs)	2 min	
Learning Progression- unpacking standards		<a href="#">Essential Standard</a> (handout)  <a href="#">Learning Progression</a>
Academic Vocabulary		<b>Unit 1 Fiction:</b> scene vs setting (5th grade - influence of setting)  <b>Unit 2 Informational:</b>
RACE Strategy  <b>Evidence-Based Short Answer Rubric</b>		<a href="#">ELA RACE Rubric</a>  -Quotation vs. Paraphrasing vs. Summarizing  -6th grade concern: a lot of students are struggling with it and have not seen it before. -Janezich will share the mini RACE chart that was taped to the students desks. <a href="#">RACE poster</a> -5th grade: SS department will be doing away with RACE because they are limited on STAAR for their responses. -District confirmed they get 475 characters to complete their response. -Students should have 3-4 sentences for a complete RACE response. <a href="#">RLA RACE RUBRIC</a> -Students need a clear and targeted/focused response. -We collaborated and agreed on the new, updated RACE rubric by going through each box and tailoring it to our students to ensure that our RACE responses are aligned and appropriate for both 5th and 6th. -On STAAR, it will be posed to them as a statement, not a question. -There is a document from TEA that has the RACE rubric and a copy of the scoring guide. We have tabled this rubric for now so we can go back and look at what TEA just released so that we can ensure we are building the rubric accordingly.

	Mastery 2	Developing 1	Needs Improvement 0
<b>Restate and Answer the Question</b> A statement that clearly illustrates your answer and understanding	Used the question and clearly stated an acceptable answer	Did not use the question and/or the answer was stated but not clear	Claim is unrelated to the topic, unreasonable or not written
<b>Cite Evidence</b> Text evidence that supports your answer	Provides <b>one</b> convincing piece of evidence related to the answer	Provides <b>one</b> weak piece of evidence that is somewhat related to the answer	Evidence is not related to the answer at all
<b>Explain Reasoning</b> An clear explanation of the connection between the text evidence and your answer	Clearly explain the connection between the evidence and answer using details and knowledge	Somewhat explains the evidence or answer but does not clearly connect them together	Explanation is missing or does not fit with the evidence or answer at all



### Restate the Question

Restate or reword the question and turn it into a statement.

*The question states...*

*The question says...*



### Answer the Question

What is being asked? Answer all parts of the question.

*I think...because...*

*I believe...because...*



### Cite the Source

Tell where you found examples and details in the text.

*In paragraph 2... The text states...*

*On page...it says...*



### Explain

Explain your response. Give evidence from the text to support your answer. Add your thoughts.

*I know this because the text says...*

*This shows that...*



## Race in Spanish

Specific TEKS

### Unit 1 Fiction:

-6th Grade Struggle: Plot & Conflict

Character Traits vs [Method of Characterization](#)

-5th grade struggle: the influence of setting

-6th grade struggle: how does it all tie together?

-5th grade concern: also struggling with when to stop and take notes, what information is important,

-6th grade concern: what form of annotating are we teaching students to take notes.

-6th grade verbage used: stop & jot, write long, write short, annotate

❖ Stop & Jot

-6th grade tracks characters & plot timeline

-5th grade: takes notes on scene & setting, characters, plot events, conflict & problem. 4 square or 5 square adding in climax.

Janezich's Independent Reading Slide with STEAL Acronym:



It's your turn!

Turn to the **MY THOUGHTS** section of your readers notebook.

As you read, stop and jot to track your character:  
When we track characters we S.T.E.A.L.:  
**S- Speech** (what does the character say, how do they say it, and what does that say about him or her)  
**T- Thoughts** (what is revealed about the character through their private thoughts and feelings)  
**E- Effects on others** (what is revealed about the character's relationship with others)  
**A- Actions** (what does the character do and what does that say about his or her personality)  
**L- Looks** (what does the character's body language and how they look reveal about their personality)

**Today's Challenge:**  
**Stop & Jot 2 big events to your plot timeline.**

**Independent Reading Expectations:**  
 -Voice Level 0  
 -Eyes in book, reading the whole time  
 -Be a **REAL** reader, not a **FAKE** reader.

**Unit 2 Informational:**

- problem/solution
- cause/effect
- compare/contrast

-students struggle with these 3 text structures.

-Students are okay with:  
 descriptive  
 chronological/sequence

-6th grade: hashtag main idea for each section of the text. Identify organizational structures. Can they get the main idea of each section? From there, we can go into what detail support that main idea.

-can 5th and 6th grade use some similar anchor charts

Keep It Up - 5th Grade

- all RLA rooms are annotating.
- both grades are having students prove their responses using text evidence.
- Take STAAR questions and stems and made them open ended so they would get used to that RACE strategy and then matching their answers to the STAAR multiple choice answers to see how their answers matched up to STAAR.
- Reading Response choice Board
- Taking Tic Tac Toe as a grade

Behavior Concerns

- Kids are less independent this year than what we normally see due to covid.
- Lots of crying because of mistakes and failures, etc.
- Have students self reflect more or at the end of every marking period.
- Have conversations with students and parents as why they are having to be more independent, how its preparing them for the next year.
- Explain the rubrics to the students and how they are tools to help them self reflect. Give examples of end goal to students so they know what they are working towards.
- These kids are struggling with low self-esteem.

-Kids are asking constantly for teacher satisfaction (“is this good?”, “is this good enough?”)  
 -5th grade would like to know how to explain TAP classes to their students. (Rivera will link in TAP letter and explanation). We could create a “Is TAP a good fit for you?” type of survey for the students.

**Next Steps:**

-Reading buddies for 5th & 6th grade. One 5th grade teacher and one 6th grade teacher will pair up and once a month their students would get together to read to each other with their reading buddies.

-Can we find coverage so that 5th & 6th can sit in on each others PLCs????

**Resource Lin**

**Document Links:**

- [Essential Learning Standards](#)
- [TEKS Guide](#)
- [TISD Integrated Curriculum Map](#)
- [ELA Department Website](#)

**To Do List:**

- Revisit Learning Progression
- Revisit [R.A.C.E. Rubric](#)
- TAP Survey: Is TAP Good For You? Yvette Rivera
- Clear with Admin doing Reading Buddies

**PLC Guiding Questions**

1. What do we want our students to learn? (TEKS)	2. How will we know they have learned it? (Assessments)	3. How will we respond when a student experiences difficulty? (Interventions)	4. How will we respond when a student already knows it? (Enrichment)
Essential Learning Target Vocabulary Expected Student Outcomes (such as the verbs in the DLT)	Formative assessments Checkpoints Data discussion Updating data wall	Small group Reteach Resources Activities	Enrichment resources Enrichment activities