

SMART Goal Worksheet

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Date: February 2010

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
80% of 4 th graders will score 80% (4 out of 5) when given a multiple choice assessment on drawing conclusions.	<ol style="list-style-type: none"> 1. Give pre-assessment 2. Teach intense instruction to whole class from Comprehension Toolkit for 2 weeks. 3. Post-assessment 4. Follow up with Georgia O'Keeffe books. Students who don't meet SMART goal will focus heavy on drawing conclusions strategy during Georgia O'Keeffe books (more direct instruction than independent work). 	<p>Classroom teachers: Give pre-assessment, teach Comprehension Toolkit, give post-assessment, guided groups with Georgia O'Keeffe books.</p> <p>Special Ed (Britni and Vicki): Teach Comprehension Toolkit in smaller groups</p> <p>Title I (Nancy):</p> <p>ESL (Mary):</p>	<p>**For 2010**</p> <p>Pre-Assess: Friday, February 5</p> <p>Comprehension Toolkit Instruction: Monday, February 9-Wednesday, February 17</p> <p>Post-Assess: Thursday, February 17</p> <p>Independent Practice/Direct Instruction with Georgia O'Keeffe books: Monday, February 25-Friday, February 29</p>	<p>Assessment scores from pre to post assessment</p> <p>O'Keeffe organizers from re-teaching for students who do not meet SMART goal.</p>

Unit Planning Form

Date: Feb 2010

Class: 4th

Unit: Inferring

<p>What some students will learn:</p> <p>Students will pull out the text clues and use their background knowledge to create inferences independently with more challenging text. This will be determined by the artifacts the students produce in their daily lessons.</p>	<p>Materials/Resources:</p> <p>Non Fiction - Comprehension Toolkit articles and Georgia O'Keeffe books</p>	
<p>What most students will learn:</p> <p>Students will pull out the text clues and use their background knowledge to create inferences independently. This will be determined by the artifacts the students produce in their daily lessons.</p>	<p>Instructional Strategies/Adaptation</p> <p>Students will spend two weeks reading nonfiction text in reading groups from the Comprehension Toolkit. (subtitle)</p> <ul style="list-style-type: none"> • Uses context clues to unpack vocabulary • Draw conclusions from text evidence • Infer beyond the literal meaning • Infer the meaning of subheads and titles • Infer to answer your questions • Use text evidence to infer themes <p>Students will spend two weeks reading Georgia O'Keeffe books and additional books on nonfiction topics that relate to the Southwest.</p>	<p>Co-Teaching Options:</p> <p>Teaching of inferences in reading nonfiction articles.</p>

<p>What ALL students should learn:</p> <p><u>Essential Outcome #5: Infers meaning not directly stated in text</u></p> <ul style="list-style-type: none"> • Infer meaning of unfamiliar words • Given facts from the text students will be able to infer the meaning <p>Students will pull out the text clues and use their background knowledge to create inferences with teacher support. This will be determined by the artifacts the students produce in their daily lessons.</p>	<p>Evaluation/Products:</p> <p>A pretest and posttest will be given.</p> <p>Given short text from STARS and Comprehension Toolkit students will answer five questions. 80% of students that pass will score 4 out of 5 on the assessment.</p>
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