

This memo serves as a guide to support efforts to prepare teachers and students for the ELA M-Step for grades 3-8. Within this memo, you will find important information regarding the M-Step Assessment, support for the suggested curricula, and a data chat protocol for students. Please use [this video](#) to support you with understanding the M-Step Plan.

Understanding M-Step	
<b>M-Step Overview</b>	<p>The M-Step is a 21st Century online test given for the first time in the Spring of 2015. It is designed to gauge how well students are mastering state standards. These standards, developed for educators by educators, broadly outline what students should know and be able to do in order to be prepared to enter the workplace, career education training, and college. M-Step results, when combined with classroom work, report cards, local district assessments, and other tools, offer a comprehensive view of student progress and achievement. For additional information, click <a href="#">State Assessment in Michigan: What It Is, What It Means - And What It Offers</a>.</p> <p>This <a href="#">2017-2018 Guide to State Assessments</a> is an additional valuable resource you can use to familiarize yourself with the M-Step assessment.</p>
<b>M-Step Changes for ELA/Literacy</b>	<p>The MDE has modified the ELA M-Step summative assessment blueprint.</p> <ul style="list-style-type: none"> <li>• <b>For students in grades 3, 4, 6, and 7, the changes only impact Claim 2/Writing.</b> <ul style="list-style-type: none"> <li>○ For 2018, the constructed response items have been removed and replaced with a single Text-Dependent Analysis (TDA) item (discussed later in this article).</li> <li>○ For students in these grades, Claim 1/Reading, Claim 3/Listening, and Claim 4/Research will be the same as in the 2017 ELA M-Step.</li> </ul> </li> <li>• <b>For students in grades 5 and 8, the MDE has eliminated the ELA Performance Task.</b> <ul style="list-style-type: none"> <li>○ This requires a change to the grade 5 and 8 blueprint in Claim 2/Writing and Claim 4/Research. As with the students in grades 3, 4, 6, and 7, students in grades 5 and 8 will have a single Text-Dependent Analysis (TDA) item.</li> <li>○ To compensate for the loss of points due to the elimination of the Performance Task, grades 5 and 8 will have additional Claim 4/Research items in the Computer Adaptive Test.</li> </ul> </li> <li>• <b>Writing will now be assessed through both selected response items and a single constructed response item in all ELA M-Step grades.</b> <ul style="list-style-type: none"> <li>○ All students in grades 3-8 will be presented with a Text-Dependent Analysis (TDA) item embedded in the Computer Adaptive Test (CAT).</li> <li>○ A TDA consists of two components – the TDA passage and the TDA writing prompt.                             <ul style="list-style-type: none"> <li>▪ The TDA passages are either narrative or informational.</li> <li>▪ The writing prompt will require students to analyze an element of the passage and support their ideas with evidence from the text.</li> </ul> </li> <li>○ The TDA item is aligned to Claim 2/Target 4: Compose Full Informational Texts (write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus [main idea]; include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion).</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ In addition, the holistic <a href="#">Text-Dependent Analysis Rubric</a> contains elements aligning with the language standards.</li> </ul> <p>The term “Claim” is from the document titled Crosswalk: English Language Arts on the MDE website. Please continue to use the Michigan Standards for College and Career Readiness for all instruction.</p>
<p><b>M-Step ELA Practice Items and Support Materials</b></p>	<p>Online Practice for M-Step ELA: <a href="http://www.michigan.gov/mde/0,4615,7-140-22709_70117-350540--,00.html">http://www.michigan.gov/mde/0,4615,7-140-22709_70117-350540--,00.html</a></p> <p>Text-Dependent Analysis Rubric: <a href="#">Linked above</a></p> <p>ELA Sample Text-Dependent Analysis (TDA) Essay Prompts: <a href="http://www.michigan.gov/mde/0,4615,7-140-22709_70117-455340--,00.html">http://www.michigan.gov/mde/0,4615,7-140-22709_70117-455340--,00.html</a></p> <p>You can use these sample TDAs for teaching and practice purposes. Also, to provide additional instruction and practice, consider developing a TDA essay prompt for one passage from the Expert Pack each week.</p> <p>ELA Sample Text-Dependent Analysis (TDA) Prompts and Student Essay Scores: <a href="http://www.michigan.gov/mde/0,4615,7-140-22709_70117-456071--,00.html">http://www.michigan.gov/mde/0,4615,7-140-22709_70117-456071--,00.html</a></p>
<p><b>Support for Grade Level Scope and Sequence</b></p>	
<p><b>Working with Complex/Rich Text</b></p>	<p>The video included at the top of the memo will support you with using the recommended expert packs. It is important to note that the expert packs suggest various materials for reading. The recommended materials include books that may not be readily available. <b>Please focus on utilizing the free articles, clips, and webpages that are recommended.</b> You can also find recommended titles that are topically aligned from myON.</p> <p>Additionally, as you read above, the M-Step now includes TDA essay prompts. To provide instruction and practice, consider developing a TDA essay prompt for one passage from the Expert Pack each week.</p> <p><a href="#">Use this Close Reading Protocol when reading texts in the expert packs.</a></p> <p><a href="#">Use this guide to assist with authoring text-dependent questions.</a></p> <p><a href="#">Use this document for examples and non-examples of text-dependent questions.</a></p>
<p><b>Fluency</b></p>	<p>Follow the directions that have been provided by Student Achievement Partners for utilizing the recommended fluency passages. When possible, we selected passages that are topically aligned with the content of the expert pack referenced above. The scope and sequence recommends a weekly routine. Please feel comfortable varying within that routine to use any of the recommended strategies for <a href="#">building reading fluency</a> with the suggested grade level text.</p>
<p><b>Phonics Lesson</b></p>	<p>These lessons should be used for small group instruction with students who indicate a need for phonics instruction.</p> <p>3<sup>rd</sup> Grade – i-Ready Phonics Score of Level 2 or below (Use Class Profile Report from i-Ready)</p> <p>4<sup>th</sup> and 5<sup>th</sup> Grade – Lexile Level of 545 or below (Use Student Progress Report from NWEA MAP)</p> <p>The lessons link to i-Ready Tools for Instruction, which can also be found on the Resources Tab inside of i-Ready.</p>

## Data Chat Protocol

### Data Chat Protocol and Worksheet

Reflecting on past assessments and setting goals are powerful strategies for improving student performance on assessments. At least once during the M-STEP scope and sequence, please meet with your students individually for a data chat.

We have provided the following resources to support your data chat:

- [ELA Data Chat Protocol](#) – This includes tips and guiding questions as well as suggestions for which assessment to select for the reflection portion.
- [ELA Data Chat Worksheet](#) – We have provided two versions. Please use the version that will work best for your students. Students should record their reflections, goals, and plans during the data chat and should refer to this document throughout the M-STEP scope and sequence.

### 3<sup>rd</sup> Grade ELA Scope & Sequence February-April

Based on a deep understanding of the findings of key research, specifically [Reading Between the Lines: What the ACT Reveals about College Readiness in Reading](#) and [Effect of Prior Knowledge on Good and Poor Readers' Memory of Text](#), we understand that the greatest factors that influence student performance on reading comprehension assessments such as the M-STEP are the students' abilities to persevere through complex text and their existing knowledge relating to the topic of the text. As a result, this plan outlines curricula options that empower teachers to engage students in complex text, build knowledge around common academic topics, attend to fluent reading of grade level text, and provide small group instruction in phonics for students performing below grade level. As with any plan, please make adjustments to differentiate instruction based on individual classroom/student data.

This scope and sequence has 3 areas of focus:

- 1. Working with Complex/Rich Text:** This section leverages resources from Achieve the Core and Unbounded. A recommended Expert Pack is identified for each week. Each Expert Pack:
  - Centers on a single topic (i.e., insects, desert animals, entrepreneurship) and contains a variety of resources (i.e., books, articles, videos, websites, infographics)
  - Purposely orders resources to support students in building vocabulary and knowledge
  - Includes suggested activities to be completed after each resource to demonstrate comprehension, knowledge building, and/or vocabulary development
  - Is designed to be completed with increasing independence by studentsThe Expert Packs recommend books, articles, video clips, etc. The books may or may not be available to you through the school or local library. Be sure to look within myON for the recommended titles or a title of similar complexity on the same topic. **Each Expert Pack does contain articles that can be printed and utilized with students.** Be sure to leverage all of these free and available texts throughout the week. Teachers should **follow the [Close Reading process](#)** that has been introduced through The Standards Series and **collaborate to develop text dependent questions** using this [Quick Guide to Creating Text Dependent Questions](#).
- 2. Fluency Pack:** This section leverages Fluency Packets from Achieve the Core. Detailed information on the research behind the packets can be found [here](#). Each identified passage will be used throughout the week to engage in various activities that will build reading fluency. A complete description of the activities can be found [here](#).
- 3. Phonics:** This section is for students who are **below grade level in phonics**. For **3<sup>rd</sup> grade** students, use **i-Ready data** to determine if the student is a level 2 or below in phonics. For **4<sup>th</sup> and 5<sup>th</sup> grade** students, the phonics lessons should be used with students having a **Lexile level of 545 or lower**. A student's Lexile range can be found on the **NWEA Student Progress Report** in the bottom corner.

### 3<sup>rd</sup> Grade ELA Scope & Sequence February-April

Week of: February 26 - March 2

**Working with Complex/Rich Text:** [This video will support you with understanding and using the recommended Expert Pack.](#)

**Expert Pack:** [Body Systems](#)

**Description:** In the first video, “So Many Systems,” students are briefly introduced to each body system through song. The song defines each body system and its function. The next resource, “A Kid’s Guide to Life Sciences: The Human Body Systems” defines the systems in student friendly terms. Students learn that body systems are made of smaller parts that work together. Students then begin to explore the human body systems by reading, “Animal Systems” furthering their understanding on how body systems depend on one another. Students then read excerpts from the book, 50 Body Questions, which provides a humorous twist on the systems encouraging students to seek more detailed information. “Head to Toe: Did You Know,” provides students with interesting trivia facts relating to the human body. The expert pack culminates with an interactive website “How the Body Works”, which immerses students in each body system with text, video, quizzes, and other activities.

**Connected Texts in myON:** Can You Lick Your Own Elbow?: And other questions about the Human Body Lexile 730, A Day inside the Human Body: Fantasy Science Field Trips Lexile 660, Totally Wacky Facts About the Human Body Lexile 690

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Fluency:</b> <a href="#">Food is Our Fuel</a> (Page 76)</p> <ul style="list-style-type: none"> <li>Introduce identified vocabulary to students and locate words in the passage.</li> <li>Teacher/volunteer reads the passage aloud to students and class choral reads (repeat).</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Vowel Letters and Long Sounds</a></li> </ul>	<p><b>Fluency:</b> <a href="#">Food is Our Fuel</a> (Page 76)</p> <ul style="list-style-type: none"> <li>Students choral read the passage. Then students partner read.</li> <li>Teachers should monitor partners and provide feedback on their fluency progress.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Words with initial Consonant Digraphs</a></li> </ul>	<p><b>Fluency:</b> <a href="#">Food is Our Fuel</a> (Page 76)</p> <ul style="list-style-type: none"> <li>Provide time for students to practice reading passage and prepare for small group presentations.</li> <li>Teachers should work individually with students continuing to struggle with fluently reading the passage.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Words with final Consonant Digraphs</a></li> </ul>	<p><b>Fluency:</b> <a href="#">Food is Our Fuel</a> (Page 76)</p> <ul style="list-style-type: none"> <li>Provide time for students to practice reading passage and prepare for small group presentations.</li> <li>Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Words with Final Digraph ck or Double Consonants</a></li> </ul>	<p><b>Fluency:</b> <a href="#">Food is Our Fuel</a> (Page 76)</p> <ul style="list-style-type: none"> <li>Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance.</li> <li>The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages!</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Words with Initial S Blends</a></li> </ul>

3<sup>rd</sup> Grade ELA Scope & Sequence February-April

Week of: March 5 - 9

**Working with Complex/Rich Text:**

**Expert Pack:** [Statue of Liberty](#)

**Description:** The read aloud “A Picnic in October” introduces students to the Statue of Liberty as a landmark that symbolizes new beginnings and freedom. The next resource, “the Statue of Liberty” video, gives the students a real-life perspective of the Statue of Liberty as immigrants in the late 1800’s and early 1900’s would have seen it as they traveled up the Hudson River. Next, students hear why people began immigrating to America in the book “Coming to America: The Story of Immigration.” Students are building their vocabulary and understanding about what the Statue of Liberty symbolizes to new immigrants with the poem in the “Immigration-Statue of Liberty” article. The interactive map then allows students to explore the Statue of Liberty and view the distance it traveled to America from France. Both infographics provide statistics and information about the Statue of Liberty, further justifying why it is considered a landmark. Students receive more in-depth background into how the Statue of Liberty is built with the book “You Wouldn’t Want to be a Worker on the Statue of Liberty.” Finally, the interactive timeline provides students with a virtual tour of Ellis Island.

**Connected Texts in myON:** Statue of Liberty by Mary Firestone Lexile 790, In the Shadow of Lady Liberty: Immigrant Stories from Ellis Island Lexile 920

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Fluency:</b> <a href="#">First Lady Speaks at the 2012 Kids’ State Dinner</a> (Page 68)</p> <ul style="list-style-type: none"> <li>Introduce identified vocabulary to students and locate words in the passage.</li> <li>Teacher/volunteer reads the passage aloud to students and class choral reads (repeat).</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Words will Initial l, r Blends</a></li> </ul>	<p><b>Fluency:</b> <a href="#">First Lady Speaks at the 2012 Kids’ State Dinner</a> (Page 68)</p> <ul style="list-style-type: none"> <li>Students choral read the passage. Then students partner read.</li> <li>Teachers should monitor partners and provide feedback on their fluency progress.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Words with final Consonant Blends</a></li> </ul>	<p><b>Fluency:</b> <a href="#">First Lady Speaks at the 2012 Kids’ State Dinner</a> (Page 68)</p> <ul style="list-style-type: none"> <li>Provide time for students to practice reading passage and prepare for small group presentations.</li> <li>Teachers should work individually with students continuing to struggle with fluently reading the passage.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Words with final Consonant Digraphs</a></li> </ul>	<p><b>Fluency:</b> <a href="#">First Lady Speaks at the 2012 Kids’ State Dinner</a> (Page 68)</p> <ul style="list-style-type: none"> <li>Provide time for students to practice reading passage and prepare for small group presentations.</li> <li>Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Decode two-syllable VC/CV Words</a></li> </ul>	<p><b>Fluency:</b> <a href="#">First Lady Speaks at the 2012 Kids’ State Dinner</a> (Page 68)</p> <ul style="list-style-type: none"> <li>Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance.</li> <li>The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages!</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li><a href="#">Tool for Instruction Lesson: Introduce Long Vowel VCe words</a></li> </ul>

**Working with Complex/Rich Text:**

**Expert Pack:** [Challenges of Being an Immigrant](#)

**Description:** To begin, students read the article “Jessica is an Immigrant,” a personal narrative that is accessible for students, contemporary and relatable. The article is followed by the book, “How Many Days to America? A Thanksgiving Story,” that takes students back in time and introduces challenges of immigrants long ago. This is a great story for encouraging curiosity and generating wonderings for comparison to contemporary experiences that are included in other narratives. The next article, “Relive a Boy’s Journey to America,” explores immigration in greater depth with a personal narrative, followed by a short Youtube video, “Forgotten Ellis Island, The Trailer 1,” describing the experiences of immigrants who were ill when they arrived and had to stay at the hospital. The next resource from Scholastic online provides immigration data along with questions for students. The video “The Great American Melting Pot,” (Schoolhouse Rock) engages students’ interest through cartoon and song, and introduces them to the idea of the U.S. as a population of people from all over the world as well as the concept of a “melting pot.” The following resource is an article from Readworks that provides information about the history of immigration into the U.S. and introduces Ellis Island as a main entry point. This is followed by a short video, “Coming to America: New York’s Immigrants” that reinforces the vocabulary and ideas from the previous article. Students then listen to personal accounts and anecdotes of immigrants adjusting to life in America. Next, students visit Tenement.org to experience life as an immigrant by selecting from provided options to create their own immigrant story. Finally, students read the short chapter book “My Name is Maria Isabel” about an immigrant girl who had to change her name and her experiences in an American classroom.

**Connected Texts in myON:** Angel Island Lexile 840, Ellis Island Lexile 770

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Fluency:</b> <a href="#">An Excerpt from Rosy’s Journey</a> (Page 48)</p> <ul style="list-style-type: none"> <li>Introduce identified vocabulary to students and locate words in the passage.</li> <li>Teacher/volunteer reads the passage aloud to students and class choral reads (repeat).</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Match y to Long I and Long e</a></li> </ul>	<p><b>Fluency:</b> <a href="#">An Excerpt from Rosy’s Journey</a> (Page 48)</p> <ul style="list-style-type: none"> <li>Students choral read the passage. Then students partner read.</li> <li>Teachers should monitor partners and provide feedback on their fluency progress.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Words with Long Vowel Digraphs</a></li> </ul>	<p><b>Fluency:</b> <a href="#">An Excerpt from Rosy’s Journey</a> (Page 48)</p> <ul style="list-style-type: none"> <li>Provide time for students to practice reading passage and prepare for small group presentations.</li> <li>Teachers should work individually with students continuing to struggle with fluently reading the passage.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Identify and Count Syllables</a></li> </ul>	<p><b>Fluency:</b> <a href="#">An Excerpt from Rosy’s Journey</a> (Page 48)</p> <ul style="list-style-type: none"> <li>Provide time for students to practice reading passage and prepare for small group presentations.</li> <li>Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Decode Compound Words</a></li> </ul>	<p><b>Fluency:</b> <a href="#">An Excerpt from Rosy’s Journey</a> (Page 48)</p> <ul style="list-style-type: none"> <li>Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance.</li> <li>The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages!</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Inflectional Endings without Spelling Changes</a></li> </ul>

**Working with Complex/Rich Text:**

**Expert Pack:** [Saving the Tropical Rainforest](#)

**Description:** The article, "Mysterious Troll-Haired Insect Discovered in South American Rainforest," is the first text in this set to capture student's attention. The read aloud, "The Rainforest Grew All Around," introduces the characteristics of the rainforest, including animals, plants, ecosystem and habitats. The next resource is an article that lists 35 facts about the rainforest, which could be presented as, "A Fact of the Day," throughout the unit and displayed in the classroom as public notes. The next resource is a video entitled, "The World of Plants: Plants and People," which depicts how the resources found in the rainforest contribute to human life. The materials shift focus to issues of diminishing rainforests. The article, "Can the Rainforest be Saved?" raises awareness of the disappearance of rainforests due to deforestation. Next, the article, "Why Save the Rainforest?" explains how the rainforest touches all of our lives. The article, "Amazon Rainforest Deforestation Shows Positive Trends" discusses the positive effects of the establishment of the Amazon Fund by the Brazilian Government. The final resource is an article titled, "Kids! 10 Easy Ways YOU can Help Save Rainforests." This article lists 10 kid-friendly ways students can help the cause.

**Connected Texts in myON:** A Day and Night in the Rain Forest Lexile 710, Rain Forests- Gardens of Greens Lexile 770

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Fluency:</b> <a href="#">The Tortoise and the Hare</a> (Page 42)</p> <ul style="list-style-type: none"> <li>Introduce identified vocabulary to students and locate words in the passage.</li> <li>Teacher/volunteer reads the passage aloud to students and class choral reads (repeat).</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Words with r-Controlled Vowels</a></li> </ul>	<p><b>Fluency:</b> <a href="#">The Tortoise and the Hare</a> (Page 42)</p> <ul style="list-style-type: none"> <li>Students choral read the passage. Then students partner read.</li> <li>Teachers should monitor partners and provide feedback on their fluency progress.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Words with soft sounds for c and g.</a></li> </ul>	<p><b>Fluency:</b> <a href="#">The Tortoise and the Hare</a> (Page 42)</p> <ul style="list-style-type: none"> <li>Provide time for students to practice reading passage and prepare for small group presentations.</li> <li>Teachers should work individually with students continuing to struggle with fluently reading the passage.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Words with Vowel Diphthongs and Digraphs</a></li> </ul>	<p><b>Fluency:</b> <a href="#">The Tortoise and the Hare</a> (Page 42)</p> <ul style="list-style-type: none"> <li>Provide time for students to practice reading passage and prepare for small group presentations.</li> <li>Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Two-syllable Words with short Vowels</a></li> </ul>	<p><b>Fluency:</b> <a href="#">The Tortoise and the Hare</a> (Page 42)</p> <ul style="list-style-type: none"> <li>Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance.</li> <li>The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages!</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Two-Syllable Words with Prefixes and Suffixes</a></li> </ul>

**Working with Complex/Rich Text:**

**Expert Pack:** [Poisonous Animals](#)

**Description:** The first book, “Packed with Poison, Deadly Animal Defenses,” begins with compelling narrative vignettes about people getting bitten or stung. Next comes the article, “The Venom Doctor.” This builds on the conclusion of the first book, showing a differing point of view: that venom can serve a useful purpose. The third item is the cartoon, “Toxic,” that defines the differences between venomous and poisonous. The fourth item is another book, “The World’s Deadliest Creatures, Powerful and Poisonous.” The fifth item in the text set is an article available online: “Poisonous Fish: Blow Fish, Stingrays, Rabbit Fish, Stonefish.” This article narrows the view to toxic sea creatures. After this, students will read, “The Sting and Stab Gang”. This article highlights nine different poisonous sea creatures. The next item is a one-page website, USA Spider Identification Chart. Finally, students will finish with the book, “Seymour Simon’s Top 50 Questions Reader: Poisonous Animals.” This fun book contains fifty questions and answers about all types of poisonous animals.

**Connected Texts in myON:** The World’s Deadliest Animals Lexile 830, Poisons and Venom: Animal Weapons and Defenses Lexile 750

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Fluency:</b> <a href="#">An Excerpt from “Bats”</a> (Page 52)</p> <ul style="list-style-type: none"> <li>Introduce identified vocabulary to students and locate words in the passage.</li> <li>Teacher/volunteer reads the passage aloud to students and class choral reads (repeat).</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Inconsistent Sound-Spelling Correspondence</a></li> </ul>	<p><b>Fluency:</b> <a href="#">An Excerpt from “Bats”</a> (Page 52)</p> <ul style="list-style-type: none"> <li>Students choral read the passage. Then students partner read.</li> <li>Teachers should monitor partners and provide feedback on their fluency progress.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Decode Words with Silent Letters</a></li> </ul>	<p><b>Fluency:</b> <a href="#">An Excerpt from “Bats”</a> (Page 52)</p> <ul style="list-style-type: none"> <li>Provide time for students to practice reading passage and prepare for small group presentations.</li> <li>Teachers should work individually with students continuing to struggle with fluently reading the passage.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Multisyllabic Words with Prefixes Suffixes</a></li> </ul>	<p><b>Fluency:</b> <a href="#">An Excerpt from “Bats”</a> (Page 52)</p> <ul style="list-style-type: none"> <li>Provide time for students to practice reading passage and prepare for small group presentations.</li> <li>Introduce comprehension questions and allow students to work with partners on written response. Discuss as a class.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Multisyllabic Words: Three and Four Syllables</a></li> </ul>	<p><b>Fluency:</b> <a href="#">An Excerpt from “Bats”</a> (Page 52)</p> <ul style="list-style-type: none"> <li>Place students in groups of 4. Each student in the group will take turns reading the passage with appropriate pace, accurately, and with expression. This can be considered a performance.</li> <li>The teacher will select a few volunteers to read to the class. Celebrate students fluently reading grade level passages!</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Tool for Instruction Lesson: <a href="#">Multisyllabic Words: Three to Five Syllables</a></li> </ul>

# ELA Data Chat Protocol: Preparing for M-STEP

When:	Report to Use:	What to Do:
<ul style="list-style-type: none"><li>Throughout the 5-week M-STEP scope and sequence</li></ul>	<ul style="list-style-type: none"><li>Choose the report that works best for your students<ul style="list-style-type: none"><li>3<sup>rd</sup> Grade – i-Ready assessment</li><li>4<sup>th</sup> to 8<sup>th</sup> Grade – Choose from below:<ul style="list-style-type: none"><li>2017 M-STEP Scores – from your principal or assessment leader</li><li>NWEA Student Report – available on the NWEA website</li><li>Formative Classroom Assessments</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>Plan in advance by reviewing student data and progress.</li><li>Consider the individual student while sharing data by adjusting the conversation to the student’s needs and personality.</li><li>Approach the conversation as a partnership with the student.</li></ul>

## Guiding Questions

### Part 1: Reflect

1. What was your score on the last ELA assessment?
2. What habits did you demonstrate while working on the assessment?
3. What are your strengths?
4. What are your areas for improvement?

### Part 2: Set Goals

5. What were your goals for the assessment? Did you meet them?
6. What are your goal(s) for the ELA M-STEP?

#### Example Goals

- *I will read every answer choice.*
- *I will preview the questions before reading the passage.*
- *I will plan my essay before writing.*
- *I will check my answers if I have extra time.*

### Part 3: Plan

7. What steps do you need to take to achieve your goal(s)?
8. How will you track your progress?

## Tips

- **Keep the conversation grounded in data, but provide context.** For example: *“We are looking at your data so that we can help you learn and set personal goals.”*
- **Encourage students to take ownership** over their goals and next steps by setting a positive tone, pausing to let them reflect, and helping them brainstorm ideas.
- **Focus on each student’s individual performance and goals.** Avoid making comparisons to peers.
- **Encourage students to reflect on the habits they used during the last assessment.** Were they actively engaged? Did they use scratch paper when necessary? Did they read every passage? Did they answer every question?
- **Ensure student goals are not limited to scores.** Consider including learning goals that focus on specific domains, standards, habits, and/or skills.
- **Suggest a broad range of actions** that include effective habits (i.e., staying focused, taking notes, and asking for help) and measurable actions during lessons.
- **Follow up after your conversation** to keep students committed to their plan. Consider visibly tracking their progress in the classroom.

# ELA Data Chat Worksheet

Name: \_\_\_\_\_

## REFLECT

1. My score on the ELA assessment was...

-----

2. While working on this assessment, I...

-----

3. My strengths are...

-----

4. I need to improve on...

## SET GOALS

4. My goals for the last assessment were...

-----

5. My goals for the ELA M-STEP are...

## PLAN

6. To achieve my goals, I will...

-----

7. I will track my progress by...

# ELA Data Chat Worksheet

Name: \_\_\_\_\_

## REFLECT

*We look at data so that we can learn and set personal goals.*

My score on the ELA assessment was...	While working on the assessment, I...
My strengths are...	I need to improve on...

## SET GOALS

*Setting goals can help you focus on specific areas to grow.*

*Example goals might include reading every answer choice, previewing questions before reading a passage, planning your essay, or checking your answers if you have extra time.*

My goals for the last assessment were...	My goals for ELA M-STEP are...
--	--------------------------------

## PLAN

*Working toward your goals during our lessons will set you up for success!*

To achieve my goals, I will...	I will track my progress by...
--------------------------------	--------------------------------