

Teacher Dana Detterich

Date of Lesson 2/23/15

Subject/Course United States History

Grade(s) 8th

**Student Data [ALLI 1.3] - Period 5** (see other periods at the bottom of the lesson plan)

Current Achievement	# Students
"A" Advanced (90-100)	1
"B" Proficient (80-89)	17
"C" Basic (70-79)	10
"NP" Below (60-69)	2
"NP" Far (below 60)	0

Testing Data (Source:)

Benchmark 2	# Students
Advanced	
Proficient	5
Basic	17
Below	6
Far Below	3

Populations	# Students
SPED	0
ELL	2
RFEP	0
Af Am Males	6
Af Am Females	1
Latino Male	9
Lation Female	14

**Content Area Standards (Source:) [ALLI 1.1]**

**Common Core SKILLS Standards:**  
**RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  
**RH5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).  
**History CONTENT Standards:**  
**8.8** Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.  
**8.8.4.** Examine the importance of the great rivers and the struggle over water rights.  
**8.8.5.** Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.  
**8.8.6.** Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

**Student Learning Objectives [ALLI 1.1a,b; 3.1a]**

**Whole Group Learning Objectives:**

**The skills that all students will learn:**

- How to prepare for and contextualize the DBQ by reading and summarizing a background essay.
- How to recognize and define key words in the DB-Question
- How to pre-bucket/categorize the DBQ. 2.

**The content that all students will learn:**

- How the Mexican American War and American westward expansion affected people, including Native Americans, Mexicans, and Americans, and the geography of the US.

**Individual or Subgroup Objectives:**

**ELL skills focus:** Reading history standard RH2-Determining main ideas and summarizing to show understanding by answering questions and summarizing the DBQ background essay with 75% accuracy.

**Struggling readers' skills focus:** Reading history standard RH2-Determining main ideas and summarizing to show understanding by answering questions and summarizing the DBQ background essay with 75% accuracy.

**SPED skills and IEP goals focus:** Participating in collaborative learning groups with peers, staying focused on learning with fewer than 3 teacher check-ins, and ability to articulate their learning throughout the lesson, as well as at the end of the lesson through a TRECS paragraph Exit Ticket.

**Mastery Level Expectation & Evidence [ALLI 1.5a]**

**What opportunities do students have to achieve mastery in this lesson?**

**In addition to a direct instruction, gradual release of responsibility strategy, at the beginning of the lesson, used to introduce and model good reading and summary strategies, I will use the BLAST Model Pick 6, 2 stations rotation – collaborative learning groups station AND teacher conference direct instruction station with individuals and small groups.**

**One opportunity for students to achieve mastery is during direct instruction at the beginning of the lesson.**  
 Students listen and watch, then participate in reading and summarizing strategies led by me. After I model the summary skill, students will try it with their partners twice or more depending on student need, then read and summarize the last paragraphs on their own.

**Another opportunity for students to achieve mastery is at the collaborative learning groups station.**  
 Students reread the DBQ background essay and share their summaries with their groups to write a final summary that captures the main ideas of the reading.

**A third opportunity for students to achieve mastery is at the teacher conference station.**  
 Students will articulate verbally what they understood and what they need to work on to improve the skill of summarizing main ideas.

**A fourth opportunity for students to achieve mastery is during a multiple choice quiz:**  
 Students will complete a quiz at Engradela.com about the background essay reading.

**A fifth opportunity for students to achieve mastery is during a whole class analysis of the DBQ (question)**  
 Students will apply what they learned during the reading activity to unpack the DBQ and assess what the question is asking them to do. IE: Is it asking students to compare and contrast, sequence events, categorize into historical frames...

## THE LESSON

### Instructional Agenda (1.2a, 1.2b, 2.1 2.4, 3.2a, 3.2b):

5 mins: Answer and discuss the Free Write Prompt <ol style="list-style-type: none"> <li>a. When does land belong to you?</li> </ol>
5 mins: Teacher Introduction: DBQ-2 <ol style="list-style-type: none"> <li>a. Students download <a href="#">DBQ to Adobe Reader</a>.</li> <li>b. Teacher reads introduction</li> </ol>
5 mins: Map Game: Teacher explains the Hook Exercise <ol style="list-style-type: none"> <li>a. Student collaborative groups complete the map hook game</li> <li>b. Teacher leads a share out to class.</li> </ol>
30-60 mins: Background Essay Reading for understanding, summary, and main ideas <ol style="list-style-type: none"> <li>a. Teacher Reads as with the class and models summary technique.</li> <li>b. Teacher introduces the BGE questions</li> <li>c. Teacher moves to conference station rotation</li> <li>d. Teacher directs students to Background Essay - Quiz</li> </ol>
10 mins: Understanding the DBQ & Pre Bucketing the question. <ol style="list-style-type: none"> <li>a. Teacher instructs to collaborate with partners to rewrite the question using their pre-bucketing page in the DBQ</li> <li>b. Teacher asks students share out</li> </ol>
15 mins: Exit Ticket: Teacher reviews exit ticket directions Padlets: <a href="#">TM1</a> - <a href="#">TM3</a> - <a href="#">TM4</a> - <a href="#">TM5</a> - <a href="#">TM6</a>

Instructional Content & Strategies (Teacher)	Timing	Learning Activities (Student)	Materials and Resources
The teacher will prompt students to begin their do now and share their plans with their peers.	2 mins	Students learn to self-monitor their activities and build habits to stay on task and make a plan to complete work.	Checklist provided by teacher.
Direct instruction: Free write	5 mins	Students think pair share about their answer to the free write prompt.	Evernote, free write prompt continuous note.
Guided practice: STATIONS Teacher introduces DBQ-2 Teacher instructs students to download files and begin the hook map game. Teacher models reading and summary strategies. Teacher directs students to collaborative station to complete the reading activity to summarize and find key ideas in the background essay reading. Teacher checks for understanding at the conference station.	30 – 60 mins.	Students use Adobe Reader to log their responses and learning. Students summarize essay. Students find key content. Students read for understanding.	Map Expo markers Computers iPads Laptops Keyboards PDF file of the DBQ Adobe Reader
Quiz: 11 multiple choice about the reading.	Part of the minutes above ___ minutes.	Students synthesis what they learned by completing a quiz on Engradela.com about the reading.	iPads Computers or laptops
Teacher will directly instruct students to go to their Pre-bucketing and understanding the question page of the DBQ.	10 mins	Students partner in collaborative groups to rewrite the DBQ and pre-bucket the question.	iPads Computers or laptops PDF file of the DBQ Adobe Reader
Teacher will direct students to the PADLET and explain the Exit Ticket directions and criteria for success.	15 mins.	Students write a TRECS response to the Exit Ticket question.	iPads Computers or laptops PDF file of the DBQ Adobe Reader Padlet

### Creating cognitively engaging learning experiences for students [ALLI 1.2b]

**How specifically does your learning objective exceed the level of cognitive demand required by content standards? (What makes this lesson rigorous?) [ALLI 1.2b]**

**Content:** Rigor is inherent in the DBQ lesson style. Students are not acquiring content knowledge through lecture, but rather are reading to acquire content knowledge. This is rigorous for all students because they are asked to construct their own background knowledge with guidance from the teacher rather than memorize directly from teacher input. Students must fully engage when reading and use multiple learning strategies in order to master the content. Content is not simplified, but rather presented as a puzzle from which students must find the pieces and put them together, in order to construct their content knowledge. Vocabulary is presented in the same way.

**Skill:** Rigor is inherent in the DBQ lesson style. Students are asked to read text that is at and just above the 8<sup>th</sup> grade level. This is rigorous for the majority of the students who are reading just below the 8<sup>th</sup> grade level. Rigor for students reading above grade level is integral in that the lesson poses a problem that they must solve, that does not have a right or wrong answer. By using an open-ended question, the higher level/gifted student must analyze, rewrite, problem solve, and use above grade level documents to posit and defend their answers. The exit ticket requires students to assess their learning and write using an analytical rubric; students must use vocabulary from the DBQ word wall in their answers.

**Explicit connections within and across content areas to enhance student learning [ALLI 1.2b, 3.1b]**

**Connections to prior learning? How will students be cognitively engaged?**

This is the beginning of unit 8 about American Westward Expansion. In the previous unit students completed their first DBQ lesson. That unit was about pre-civil war America from the perspective of free African Americans in the north. This unit is about pre-Civil War America, from the perspective of the congress, president, and Mexicans. This unit will add to their prior knowledge and their understanding of how and why the USA had a Civil War.

In addition, students have been learning all year how to analyze documents, use textual evidence to support their ideas (in history a thesis statement), and write using the argumentative writing structure. They are continuing that learning. Students use an analytical rubric (TRECS) to self-asses their mastery of the argumentative writing style.

In addition, in their English class, students are learning how to write argumentative essays in preparation for their summative SBAC test for ELA.

**Which levels of Depth of knowledge have you planned? [ALLI 1.2b & 3.2b]**

**Level 1 Recall of Information - Level 2 Basic Reasoning - Level 3 Complex Reasoning - Level 4 Extended Reasoning**

I have planned for all four levels of Depth of knowledge. For example, because my students lexile levels are generally below grade level, I provide opportunities for all students to access the content and build skill by using the BLAST station rotation model, in conjunction with learning intelligence models for my subgroups, which include kinesthetic learners, and audio visual learners. In addition, because struggling readers are also struggling writers, I provide sentence frames to aid students in writing responses on their learning goals Exit Ticket, which requires student to do much more than recall information.

Level 1: Quiz in Engradela.com to recall and solidify knowledge.

Level 2: Basic Reasoning, finding key words and using those key words to summarize readings.

Level 3: Complex reasoning the mapping, hook exercise, which requires students to synthesize map data and write from different perspectives.

Level 4: Pre-bucketing and understanding the DBQ for use later in the DBQ lesson cycle, which requires students to uncover and construct reasons for the Mexican American war, that they will use, and possibly rewrite, in order to write a logical argument and essay at the end of the unit.

**Accommodations for special needs populations [ALLI 1.2b]**

Graphic organizers in Adobe Reader, printouts for hand writing if needed or requested, more time to finish on Wednesdays during personal growth station, collaborative learning groups based on heterogeneous grouping of Lexile Levels, teacher conference BLAST station model for individual assistance, frequent checks for understanding, video quiz choice in Educanon for alternative background knowledge acquisition, and I have collaborated with Ms. Davis in the resource room to preload the background essay.

**Data [ALLI 1.3]**

**How have you utilized current, relevant, and multiple sources of student data to inform planning of content organization and instructional strategies?**

Achieve 3000 Lexile scores, I differentiate instruction and create groups based on the students lexile levels.

After Benchmark 2, I realized that students preferred my hands on model for document analysis. So this lesson I have gone back to that classroom model and adjusted the DBQ lesson to include enlarged posters of the documents for my kinesthetic learners to write on using expo markers. Also, I only gave them 35 minutes for Benchmark 2 and realize that they needed a full 2-hour block to write their argumentative essays for history.

They continue to need intensive learning toward mastering the argumentative writing structure. They still need to use an analytical TRECS rubric for self-monitoring of writing.

I used students last unit exam scores, and Benchmark 2 data, to decide to stick with the DBQ lesson for this unit, in order to include skill building in the Read, think and write like a historian habits of mind, such as corroboration of documents, writing warrants, and counter arguments.

**How are the activities, expectations and the timing or sequence of the learning experiences differentiated to meet the needs of individuals OR subgroups (ELs, Students with Disabilities, Low, Medium and High Skilled)? [ALLI 1.2 b & 1.3]**

Name	Student ID	IS/Extension/Intervention	NOTE/ Focus	CHANGE SINCE LAST BM	Differentiated Groups
Erick		Starts at teacher conference station	Needs frequent check-ins, Latino, reading and writing	Below basic/basic	Behavior* In the focus teacher small group.
Jazmin		Collaborative station	Needs frequent check-ins, Latino, reading	Moved to high basic	Choice group
Esteban		Collaborative station	Self-driven, Latino, writing	Proficient approaching advanced	Choice group
Maria		Collaborative station	Fluctuates due to language barrier, love discussion, strives to show mastery.	Basic	Placed with advanced readers to challenge her.
Alondra		Collaborative station	Shy, at grade level and approaching college ready.	Proficient	Placed with high lexile choice group.
Katherine		Collaborative station	Shy, tunes out, wants to finish work, needs a specific peer group that she feels comfortable with.	Basic approaching prof.	Choice stations

Jaclyn		Choice station	Misses class a lot.	Prof	Choice stations
Jose		Starts at teacher conference station	Moving toward proficient.	Basic	Starts at teacher conference station
Effesqui		Collaborative station	Energetic, happy to read, needs to verbalize her questions and be given loads of time to think.	Basic approaching prof.	Choice stations
Jasmine		Collaborative station	Coming out of her shell, active learner, interested in leadership among her peers.	Basic approaching prof.	Choice stations
Machaar		Starts at teacher conference station	Moving toward proficiency and self-efficacy.	Basic approaching prof.	Behavior* Starts at teacher conference station
Amarea		Collaborative station	Bright, hard working, friendly, articulate, needs work formulating logical arguments, devolves into debate during discussions.	Basic approaching prof.	Choice stations
Antony		Starts at teacher conference station	Quiet, hard working but low reading level. Mom says he doesn't read much at home.	Basic approaching prof.	Starts at teacher conference station
Abigail		Collaborative station	Working towards proficiency, comes to tutoring, needs help mostly with writing.	Basic approaching prof.	Choice stations
Egbert		Collaborative station	Interested, loves Genius hour project, quite thinker, a little of task sometimes.	Basic approaching prof.	Choice stations
Ashley		Collaborative station	Coming out of her shell, active learner, interested in leadership among her peers.	Basic approaching prof.	Choice stations
Daniel		Collaborative station	Bright, hard working, mature, works well with quite inquisitive peers.	Proficient	Choice stations
Nayeli		Collaborative station	Coming out of her shell, active learner, interested in leadership among her peers.	Proficient	Choice stations
Anthony		Collaborative station	Bright, hard working, completes work but not always accurate. Needs conference at least once a week.	Proficient	Choice stations
Alexis		Collaborative station	Talkative, needs constant reinforcement, fact oriented.	Proficient	Choice stations
Luis		Starts at teacher conference station	Leader, easily distracted, volunteers to participate frequently, needs practice with writing	Basic approaching Proficient	Starts at teacher conference station
Wendy		Collaborative station	Working toward proficiency when her emotions are in check.	Basic approaching Proficient	Choice stations
Andre		Starts at teacher conference station	Deflects his misunderstanding and needs with being the class clown. Capable but needs to practice writing.	Below basic/basic	Behavior* Starts at teacher conference station
Xochitl		Collaborative station	Quiet, high lexile, prefers to share within her small group. Needs to be encouraged to step outside of her friend bubble. Reading and writing proficient approaching advanced.	Proficient	Choice stations

Rachell		Collaborative station	Advanced reading and writing. Shy, self-image issues.	Proficient/advanced	Choice stations
Jada		Starts at teacher conference station	Only African American female in the period, likes to hang with the young men, deflects her needs with silly behavior.	Basic	Starts at teacher conference station
Jeremiah		Collaborative station	Leader, brights, welcoming, funny, working towards proficiency in reading, which shows in his struggle with writing, even when using a rubric.	Basic approaching Proficient	Choice stations
Jai		Collaborative station	Distracted, although recently showing ore interest in improving skill.	Basic	Choice stations
Anthony		Starts at teacher conference station	Wanders, self professed loner, wanders, check in with me frequently. Bright, high level thinker but it rarely translates into his writing. But when it does its proficient.	Basic approaching Proficient	Behavior* Starts at teacher conference station

### Prerequisite Knowledge [ALLI 1.4a]

#### IDENTIFY

#### ACTIVATE

#### ADDRESS

<p><b>What will students need to have learned before this lesson to be successful?</b>  Students will need to have learned how to start a DBQ. They will need to know the powers of the president and the congress. They will need to know about the abolition movement and disagreements over slavery.  <b>SPED:</b> Know how to use the summary strategy ((underlining the key words and to have previewed the text with the SPED specialist.  <b>ELL:</b> Previewed the vocabulary, know how to use the summary strategy ((underlining the key words) and to have previewed the text through homework reading.  <b>Struggling readers:</b> To read 8<sup>th</sup> grade level text OR to know how to use the summary strategy (underlining the key words) and to have previewed the text through homework reading.</p>	<p><b>What will you do to trigger the prerequisite knowledge?</b>  I will allow students to use the same Evernote structure, graphic organizer, and scaffold preparation for essay writing structure for this DBQ. I will begin the class with a quick review of the previous unit.  <b>SPED:</b> Ask them to share what they learned from the preview in the resource room.  <b>ELL:</b> Ask them to share from their homework readings  <b>Struggling Readers:</b> To share any questions they had about the homework.</p>	<p><b>If students do not have the prerequisite skill, how will I fill in the gaps?</b>  I will meet with students at the teacher conference station, in groups to address these needs at the beginning of the lesson or during the lesson cycle.  <b>SPED:</b> Use small group instruction to model the strategy again.  <b>ELL:</b> Give them time in class to work with a peer to discuss and share their vocabulary from homework, as well as spend a few minutes in small group instruction to help them create vocabulary notes.  <b>Struggling Readers:</b> Use small group instruction to model the reading and summary strategy, as well as allow SR students more time to comprehend the DBQ background essay/text.</p>
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### Anticipated student misconceptions & plan for adjusting to meet learning objectives [ALLI 1.4b, 1.5b]

<p><b>What part of the content might the students have difficulty understanding?</b>  Students might have difficulty understanding the idea of Manifest Destiny and the role religious ideals played in westward expansion.</p> <p>Students might think that they can forget the information we learned in the last unit, about African Americans, abolition, and the fight over slavery, when learning about the Mexican American war.</p> <p>Students might confuse the powers of the president and the congress.</p> <p>The Background essay is written at the 8<sup>th</sup> grade level. They might have difficulty understanding some of the vocabulary such as "Annexation, envoy, and controversial."</p>	<p><b>What will you do to combat the misconceptions?</b>  First, I will spend time in class explaining Manifest Destiny, and assign vocabulary homework that includes key terms that students might need to practice. I will place the words on the DBQ word wall with pictures to remind students of the meanings.</p> <p><b>What are you going to do to explain the content differently?</b>  If students continue to hold the misconceptions, I will provide additional time for the student to ask questions that help them clarify their understanding, either with me or with a peer who does not hold the misconception.</p> <p>I will reread the background essay paragraphs with them, and ask them these questions:</p> <ol style="list-style-type: none"> <li>1. What did Mexico think of slavery?</li> <li>2. What makes you think that? Do you have evidence from your reading?</li> <li>3. Do you see anything in my room that could help you differentiate between the powers of the president and the powers of the congress? Go stand next to it and read it aloud to me.</li> <li>4. I will chunk the readings.</li> <li>5. I will provide more time for vocabulary acquisition, by breaking students into smaller groups to work with me to complete the vocabulary homework cards.</li> </ol>
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### Assessment [ALLI 1.5a]

<p><b>How will student learning be assessed during the lesson?</b>                  During the Do now and the review I will assess their readiness to continue. During the station rotation check-ins I will assess for misconceptions and readiness to continue, as well as through checking their quizzes in Educanon and/or Engradela.com, and review their PDF files. I will walk around the room to check for understanding. During the teacher conference students will articulate verbally and show me their PDF file to show understanding.</p>	<p><b>How will Assessments be differentiated? How is the proving behavior measured independently?</b>                  Students can be assessed through an alternative Educanon quiz, an Achieve Article, or History Alive reading Challenge in Chapter 15 (also assigned for homework) that assesses the same content.                  Students can be assessed, by answering the background essay questions verbally, or in writing.                  Students can be assessed through their Exit Ticket TRECS response.</p>
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### Selection and Progression of Formative Assessments [ALLI 1.5a]

Objective	Check for Understanding/ Assessment	Lesson Cycle Placement	Actionable Data	What will the data reveal about subgroups (EL, Students with Disabilities, Low, Medium and High skilled students, High skilled)	EXTENSION: Checks for Understanding Offers Student Choice
Students infer about what started the Mexican American War.	Share out their Mapping Hook Game Exercise.	Beginning.	Students share out to the whole class. Students can take 2 different perspectives. With 50% accuracy.	Analysis of a map will reveal student ability to comprehend geographical data and take on different perspectives.	Students can speak their answers, act them out, draw them, or other.
Students determine central ideas and summarize a text with separate from prior knowledge.	PDF file responses to Background essay questions and in the margins of their PDF file DBQ.	Middle.	Students provide evidence of their learning in Adobe reader, on their digital handout (PDF file). 100% complete and 75% accurate.	Accurate summaries will reveal students' levels of improvement in reading 8 <sup>th</sup> grade texts. Accurate answers to questions will reveal students' abilities to identify central ideas and use those ideas to construct their knowledge and meaning.	Students can orally dictate their response to me, in addition to written responses on their digital files.
Students explain what the DBQ is asking them to do and how it's presenting information.	PDF file responses to the pre-bucketing exercise.	Middle-end	Immediate student teams responses that will warrant teacher immediate feedback.	The depth of knowledge acquired from the collaborative station. Improvement toward high-level comprehension of 8 <sup>th</sup> grade history texts.	Students can rewrite the question and propose their own answer separate from their collaborative teams.

### Planned Response to Assessment Data [ALLI 1.5b, 3.4a]

Check for Understanding	Actionable Data	Level of Performance/Subgroup (EL, Students with Disabilities, Low, Medium and High skilled students, High skilled)	Adjustment
Adobe Reader files (answers)	Accuracy of answers 75% or less	High: 100% accuracy Medium: 85% accuracy Low: 75% accuracy SPED 65% accuracy ELL 75% accuracy	Students can use History Alive reading challenges, or Achieve 3000 Articles. Teacher will provide conference time immediately or at the conference station.
Engradela.com quiz	75% correct or less (7/11 correct)	ELL 6/11 correct SPED 5/11 correct Low 6/11 correct Medium 8/11 correct High 10/11 correct	Students who do not show background content understanding will be pulled aside for teacher conference.
Exit Ticket TRECS paragraph	Student cannot verbalize or show in writing their accuracy and skill growth.	Students answer guiding questions using the TRECS argumentative writing structure and can articulate what they learned in class using the TRECS rubric.	Teacher will model writing or review previously analyzed work to remind students of feedback that they have received.

### Planned Self Monitoring [ALLI 1.5c, 3.4c]

Self-Monitoring Exercise	Whole Class, Individual, or Subgroup	Criteria for Self-Monitoring (Academic Skills or Knowledge)	EXTENSION: Students Identify Further Steps in Learning
Checklist for planned activities.	All	Checklist resembles the digital agenda but in the students own words. Checklist has been edited to show student REAL progress.	Checklist complete and interaction apparent. Students use their checklist during the next lesson to continue their progress towards mastery.

T.R.E.CS. Instructional/analytical rubric to guide progress towards writing mastery.	All	Use of T.R.E.CS. Rubric is accurate and follows the rubric. Students self and peer assess at the end of the lesson.	On Exit Tickets students identify what they need to work on.
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## Student Data [ALLI 1.3] - Period 1

Current Achievement	# Students
"A" Advanced (90-100)	1
"B" Proficient (80-89)	16
"C" Basic (70-79)	12
"NP" Below (60-69)	1
"NP" Far (below 60)	0

Testing Data (Source:)	
Benchmark 2	# Students
Advanced	
Proficient	6
Basic	8
Below	6
Far Below	11

Populations	# Students
SPED	2
ELL	2
RFEP	0
Af Am Males	3
Af Am Females	1
Latino Male	14
Latino Female	12

How are the activities, expectations and the timing or sequence of the learning experiences differentiated to meet the needs of individuals OR subgroups (ELs, Students with Disabilities, Low, Medium and High Skilled)? [ALLI 1.2 b & 1.3]

Name	Student ID	IS/Extension/Intervention	NOTE/ Focus	CHANGE SINCE LAST BM	Differentiated Groups
David		Starts at teacher conference station	Writing	Below basic/basic	Starts at teacher conference station
Eunice		Collaborative station	Gifted	Proficient	Choice stations
Gerardo		Collaborative station	Writing	Proficient approaching advanced	Choice stations
Anthony		Collaborative station	Writing	Below Basic	Choice stations
Adamaris		Collaborative station	Writing	Basic	Choice stations
Fatima		Collaborative station	Gifted	Proficient	Choice stations
Anthony		Collaborative station	Writing	Basic/Prof	Choice stations
Sully		Collaborative station	Gifted	Prof/Adv	Choice stations
Flavio		Collaborative station	Reading and Writing ELL and SPED	Basic approaching prof.	Choice stations
Melissa		Collaborative station	Writing	Below basic	Choice stations
Adrian		Collaborative station	Writing	Basic approaching prof.	Choice stations
Henry		Collaborative station	Writing	Basic approaching prof.	Choice stations
Vanessa		Collaborative station	Writing	Basic approaching prof.	Choice stations
Heaven		Collaborative station	Gifted (Emotions)	Basic approaching prof.	Choice stations
Arleen		Collaborative station	Gifted	Basic approaching prof.	Choice stations
Axelene		Collaborative station	Reading and Writing	Prof/adv	Choice stations
Joshua		Starts at teacher conference station	SPED Writing	Below/basic	Starts at teacher conference station
Rodolfo		Starts at teacher conference station	Behavior, Writing, Work ethic.	basic	Starts at teacher conference station
Mike		Starts at teacher conference station	Writing	basic	Starts at teacher conference station
Justin		Starts at teacher conference station	Behavior, Writing	Basic approaching prof.	Starts at teacher conference station
Roberto		Collaborative station	Writing	Basic approaching Proficient	Choice stations
Citlalli		Collaborative station	Writing	Basic approaching Proficient	Choice stations



Meybelin		Collaborative station	Writing	Prof	Choice stations
Joseline		Starts at teacher conference station	Reading and Writing, Behavior	Basic	Starts at teacher conference station
Jesus		Collaborative station	Writing	Basic approaching prof.	Choice stations
Jessica		Collaborative station	Writing, Proficient.	Prof	Choice stations
Kirshawn		Collaborative station	Behavior, Writing.	Basic approaching Proficient	Choice stations
Jonathan		Collaborative station	Gender, Writing	Basic	Choice stations
Eliu		Collaborative station	Gifted, Behavior, work ethic.	Prof	Choice stations

### Student Data [ALLI 1.3] - Period 3

Current Achievement	# Students
"A" Advanced (90-100)	1
"B" Proficient (80-89)	16
"C" Basic (70-79)	12
"NP" Below (60-69)	1
"NP" Far (below 60)	0

Testing Data (Source: Benchmark 2)	
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Far Below	8

Populations	# Students
SPED	7
ELL	6
RFEP	0
Af Am Males	1
Af Am Females	1
Latino Male	19
Lation Female	9

How are the activities, expectations and the timing or sequence of the learning experiences differentiated to meet the needs of individuals OR subgroups (ELs, Students with Disabilities, Low, Medium and High Skilled)? [ALLI 1.2 b & 1.3]

Name	Student ID	IS/Extension/Intervention	NOTE/ Focus	CHANGE SINCE LAST BM	Differentiated Groups
Lilliana		Collaborative station	Writing	Prof	Choice stations
Citlalli		Collaborative station	Gifted	Proficient	Choice stations
Miguel		Starts at teacher conference station	ELL, SPED, Writing	Below Basic	Starts at teacher conference station
Joseph		Starts at teacher conference station	SPED, Writing	Below Basic	Starts at teacher conference station
Maria		Starts at teacher conference station	SPED, Reading, Writing, Speaking, Listening	Below Basic	Starts at teacher conference station
Genesis		Starts at teacher conference station	SPED Reading Writing	Below Basic	Starts at teacher conference station
Priscila		Collaborative station	Writing	Basic/Prof	Choice stations
Emily		Collaborative station	Gifted	Prof/Adv	Choice stations
Christopher		Collaborative station	Writing	Prof	Choice stations
Ariadna		Collaborative station	Writing	Basic	Choice stations
Jessica		Collaborative station	Writing	Basic	Choice stations
Maritza		Collaborative station	Writing	Basic approaching prof.	Choice stations
Kevin		Collaborative station	Writing	Basic approaching prof.	Choice stations
Edith		Collaborative station	SPED, ELL, Reading, Writing	Below Basic	Choice stations
Leslie		Collaborative station	Writing	Basic approaching prof.	Choice stations
Nicole		Collaborative station	Gifted	Prof/adv	Choice stations
Alonso		Collaborative station	Writing	Prof/Adv	Choice stations
Michael		Collaborative station	Writing	Prof	Choice stations
Jocelyn		Collaborative station	Writing	Prof	Choice stations
Bryan		Collaborative station	Gifted	Prof	Choice stations
Anallely		Collaborative station	Writing	Basic approaching Proficient	Choice stations
Humberto		Starts at teacher conference station	SPED, ELL, Reading, Writing	Below Basic	Starts at teacher conference station
Jorge		Collaborative station	Writing	Basic	Choice stations
Yire		Collaborative station	Reading and Writing	Basic	Choice stations



Dhnuque		Collaborative station	SPED, Writing	Basic	Choice stations
Jesse		Starts at teacher conference station	Reading, Writing (testing Dyslexia?)	Below Basic	Starts at teacher conference station
Emily		Collaborative station	Writing	Basic approaching Proficient	Choice stations
Kimberly		Collaborative station	Gifted, Writing	Prof	Choice stations
Celeste		Starts at teacher conference station	ELL, Writing and Reading	Basic	Starts at teacher conference station

## Student Data [ALLI 1.3] - Period 4

Current Achievement	# Students
"A" Advanced (90-100)	3
"B" Proficient (80-89)	18
"C" Basic (70-79)	9
"NP" Below (60-69)	0
"NP" Far (below 60)	0

Testing Data (Source: Benchmark 2)	
	# Students
Advanced	
Proficient	6
Basic	9
Below	7
Far Below	7

Populations	# Students
SPED	3
ELL	3
RFEP	0
Af Am Males	0
Af Am Females	5
Latino Male	13
Lation Female	12

How are the activities, expectations and the timing or sequence of the learning experiences differentiated to meet the needs of individuals OR subgroups (ELs, Students with Disabilities, Low, Medium and High Skilled)? [ALLI 1.2 b & 1.3]

Name	Student ID	IS/Extension/Intervention	NOTE/ Focus	CHANGE SINCE LAST BM	Differentiated Groups
Baldomero		Starts at teacher conference station	ELL, Reading, Writing, and Listening	Prof	Starts at teacher conference station
Nayeli		Collaborative station	Writing	Proficient	Choice stations
Jose		Collaborative station	Writing	Below Basic	Choice stations
Daniel		Collaborative station	Writing	Below Basic	Choice stations
Katherine		Collaborative station	Writing	Below Basic	Choice stations
Hernan		Collaborative station	Writing	Below Basic	Choice stations
Jacqueline		Collaborative station	Gifted	Basic/Prof	Choice stations
Jennifer		Collaborative station	Gifted	Prof/Adv	Choice stations
Josue		Collaborative station	Writing	Prof	Choice stations
Samantha		Collaborative station	Writing	Basic	Choice stations
Ahtziri		Collaborative station	Writing	Basic	Choice stations
Jerson		Starts at teacher conference station	ELL Reading and writing	Basic approaching prof.	Starts at teacher conference station
Karla		Collaborative station	Gifted	Basic approaching prof.	Choice stations
Itzayana		Collaborative station	Writing	Below Basic	Choice stations
Sixto		Collaborative station	Writing	Basic approaching prof.	Choice stations
Ruth		Collaborative station	Gifted	Prof/adv	Choice stations
Saul		Collaborative station	Writing	Prof/Adv	Choice stations
Tiyonia		Starts at teacher conference station	SPED, Reading and Writing	Prof	Starts at teacher conference station
Mar'Shaie		Collaborative station	Writing	Prof	Choice stations
Heidi		Starts at teacher conference station	SPED, Reading, Writing, Speaking, and Listening.	Prof	Starts at teacher conference station
Denisse		Collaborative station	Writing	Basic approaching Proficient	Choice stations
Samuel		Starts at teacher conference station	Writing	Below Basic	Starts at teacher conference station
Steven		Collaborative station	Writing – Gifted.	Basic	Choice stations
Alexander		Collaborative station	Reading and Writing	Basic	Choice stations
Karina		Collaborative station	Gifted	Basic	Choice stations

Khalia		Starts at teacher conference station	Reading, Writing (testing?)	Below Basic	Starts at teacher conference station
Dejah		Collaborative station	Gifted-Writing	Basic approaching Proficient	Choice stations
Angel		Collaborative station	ELL-Reading and Writing	Prof	Choice stations
Ricardo		Collaborative station	Writing	Basic	Choice stations
Sharonda		Starts at teacher conference station	SPED, Reading and Writing	Below Basic	Starts at teacher conference station

## Student Data [ALLI 1.3] - Period 6

Current Achievement		# Students	Testing Data (Source: Benchmark 2)		# Students	Populations		# Students
"A" Advanced (90-100)		0	Advanced			SPED	7	
"B" Proficient (80-89)		10	Proficient		4	ELL	10	
"C" Basic (70-79)		13	Basic		8	RFEP	0	
"NP" Below (60-69)		5	Below		11	Af Am Males	0	
"NP" Far (below 60)		2	Far Below		7	Af Am Females	4	
						Latino Male	10	
						Lation Female	15	

How are the activities, expectations and the timing or sequence of the learning experiences differentiated to meet the needs of individuals OR subgroups (ELs, Students with Disabilities, Low, Medium and High Skilled)? [ALLI 1.2 b & 1.3]

Name	Student ID	IS/Extension/Intervention	NOTE/ Focus	CHANGE SINCE LAST BM	Differentiated Groups
Priscilla		Collaborative station	Writing	Below basic	Choice stations
Joey		Teacher conference station	SPED, Reading and Writing	Below basic	Teacher conference station
Cecilia		Collaborative station	Writing	Below Basic	Choice stations
Joselyn		Teacher conference station	SPED, Reading and Writing	Below Basic	Teacher conference station
Manuel		Teacher conference station	SPED Reading and writing	Below Basic	Teacher conference station
Lilibeth		Collaborative station	Writing	Basic	Choice stations
Ruben		Collaborative station	ELL Reading and writing	Below basic	Choice stations
Carlos		Collaborative station	Writing	Basic	Choice stations
Luis		Collaborative station	Writing	basic	Choice stations
Anayansi		Collaborative station	Writing	Basic	Choice stations
Leslie		Collaborative station	Writing	Below basic	Choice stations
Belen		Collaborative station	Writing	Basic	Choice stations
Beverly		Collaborative station	Writing	prof	Choice stations
Alexis		Teacher conference station	SPED, Emotional, Behavior, Reading, Writing, OCD?	FAR Below Basic	Teacher conference station
Jason L		Teacher conference station	SPED, Reading and Writing	Below basic	Teacher conference station
Jacquelyn		Collaborative station	SPED, Reading and Writing.	basic	Choice stations
Tanell		Collaborative station	Writing	Basic	Choice stations
Edgar		Collaborative station	ELL reading and writing	Below basic	Choice stations
Blanca		Collaborative station	Writing	Below basic	Choice stations
Carlos		Teacher conference station	ELL, Reading and writing	Below basic	Teacher conference station
Toni		Collaborative station	Writing	Below basic	Choice stations
Claudia		Collaborative station	Writing	Basic	Choice stations
Karen		Collaborative station	Writing - Gifted.	prof	Choice stations
Maria		Teacher conference station	SPED, Emotional, Extreme shy, reading and writing, SPEAKING.	Below basic	Teacher conference station
Hector		Collaborative station	ELL - Writing	Below basic	Choice stations

Jason		Collaborative station	Writing	Below basic	Choice stations
Amore		Collaborative station	Writing	prof	Choice stations
Tyrin		Collaborative station	Writing	Prof	Choice stations
Rachel		Teacher conference station	ELL, Reading and writing.	Below basic	Teacher conference station
Karina		Collaborative station	Writing.	Below Basic	Choice stations