Group of Students:	Date Range:
ACM Name:	Class and Content:

QUALITATIVE DATA From WHOLE CHILD PORTRAIT

Socio-Emotional Areas of Strength	Socio-Emotional Areas for Growth
Social Awareness Self Management	Decision Making Optimistic Thinking-when faced with a difficult text student assumes they will not be able to read it.
Academic Strengths	**Academic Challenges**
Understands the texts in class, analyzes the text, subject and predicate, complete sentences	Points of view, grammar

STRATEGIES FOR SUPPORT

Socio-Emotional	Academic Coaching	Planned Intervention
Discuss how we can make better decissions in class and at recess	Opened ended questions and stretch it Growth praise	Visuals and manipulatives Studenst work well in the library

Use DESSA to help identify areas to grow in Pis	Growth praise Model process for the students	Step by step intuctions Conecting to class work

6-Week SUPPORT PLAN

Common Core Standard, highlight/underline specific skill(s) to focus on

CCSS.ELA-LITERACY.CCRA.L.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases
by using context clues, analyzing meaningful word parts, and consulting general and
specialized reference materials, as appropriate.

Key Academic Vocabulary:	1. Context Clues 2. Prefix and Suffix 3. Cognates (connections to other languages)

Skills

(What progression of skills or concepts will you teach during each intervention?)

Use annotations to read for understanding (click/clunk)

Use context clues to determine the meaning of unknown: a. Words b. Phrases

Use various resources (dictionary, prefixes/suffixes, cognates) to determine the meaning of unknown words