



Let's Collaborate!

IDR for the Intermediate Grades



By Julie Papperman and



What is collaboration?



What does collaboration look like in the school setting?

Why do you collaborate?

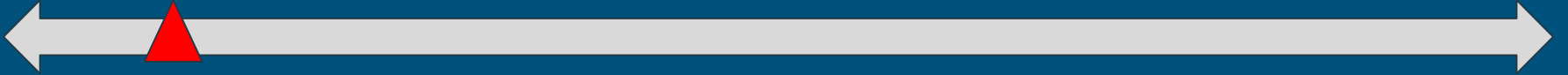
Who do you collaborate with?

Collaboration Continuum

Cooperation

Coordination

Collaboration



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Benefits of Collaboration



- Appeals to various learning styles.
- Access to more and newer resources.
- New ideas for projects.
- Technology integration.
- Students learn multiple literacy skills.
- Try new things with a teaching partner.
- Opportunity to raise student engagement and achievement.

School Improvement Plan

Focus Area: PARCC - ELA (Achievement - % of students scoring 4 or higher)	
Baseline Data (2017 - 2018):	
Total number of students: 401 Overall number of students scoring 4 or higher: 301 Overall % of students scoring 4 or higher: 75.1%	Identified Student Group: Hispanic, FARMs, Special Ed., ELL Total number of students in the student group: 71 Number of students in the student group scoring 4 or higher: 33 % of students in the student group scoring 4 or higher: 46%

Targets (Include Student Groups)

2018 - 2019	
Overall	Student Group
# of students scoring 4 or higher: 314	# of students scoring 4 or higher: 36
% of students scoring 4 or higher: 78.4%	% of students scoring 4 or higher: 50%



Book Talks



Model and share
book talks and
book reviews.



Teach and help students
write book reviews in or out
of the library.



Produce and publish student
created book reviews.

Connecting Standards

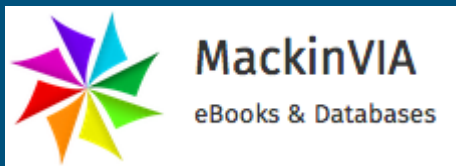
Common Core State Standards:

- **ELA-Literacy.RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures: determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.
- **ELA-Literacy.RL.4.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **ELA-Literacy.RL.5.2:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

National School Library Standards:

- **I. Inquire C. Share 4.** Sharing products with an authentic audience.
 - **V. Explore A. Think 1.** Reading widely and deeply in multiple formats and write and create for a variety of purposes.
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The MackinVIA Reader Database



Model how to access books based on student needs or interests, and utilize various features of the database.

[MackinVIA Tutorial](#)

Dear _____

I am reading _____ written by _____

This great book is all about _____

I learned new information by reading this book. The first new fact I learned is _____

The second interesting fact I learned is _____

But, the most interesting fact I learned was _____

I liked that fact best because _____

Your amazing reader, _____

Non-Fiction
Downloaded by TeachingFriends.org@gmail.com

IDR Letter Scoring Rubric

Name: _____ Date: _____

Criteria	4 Point	3 Points	2 Points	1 Point
Summary	Strong summary; only the most important information was included. (4-5 sentences)	Good summary; most all of the important information was included. (3-4 sentences)	Unfocused summary; some main ideas and minor details were included. (3 sentences)	Shows lack of understanding of summary form. Only minor details were included. (1-2 sentences)
Organization	Important ideas are arranged in correct sequence; paragraphs are indented; linking words and descriptive words are consistently used with clarity.	The organization of events is described mostly in a clear order; paragraphs are indented; linking words and descriptive words are mostly used with clarity.	The organization of events is not arranged logically; paragraphs are not indented; linking words and descriptive words are used with limited clarity.	The response lacks organization; no paragraph form is used; does not use linking words and descriptive words with clarity.
Friendly Letter Format	Response includes heading, greeting, body, closing, and signature.	Response is missing 1-2 components of a friendly letter.	Response is missing more than two components of a friendly letter.	Response does not follow the friendly letter format.
Comprehension of Focus Question	Accurately answers the focus question, showing understanding of main ideas and explicitly references the text, demonstrating complete comprehension.	Mostly answers the focus question, showing understanding of some ideas and references the text, demonstrating partial comprehension.	Partially answers the focus question, showing understanding of a few ideas, demonstrating limited comprehension.	Does not answer a focus question, demonstrating no comprehension.
Accuracy of Language and Conventions	Demonstrates command of conventions. There may be a few minor errors in grammar and usage, meaning is clear throughout the response.	Demonstrates general command of conventions. There are a few distracting errors in grammar and usage, but meaning is clear.	Demonstrates limited command of conventions. There are multiple distracting errors in grammar and usage that sometimes impede understanding.	Demonstrates no command of conventions. There are frequent distracting errors in grammar and usage that often impede understanding.

Points Earned: _____/20 Final Grade: _____

Teach students how to write IDR letters based on the MackinVIA texts.

Collectively assess student IDR letters.

Connecting Standards

Common Core State Standards:

- **ELA-Informational Texts. RI. 3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **ELA-Informational Texts. RI. 4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **ELA-Informational Texts. RI. 5.10:** Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

National School Library Standards:

- **V. Explore C. Share 1.** Expressing curiosity about a topic of personal interest or curricular relevance.
 - **I. Inquire D. Grow 1.** Continually seeking knowledge.
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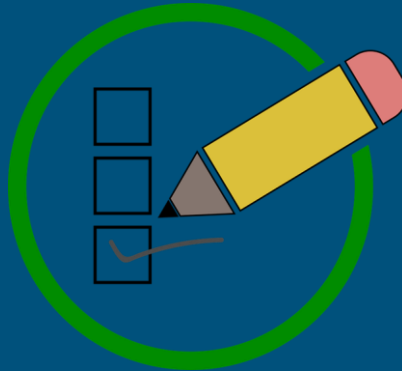
In Conclusion..



Evaluation Survey

Please take a moment to complete the survey. Your feedback is valuable!

[Click Here](#)



Works Cited

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