



# PLC Weekly Team Plan

School: TSHST

Date: 12/17/08

Grade Level/Department: \_\_\_\_\_

Team Members Present: \_\_\_\_\_

**Purpose of collaboration:**

- Establish targets and benchmarks
- Clarify essential outcomes by grade or course
- Develop common assessments
- Analyze assessment results
- Plan for interventions and instructional strategies

**Local standard/benchmark being addressed:**

See attached sheets that are highlighted.

**Accomplishments of this meeting:**

We agreed on format of 6-Traits Writing assessment that will be given to all TSHST students at the end of January

Next Steps	Resources Needed	Person Responsible
<ul style="list-style-type: none"> <li>• Continue teaching 6 Traits</li> <li>• Work on mock-up of assessment tools for final assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 6 + 1 Traits of Writing book.</li> <li>• Other 6 Traits materials</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers.</li> </ul>

# Reading/Language Arts Learning Standards for Tosa School of Health Science and Technology

*(Based on the Wisconsin Standards)*

## Standard A: Reading/Literature

### Read, interpret, and critically analyze literature.

By the end of **first** grade, students will:

- Relate stories to personal experience
- Express and support opinion of text
- Identify elements of a text
- Compare and contrast various text

By the end of **second** grade, students will:

- Read and respond to text for a variety of purposes
- Make inferences based on text information

By the end **third** grade, students will:

- Read and respond to text for a variety of purposes
- Make inferences based on text information
- Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning
- Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience

By the end **fourth** grade, students will:

- Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning
- Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience
- Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other and to real-life experiences
- Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience

By the end **fifth** grade, students will:

- Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view
- Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature
- Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work

# Reading/Language Arts Learning Standards for Tosa School of Health Science and Technology

*(Based on the Wisconsin Standards)*

## Standard B: Writing

**Create or produce writing to communicate with different audiences for a variety of purposes.**

By the end of **first** grade, students will:

- Use writing to relate events from personal experiences (personal narrative)
- Incorporate the essential elements of writing (ideas, organization, etc.)
- Use writing as part of the learning process (writing to learn)

By the end of **second** grade, students will:

- Use writing to relate events from personal experiences (personal narrative, letter writing, , autobiography etc.)
- Write a logical sequence of events including a beginning, middle, and ending
- Use writing as part of the learning process (writing to learn)

By the end of **third** grade, students will:

- Use writing as part of the learning process (writing to learn)
- Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences
- Write expressive pieces in response to reading, viewing, and life experiences (narratives, persuasive text, reflections, and letters) employing descriptive detail and a personal voice
- Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre

By the end of **fourth** grade, students will:

- Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences
- Write expressive pieces in response to reading, viewing, and life experiences (narratives, persuasive text, reflections, and letters) employing descriptive detail and a personal voice
- Write creative pieces (poetry, fiction, and plays) employing basic aesthetic principles appropriate to each genre
- Write in a variety of situations (timed and untimed, at school and at home) and adapt strategies, such as revision and the use of reference materials, to the situation
- Use a variety of writing technologies, including pen and paper as well as computers
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

By the end of **fifth** grade, students will:

- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice

## **Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.**

By the end of **first** grade, students will:

- Use spelling strategies and correct spelling of common and frequently used words
- Write using basic punctuation and capitalization in a sentence
- Write using complete sentences

By the end of **second** grade, students will:

- Use spelling strategies and correct spelling of common and frequently used words
- Write using mechanical conventions
- Write using correct language structure

By the end of **third** grade, students will:

- Understand and use parts of speech effectively, including nouns, pronouns, and adjectives
- Use adverbials effectively, including words and phrases

By the end of **fourth** grade, students will:

- Understand and use parts of speech effectively, including nouns, pronouns, and adjectives
- Use adverbials effectively, including words and phrases
- Capitalize proper nouns, titles, and initial words of sentences
- Use punctuation marks and conjunctions, as appropriate, to separate sentences and connect independent clauses
- Use commas correctly to punctuate appositives and lists
- Spell frequently used words correctly
- Use word order and punctuation marks to distinguish statements, questions, exclamations, and commands

By the end of **fifth** grade, students will:

- Employ the conventions of capitalization
- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words