



# PLC Weekly Team Plan

School: Wilson 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, highlighted sheet*

**Accomplishments of this meeting:**

*Discussed ~ if a student is not a fluent reader, is it because they lack automatic word identification?*

Next Steps	Resources Needed	Person Responsible
<i>assess Sight Word Vocabulary to analyze automatic word identification</i>	<i>Graded Word Lists &amp; analysis sheets</i>	<i>Team Members</i>

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

A.4.1 Use effective reading strategies to achieve their purposes in reading.

- Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures
- Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures
- Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text
- Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty
- Read aloud with age-appropriate fluency, accuracy, and expression
- Discern how written texts and accompanying illustrations connect to convey meaning
- Identify and use organizational features of texts, such as headings, paragraphs, and format, to improve understanding
- Identify a purpose for reading, such as gaining information, learning about a viewpoint, and appreciating literature

A.4.2 Read, interpret, and critically analyze literature.

- 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

A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.

- Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences
- Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources
- Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from autobiography, and poetry from prose
- Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience

A.4.4 Read to acquire information.

- Summarize key details of informational texts, connecting new information to prior knowledge
- Identify a topic of interest then seek information by investigating available text resources



# PLC Weekly Team Plan

School: Wilson Date: 2-11-2009

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:**

A.4.2 Read, interpret, and critically analyze literature.

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.

Recognize and recall elements and details of story structure, such as sequence of events,; character, plot, and setting, in order to reflect on meaning

**Accomplishments of this meeting:**

The results of QRI are now in! Checking the goal for this year in reading, we calculated the percentage for Narrative to be now at 63%. This is 6% up from the 57% of students at proficient/advanced proficient. In Expository the results were not so great. :( Expository is at 52%. This is NOT reaching our goal. However, considering that we have only been working on FICTION Lit Circles so far this school year, it is not surprising.

Next Steps	Resources Needed	Person Responsible
Plan expository RECIPROCAL TEACHING as described in the recent inservice.  We've already started informal groups at Independent reading time with the students who faired poorly in expository testing	Books leveled per results of the QRI testing.  Deb has already created the RECIPROCAL TEACHING posters we need to use to guide students through expository text.	Cheri

# PLC Weekly Team Plan

School: Wilson School Date: 02/25/09

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:**

We worked on all five standards

**Accomplishments of this meeting:**

We continued working on the grade level benchmarks for the standards. Groups were assigned to a focus standard which they fine-tuned.

Next Steps	Resources Needed	Person Responsible
Re-convene on Fri. Feb. 28 <sup>th</sup> at Whitman to finalize benchmarks. We will then take a global look to be sure we have not over-looked anything or included redundancies.	Copy of updated standards and benchmarks from 2/25/09. Various examples of standards from other districts and our 2000 copy of same.	Jane Storts is assembling the updates and will make copies for everyone..