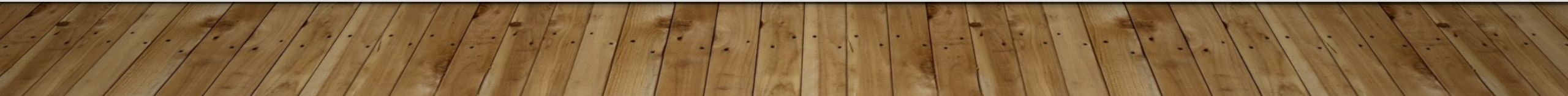


Unit 3 PLC Integrating Literacy with Metacognitive Strategies for ELLs

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PLC FOR UNIT 3: **ENGLISH LITERACY** **INTEGRATION FOR** **ELLS**

DEIDRE/JULIO/JOE

Schedule:

March: 3rd, 10th, 17th, 24th, 31st

April: 7th, 14th

Time: Period 8 / **Location:** Library

- **MEETING FOCUS:**
 - March 3rd – Unit 3 overview & Lesson 1
 - March 10th – Lesson 1 recap & Lesson 2 roll-out
 - March 17th – Lesson 2 recap & Lesson 3 roll-out
 - March 24th – Lesson 3 recap & Lesson 4 roll-out
 - March 31st – Lesson 4 recap & Lesson 5 roll-out
 - April 7th – Lesson 5 recap & Lesson 6 roll-out
 - April 14 – Lesson 6 recap & Unit 3 review

MARCH 3RD MEETING AGENDA

- Purpose of PLC
- PLC Guidelines / Online component (Google)
- Unit 3 overview [content/skills]
- Materials needed for Unit 3:
 - Reading in the Wild by Donalyn Miller
 - Teacher reading Chapter 1 “Wild Readers Dedicate Time to Read”
- Lesson 1 Backward Planning Target:
[CCSS.ELA-LITERACY.RL.6.1](#)
Examples of how to teach word roots:
<https://www.youtube.com/watch?v=c8lnftg0Gi0>
- **Overarching Questions:**
 - How does deciphering word structure aid students’ syntax understanding in context?
 - What do good readers do to understand the content they are reading before, during, and after?
 - **ESSENTIAL QUESTION:**
 - How can we use textual evidence to help support a claim?
- **Teachers will provide:**
 - Student samples / Authentic assessments
 - Teacher created projects aligned with unit.
 - Provide to students (book) - Starting with prefixes and suffixes (getting to roots of content-area vocabulary)

MARCH 10TH MEETING AGENDA

- Lesson 1 recap/analyze (student data driven)
- Lesson 2 planning target: [CCSS.ELA-LITERACY.RL.6.2](#)
Materials Needed:
 - Select an article from:
<http://www.ducksters.com/science/>
 - Sequence, find the main idea, draw conclusions and note details.
 - Reading in the Wild: brief discussion /
HW begin chapter 2

“Wild-Readers Self-Select Reading
Materials”

- Overarching Questions:
 - How does deciphering word structure aid students’ syntax understanding in context?
 - What do good readers do to understand the content they are reading before, during, and after?
 - ESSENTIAL QUESTION:
 - How can you identify the main idea or central theme of a paragraph? (micro) What to look for?
 - How can you identify the main idea/central theme of the entire article? (macro) What to look for?
 - Teachers will provide:
 - Student samples
 - Authentic assessments
 - Teacher created projects aligned with unit.

MARCH 17TH MEETING AGENDA

- Lesson 2 recap/ analyze (student data driven)
- Lesson 3 planning: [CCSS.ELA-LITERACY.L.6.4](#)
- **Materials Needed: Reading in the Wild by Donalyn Miller**
- *Chapter 3- “Wild Readers Share Books and reading with Other Readers” discussion*
- Prefix/Suffix word list:
<http://www.biologyjunction.com/prefixes%20and%20suffixes.pdf>
(Teacher created activity)
- Overarching Questions:
 - How does deciphering word structure aid students’ syntax understanding in context?
 - What do good readers do to understand the content they are reading before, during, and after?
- Student samples
- Authentic assessments
- Teacher created projects aligned with unit.

MARCH 24TH MEETING AGENDA

- Lesson 3 recap (student data driven)
- Lesson 4 planning:
 - [CCSS.ELA-LITERACY.RST.6-8.1](#)
Materials Needed: Reading in the Wild by Donalyn Miller (teacher reading)
 - *Chapter 4 – “Wild Readers Have Reading Plans”*
- Overarching Questions:
 - How does deciphering word structure aid students’ syntax understanding in context?
 - What do good readers do to understand the content they are reading before, during, and after?
 - Teachers will provide:
 - Student samples / Authentic assessments
 - Teacher created projects aligned with unit.

MARCH 31ST MEETING AGENDA

- Lesson 3 recap (student data driven)
- Lesson 4 planning:
 - [CCSS.ELA-LITERACY.RST.6-8.1](#)
Materials Needed: Reading in the Wild by Donalyn Miller (teacher reading)
 - *Chapter 5 (and final chapter) – “Wild Readers Show Preferences”*
- Overarching Questions:
 - How does deciphering word structure aid students’ syntax understanding in context?
 - What do good readers do to understand the content they are reading before, during, and after?
 - Teachers will provide:
 - Student samples / Authentic assessments
 - Teacher created projects aligned with unit.

1. Revisions to PowerPoint

After viewing my classmates' PowerPoint presentations, one thing I think we could eliminate is the detail of spelling out the standard. Providing the standard number should be enough, as well as referencing it in conversation. Our slides were few but compact with pertinent information, which I would not change. Our Google classroom for the PLC, will also provide a breakdown of key pieces of information and be an integral piece to producing a great PLC.

2. Description of why the PLC process is so important to curriculum development on a 1 to 10 scale.

9.5- PLC's provide the on-site educator's glue and input into the process of developing curriculum for the students we are currently teaching. Since curriculum building in our district is reserved for the select few at the top and since circumstances are constantly and sometimes rapidly changing both inside and outside of the classroom, it is crucial that the curriculum builders keep their finger on the pulse of this changing scenario, so that the curriculum stays current. It can almost be described as a "grassroots" effort PLC's enable the hearing of many "voices", particularly those of teachers who have done research on a particular subject area.

Just today, I had what was billed as a PLC, but what turned out to be a PD (during my VAM), where I shared a chunk of information relating to my CARP. I had approximately 40 minutes in which to ask the participants to do a survey, do a presentation of the CARP focus, solicit buy-in, quell fears or

concerns of distrust for my motivation to gather the information, show a short you-tube video on my focused topic, pass out materials for teacher perusal and briefly take questions. I had the rapt of attention of ALL of my colleagues and one even asked if I could do a workshop in order to delve deeper. This, I believe, is the purpose of and proper response to sharing this kind of curriculum changing information. Coming from teachers, it can be extraordinarily impactful to a school's professional learning community. This reason I gave a 9.5 and not a 10 is that those schools who are blessed with the human and physical resources to have regular PLC's will obviously benefit and their curriculum creation will truly include many voices, especially those of the contributing teachers. However, should a school be lacking in any of the ways described above, the curriculum should not suffer substantially due to the absence of direct teacher input. Conferenced- based, face-to-face PLCs should be just one way to effectively get the job done and Google classroom can create a supportive, hybrid learning environment.

3. What does this mean for me as a leader?

The Professional Learning Community is excellent for using previously untapped, in house talent. It is also important for curriculum-design and team-consensus building since it pertains to "teaching the students in front of us." Empowering your teachers is life-changing and self-esteem boosting, which enhances the overall climate and culture of the school.