

PLC Meeting Record

Subject/Grade Level: 6th-8th ELA Time: 9:11-9:50

Group Leader: _____

Recorder: _____

Yearly Goal:

By April 2016, the average number of Tier 2, academic vocabulary terms correctly identified by _____ students will be 14 out of 21 or 60% proficiency.

SRI Goal: From the Fall of 2015 to the Spring of 2016, the number of students at proficient or above for _____ will increase from 40% to 55%.

Meeting Outcome:

TTW take the 15-16 ELA LEAP Practice Test and analyze what students will need to be able to do to be successful on the state test.

Materials.

Handouts

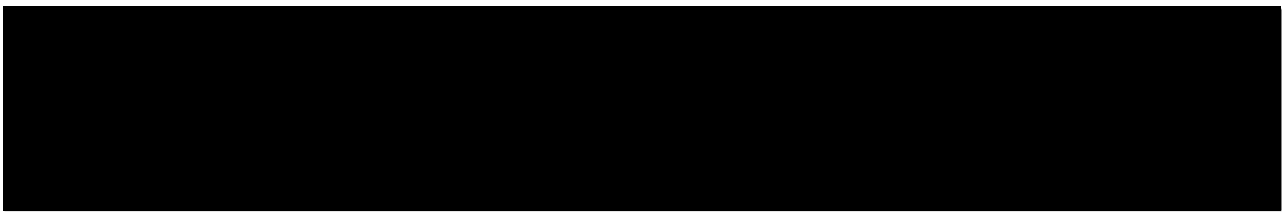
- Agenda
- LEAP Practice Tests

Meeting Details:

(What took place during the meeting?)

- are all the passages link by topic for a on purpose?
- narrative text
 - easy to read
 - student read directions & title
 - vocabulary -
 - more manageable
 - not good @ writing stories -
 - writing memoirs in class now
 - struggling:
 - tell not show

don't use vivid imagery
* start in middle of action
* use 5 sense
v direction, not to an

- * Telling facts
 - * teacher telling stories
 - * looking back @ other texts used in the unit
 - * write a story last week
 - giving feedback to students
peer to peer
 - * focus on one idea w/
beg & end
 - * going over story elements
 - * creative writing - not spending
as much time on this
 - * Characterization - ok students
- 



Writing Forms for PCR Items -- PARCC UPDATE

Source: <http://www.parcconline.org/sites/parcc/files/PARCCSampleofWritingForms.pdf>

In the classroom writing can take many forms, including both informal and formal. Since each PCR is designed to measure both written expression and knowledge of language and conventions, the audience and form for each PCR will necessitate that students use a formal register. In addition, PARCC seeks to create items that elicit writing that is authentic for the students to be assessed. The list below represents a sample of the forms which may be elicited from students in response to PARCC Summative Assessment PCRs. This list is not designed to be exhaustive either for the PARCC assessments or the classroom. Item writers will not use the list as the definitive list of forms that can be elicited on PCRs, and **teachers should not plan to use the list as a checklist of forms to be taught.**

Instead, the list is provided to demonstrate the wealth of forms for writing that may be used to elicit authentic student writing.

In grades 3-5, students may be asked to produce:

Adventure stories	Autobiography ^{5th} Scientist	Biography ^{5th} Book Club
Book reviews ^{5th} Book Club	Brochures ^{6.1}	Character Sketches ?
Descriptions ^{5th}	Diaries ^{5th}	Encyclopedia or Wiki entries
Endings ^{5th}	Essays ^{5th}	Explanations ^{5th}
Fables	Fantasy stories ^{5th}	Fiction ^{5th}
How-to-do-it articles	Humorous stories	Legends
Letters ^{5th}	Magazine articles	Myths
News articles	Pamphlets ^{6.1}	Persuasive letters ^{5.1}
Reports ^{5th}	Reviews ?	Scenes (from a play) ^{5.1}
Short stories	Science articles ^{5th} ELA	Science fiction stories ^{5.1} ELA
Sequels	Speeches	

In addition to those forms listed for grades 3-5, students in grades 6-8 may be asked to produce:

- Anecdotes
- Apologies
- Complaints
- Editorials
- Interviews

Use this list to create Book Club projects in the future or writing prompts for students.