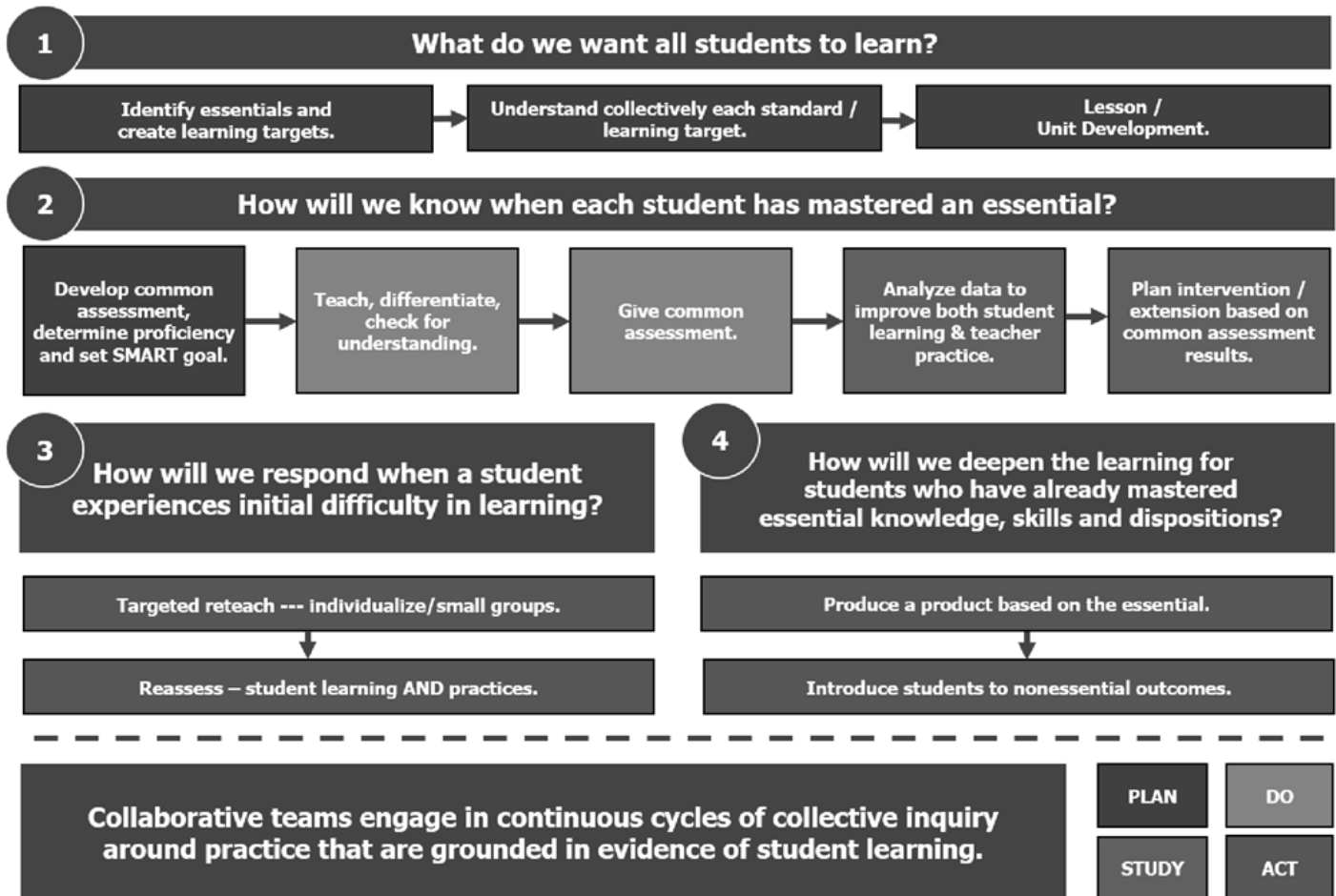


Bowie MS Guide to the PLC Process

The Solution Tree Visual



Step I: Unpacking Essential Standards (1- 3 Standards)

Question 1

What do we want our students to learn?

Essential Standard 1

Do It: Unpacking Standards	
STEP 1: Unpack SE into Knowledge + Skills Chart	
6.5E Make connections to personal experiences, ideas in other texts, and society.	
Knowledge	Skills
<ul style="list-style-type: none">• Students will need to know different genre elements.• Students will need to know how to annotate a text using close reading strategies such as numbering the paragraphs, highlighting key ideas, and defining key vocabulary.• Students will need to know how to identify the main idea of a text<ul style="list-style-type: none">• Students need to know how to compare and contrast using a Venn Diagram.• Students will need to know how to bridge main ideas between two texts using theme words	<ul style="list-style-type: none">• Students will need to discuss the texts using academic vocabulary• Students will need to identify different genre elements.<ul style="list-style-type: none">• Students will need to identify the main idea of two texts• Students will need to fill out graphic organizers• Students will use a venn diagram for each text to synthesize one theme• Students will need to demonstrate comprehension of one text in order to compare and contrast to the sister text• Students will use their synthesized ideas from the venn diagrams to write a constructed response
STEP 2: Solve the Assessment Items	
Solve the assessment items under Released STAAR Items . Show all of your work and list the steps you take to solve each item. Link:	
STEP 3: Add to your K + S Chart	
Go back and add to your K+S chart above, based on your experience solving the assessment items.	

6.5(E) make connections to personal experiences, ideas in other texts, and society

Analysis of Assessed Standards

2022 – Q25 Passage #3A Informational and Passage #3B Informational

Cluster	Informational
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

25 Use “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” to answer the following question.

Which idea is supported by information in **BOTH** selections “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt”?

- A It is people’s responsibility to take care of the environment.
- B People can experience beautiful sights while exploring nature.
- C It is important for people to teach themselves new skills.
- D Great wealth should be shared with others.

Data Analysis			
Item	State	Local	Error Analysis
A	10		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error
B*	75		<input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Mixed Up Concepts
C	10		
D	5		

**Learning from Mistakes
Instructional Implications**

* Correct Answer (B)

6.5(E) make connections to personal experiences, ideas in other texts, and society

Analysis of Assessed Standards

2022 – Q26 Passage #3A Informational and Passage #3B Informational

Cluster	Informational
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

26 Use “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” to answer the following question.

What is a **DIFFERENCE** in the way the authors of the selections “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” create understanding for the reader?

- F Only the author of “Dive into a Sunken Museum” details how the subject interacts with other people.
- G Only the author of “Dive into a Sunken Museum” explains the actions people take as a result of the subject’s work.
- H Only the author of “Dive into a Sunken Museum” provides other people’s thoughts about the subject’s work.
- J Only the author of “Dive into a Sunken Museum” highlights the main subject’s views about nature.

Data Analysis			
Item	State	Local	Error Analysis
F	18		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error
G	22		<input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Mixed Up Concepts
H*	43		
J	16		

**Learning from Mistakes
Instructional Implications**

* Correct Answer (H)

2022 – Q27 Passage #3A Informational and Passage #3B Informational

27 Use “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” to answer the following question.

What is a major way Jason Taylor’s sculptures in the selection “Dive into a Sunken Museum” **DIFFER** from Forrest Fenn’s treasure in the selection “A Modern-Day Treasure Hunt”?

- A** Taylor wants his sculptures to be protected from outdoor conditions.
Fenn wants his treasure to be exposed to outdoor conditions.
- B** Taylor wants people to know where to find his sculptures.
Fenn wants to keep the location of his treasure hidden.
- C** Taylor wants people to interact with his sculptures.
Fenn wants people to stay away from his treasure.
- D** Taylor wants his sculptures to be viewed in a traditional way.
Fenn wants his treasure to be seen in a nontraditional way.

* Correct Answer (B)

Cluster		Informational	
Subcluster		Across Genres	
Content		Readiness	
Process			
Stimulus			
Data Analysis			
Item	State	Local	Error Analysis
A	11		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Mixed Up Concepts
B*	71		
C	10		
D	9		
Learning from Mistakes Instructional Implications			

6.5(E) make connections to personal experiences, ideas in other texts, and society

Analysis of Assessed Standards

2022 – Q28 Passage #3A Informational and Passage #3B Informational

28 Use “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” to answer the following question.

In what way is the focus of the selections “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” **SIMILAR**?

- F** Both selections show how an individual has used a talent to protect nature.
- G** Both selections illustrate the way an individual has used art to create a puzzle.
- H** Both selections detail the way an individual keeps the location of an object secret.
- J** Both selections describe how an individual tries to attract visitors to a location.

* Correct Answer (J)

Cluster		Informational	
Subcluster		Across Genres	
Content		Readiness	
Process			
Stimulus			
Data Analysis			
Item	State	Local	Error Analysis
F	17		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Mixed Up Concepts
G	14		
H	11		
J*	58		
Learning from Mistakes Instructional Implications			

6.5(E) make connections to personal experiences, ideas in other texts, and society

Analysis of Assessed Standards

2021 – Q24 Passage #3A Informational and Passage #3B Informational

Cluster	Informational
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

- 24 How is paragraph 3 of the selection "A Massive Mission" **similar** to paragraph 4 of the selection "DO Look Down!"?
- F Both paragraphs emphasize that planning ahead was an essential part of the projects.
 - G Both paragraphs present information about how the projects were approved.
 - H Both paragraphs explain the hopes and expectations that people had for the projects.
 - J Both paragraphs reveal the overall costs associated with the projects.

Data Analysis

Item	State	Local	Error Analysis
F*	53		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error
G	17		<input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Mixed Up Concepts
H	21		
J	9		

**Learning from Mistakes
Instructional Implications**

* Correct Answer (F)

6.5(E) make connections to personal experiences, ideas in other texts, and society

Analysis of Assessed Standards

2021 – Q25 Passage #3A Informational and Passage #3B Informational

Cluster	Informational
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

- 25 How is the Grand Canyon Skywalk in the selection "DO Look Down!" **unlike** the space shuttle *Endeavour* in the selection "A Massive Mission"?
- A The Grand Canyon Skywalk is now an attraction for the public to enjoy.
 - B The Grand Canyon Skywalk has served as a model for other projects that followed.
 - C The Grand Canyon Skywalk has been built to withstand extreme conditions.
 - D The Grand Canyon Skywalk is constructed with heavy materials.

Data Analysis

Item	State	Local	Error Analysis
A	24		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error
B*	38		<input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Mixed Up Concepts
C	29		
D	9		

**Learning from Mistakes
Instructional Implications**

* Correct Answer (B)

6.5(E) make connections to personal experiences, ideas in other texts, and society

Analysis of Assessed Standards

2021 – Q26 Passage #3A Informational and Passage #3B Informational

Cluster	Informational
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

26 What is a **difference** between the people who organized *Endeavour's* move in the selection "A Massive Mission" and the builders of the Grand Canyon Skywalk in the selection "DO Look Down!"?

- F Only the organizers of *Endeavour's* move were satisfied with the results of their efforts.
- G Only the organizers of *Endeavour's* move required help from engineers.
- H Only the builders of the skywalk made decisions based on concerns about public safety.
- J Only the builders of the skywalk were hoping their project would create jobs.

Data Analysis

Item	State	Local	Error Analysis
F	11		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error
G	16		<input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Mixed Up Concepts
H	25		
J*	48		

**Learning from Mistakes
Instructional Implications**

* Correct Answer (J)

6.5(E) make connections to personal experiences, ideas in other texts, and society

Analysis of Assessed Standards

2021 – Q27 Passage #3A Informational and Passage #3B Informational

Cluster	Informational
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

27 Read this sentence from paragraph 5 of the selection "A Massive Mission."

Every day people come to see the shuttle that flew so many daring missions into space.

Which sentence from the selection "DO Look Down!" includes a **similar** idea?

- A *Though it would take a great amount of work, many tribe members liked this idea; they felt the skywalk would provide job opportunities.* (paragraph 4)
- B *It is strong enough to hold the weight of 71 airplanes.* (paragraph 5)
- C *Since then the \$30 million attraction has welcomed millions of visitors.* (paragraph 6)
- D *The Hualapai have future plans to add businesses and a museum.* (paragraph 6)

Data Analysis

Item	State	Local	Error Analysis
A	21		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error
B	9		<input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Mixed Up Concepts
C*	58		
D	12		

**Learning from Mistakes
Instructional Implications**

* Correct Answer (C)

Step 4: Sequence list of K+S in order that leads to mastery.

Step 5: Adjust language of K+S to reflect criteria of a daily objective.

Rigorous: Vocabulary matches the standards, SE, and STAAR questions

Manageable: Can be taught and mastered in one day

Distinct: Specific to one lesson and not repeated over multiple days

Measurable: Can know whether or not students mastered the daily objective

Data-driven: Rooted in what students need to learn based on analysis of student work, formative assessment, and/or summative assessment

Do It – Daily Lesson Objectives for TEK

Day 1	I can meaningfully interact with the text, <i>After the Hurricane</i>, by using the guided annotations and engaging with pre-reading activities.
Day 2	I can analyze poetry by identifying personification, metaphors, and similes in <i>After the Hurricane</i>.
Day 3	I can meaningfully interact with the text, <i>Ninth Ward</i>, by using the guided annotations and engaging with pre-reading activities
Day 4	I can identify different genre elements by participating in a Talk, Read, Talk Write.
Day 5	I can make connections between two texts by writing a short constructed response in which I compare the experiences of both authors.
Day 6	I can answer STAAR aligned questions to make connections between the two anchor text.
Day 7	I can demonstrate mastery of making connections by completing a CFA over 6.5E.

Essential Standard 2

Unpacking Standards and Creating Daily Lesson Objectives

Step 1: Break down SE into lists of K+S.

Step 2: Solve assessment items, making note of steps.

Step 3: Adjust initial list of K+S based on your experience solving the assessment items.

Step 4: Sequence list of K+S in order that leads to mastery.

Step 5: Adjust language of K+S to reflect criteria of a daily objective.

Do It: Unpacking Standards

STEP 1: Unpack SE into Knowledge + Skills Chart

6.10C Revise drafts for clarity, development, organization, style, word choice, and sentence variety

Knowledge	Skills
<ul style="list-style-type: none"> ● Students will need to know text organization patterns ● Students will need to know the different sentence structures including simple, compound, complex, and compound-complex ● Students will need to know the grammar rules for run-on, comma splices ● Students will need to know the difference between active and passive voice ● Students will need to know the order in which to write an essay ● Students will need to know genre elements ● Students will need to know how to determine the correct word choice and diction used for that genre 	<ul style="list-style-type: none"> ● Students will need to be able identify the different organizational patterns used in their writing ● Students will need to identify complete sentence and run-on sentences ● Students will need to identify the differences between dependent vs independent clauses ● Students will need to identify comma rules, such as appositives and comma splices ● Students will need to use dictionary skills, such as looking up words ● Students will need to identify FANBOYS in order to create complex sentences ● Students will need to complete the writing process

STEP 2: Solve the Assessment Items

Solve the assessment items under [Released STAAR Items](#). Show all of your work and list the steps you take to solve each item. Link:

7.10(C) for clarity, development, organization, style, word choice, and sentence variety
 OLD 7.14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed

2017 – Q1 Passage #1

1 What is the most effective revision to make in sentence 4?

- A Unfortunately, my hands aren t interested, they don t care what my brain is telling them to do.
- B Unfortunately, my hands aren t interested in what my brain is telling my hands to do.
- C Unfortunately, my hands and my brain aren t interested in what it is telling them to do.
- D No revision is needed in this sentence.

Analysis of Assessed Standards

Cluster	Revision
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local	Error Analysis
A	18		<input type="checkbox"/> Guessing
B	29		<input type="checkbox"/> Careless Error
C	4		<input type="checkbox"/> Stopped Too Early
D*	50		<input type="checkbox"/> Mixed Up Concepts

**Learning from Mistakes
Instructional Implications**

* Correct Answer (D)

7.10(C) for clarity, development, organization, style, word choice, and sentence variety

OLD 7.14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed

Analysis of Assessed Standards

2017 – Q2 Passage #1

2 What is the BEST way to revise sentence 8?

- F A shrill scream snaps me out of my daydream, and from the car behind me, it returns my focus to the world around me.
- G A shrill scream snaps me out of my daydream and returns my focus to the world around me, it came from the car behind me.
- H A shrill scream from the car behind me snaps me out of my daydream and returns my focus to the world around me.
- J A shrill scream snaps me out of my daydream from the car behind me, returning my focus to the world around me.

Cluster	Revision
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local	Error Analysis
F	8		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error
G	5		<input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Mixed Up Concepts
H*	57		
J	30		

**Learning from Mistakes
Instructional Implications**

* Correct Answer (H)

7.10(C) for clarity, development, organization, style, word choice, and sentence variety

OLD 7.14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed

Analysis of Assessed Standards

2017 – Q3 Passage #1

3 What is the BEST revision to make in sentence 9?

- A All I can hear is the whoosh of the wind, the thunder of the car s metallic wheels, and the piercing shrieks of my fellow passengers.
- B All I can hear is the whoosh of the wind and the thunder of the car s metallic wheels, I can also hear my fellow passengers who have piercing shrieks.
- C All I can hear is the whoosh of the wind and the thunder of the car s metallic wheels and my fellow passengers and their piercing shrieks.
- D All I can hear is the whoosh of the wind next to the thunder of the car s metallic wheels beside my fellow passengers who have piercing shrieks.

Cluster	Revision
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local	Error Analysis
A*	82		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error
B	7		<input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Mixed Up Concepts
C	5		
D	5		

**Learning from Mistakes
Instructional Implications**

* Correct Answer (A)

7.10(C) for clarity, development, organization, style, word choice, and sentence variety

OLD 7.14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed

Analysis of Assessed Standards

2017 – Q4 Passage #1

4 Isaiah would like to add some detail to support the idea he has presented in sentence 14. Which sentence could BEST follow and provide support for sentence 14?

- F I m thinking that the ride will be over soon.
- G It comes out of the tunnel really fast and heads straight up into the air.
- H The light of a beautiful day is welcome but nearly blinding after the darkness of the tunnel.
- J While I find adventure movies intriguing, this doesn t feel intriguing at all.

Cluster	Revision
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local	Error Analysis
F	16		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error
G	26		<input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Mixed Up Concepts
H*	47		
J	10		

**Learning from Mistakes
Instructional Implications**

*Correct Answer (H)

7.10(C) for clarity, development, organization, style, word choice, and sentence variety

OLD 7.14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed

Analysis of Assessed Standards

2017 – Q5 Passage #1

5 What is the most effective transition to add to the beginning of sentence 19?

- A For example
- B To repeat
- C On the other hand
- D In fact

Cluster	Revision
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local	Error Analysis
A	8		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error
B	4		<input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Mixed Up Concepts
C	16		
D*	73		

**Learning from Mistakes
Instructional Implications**

*Correct Answer (D)

7.10(C) for clarity, development, organization, style, word choice, and sentence variety

OLD 7.14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed

Analysis of Assessed Standards

2017 – Q6 Passage #1

6 Isaiah's closing sentence is weak. Which of these sentences could replace sentence 20 and provide a more effective closing for this paper?

- F** I'm going to get right back in line and ride the Viper again!
- G** There's no doubt in my mind as to what I will do now!
- H** Finally, I'm going to do it again.
- J** In closing, riding the Viper was an amazing experience.

Cluster	Revision
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local	Error Analysis
F*	74		<input type="checkbox"/> Guessing <input type="checkbox"/> Careless Error
G	13		<input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Mixed Up Concepts
H	6		
J	7		

**Learning from Mistakes
Instructional Implications**

* Correct Answer (F)

STEP 3: Add to your K + S Chart

Go back and add to your K+S chart above, based on your experience solving the assessment items.

Step 4: Sequence list of K+S in order that leads to mastery.

Step 5: Adjust language of K+S to reflect criteria of a daily objective.

Strong Daily Lesson Objectives

Rigorous: Vocabulary matches the standards, SE, and STAAR questions

Manageable: Can be taught and mastered in one day

Distinct: Specific to one lesson and not repeated over multiple days

Measurable: Can know whether or not students mastered the daily objective

Data-driven: Rooted in what students need to learn based on analysis of student work, formative assessment, and/or summative assessment

Do It – Daily Lesson Objectives for TEK

Day 1	I can identify text structure by looking at the different text features.
Day 2	I can identify independent and dependent clauses by color coding sentences.
Day 3	I can revise using the comma rules.
Day 4	I can combine sentences by deleting unnecessary details and commas.
Day 5	I can demonstrate mastery of revising by completing a revision CFA.

Goal: Add differentiation to to IPC

Step II: Instructional Planning Calendar

Fourth Grading Period

January 9 - February 17

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Jan 9 - Day 1</p> <p>First Day Back! Eggemeyer Library T- SEL Check In/Social Contract Update /Classroom Procedures/Expectations O- I can reflect on the fall semester by completing a check in assignment to help me update our class social contract. D- By the end of the block, students will complete a google form self reflection and participate in a class discussion to update the class social contract.</p> <p>https://forms.gle/1KggNCeRtxPe2UK28</p> <p><input type="checkbox"/> 1/9 Welcome Ba...</p>	<p>10 - Day 2</p> <p>LE2 T- Analyze <i>After the Hurricane</i> 6.9D O- I can meaningfully interact with the text, <i>After the Hurricane</i>, by using the guided annotations and engaging with pre-reading activities. D- By the end of the block, students will complete 4 notice and note questions in their textbook using complete sentences and evidence and support.</p> <p>Tasks:</p> <ol style="list-style-type: none"> Unit Opener Video <ol style="list-style-type: none"> Discuss: What does it take to be a survivor? Read <i>After the Hurricane</i> x2 <p><input type="checkbox"/> 1/10 Unit 4 LE2:...</p> <p>Balderas: https://classlink.discoveryeducation.com/learn/videos/28c1dcbc-8c99-49f9-9cb4-0a4a0103addb</p>	<p>11 - Day 3</p> <p>LE2 T- Reviewing Figurative Language 6'9D O- I can analyze poetry by identifying personification, metaphors, and similes in <i>After the Hurricane</i>. D- By the end of the block, students will identify at least 2 examples of personification, metaphors, and similes</p> <p><input type="checkbox"/> Unit 4 LE2: 6th ... <input type="checkbox"/> 1/11 LP</p>	<p>12 - Day 4</p> <p>LE2 T- Analyze <i>Ninth Ward</i> O- I can meaningfully interact with the text, <i>Ninth Ward</i>, by using the guided annotations and engaging with pre-reading activities D- By the end of the block, students will complete 4 notice and note questions in their textbook using complete sentences and evidence and support.</p>	<p>13 - Day 5</p> <p>LE2 T- TRTW <i>Ninth Ward</i> O- I can identify different genre elements by participating in a Talk, Read, Talk Write. D- By the end of the block, students will identify the impact of the mood and tone of the article by responding with a short constructed response.</p> <p>T- Making Connections Short Constructed Response 6.5E O- I can make connections between two texts by writing a short constructed response in which I compare the experiences of both authors. D- By the end of the block, students will complete a short constructed response using the claim, evidence, and reasoning.</p>
<p>Team Time What Now? Calibration with Anna Brown What's Next? IPC update, tier 3 pullouts, MAP, testing, etc.</p>	<p>Team Time What Now? IPC update, tier 3 pullouts, MAP, testing, etc. What's Next? Write STAAR aligned practice questions for Monday</p>	<p>Team Time What Now? Write STAAR aligned practice questions for Monday What's Next? Internalize frequency chart (STAAR)</p>	<p>Team Time What Now? Internalize frequency chart (STAAR) What's Next? Make cub connection groups, add accommodations for MAP testing</p>	<p>Team Time What Now? Make cub connection groups, add accommodations for MAP testing What's Next?</p>
<p>Unit Notes:</p>	<p>Unit Notes:</p> <ul style="list-style-type: none"> Come with Practice STAAR test open 	<p>Unit Notes:</p> <ul style="list-style-type: none"> Using HMM: <i>After the Hurricane</i> and <i>Ninth Ward</i> 9-12 	<p>Unit Notes:</p>	<p>Unit Notes:</p>

	- https://www.texasassessments.gov/practice-tests.html	- Eggemeyer will change 12 to match the short constructed response on the CFA		
Jan 16	17 - Day 6	18 - Day 7	19 - Day 8	20 - Day 9
Holiday	<p>LE2 Balderas and Tirado Library T- Making Connections 6.5E O- I can answer STAAR aligned questions to make connections between the two anchor text. D- By the end of the block, students will answer 6 STAAR aligned questions to make a connection between both class anchor texts with at least 80% accuracy.</p> <p>1/17 LP</p>	<p>LE2 T- Making Connections CFA 6.5E O- I can demonstrate mastery of making connections by completing a CFA over 6.5E. D- By the end of the block, students will demonstrate mastery of making connections by completing a CFA by answering 7 STAAR aligned questions.</p>	<p>LE2 MAP Test Day 1 T- Achieve 3000 O- I can make connections using an Achieve 3000 article and my life by responding to a short constructed response question. D- By the end of the block, students will complete an Achieve 3000 activity by scoring at least a 75% and answer a short constructed response question using the CER strategy.</p>	<p>MAP Test Day 2 T- Flex/Reteach Day O- I can learn how to make connections between 2 texts by completing guided discourse or a whole class reteach. D- By the end of the block, students will make a connection between two texts by answering multiple choice and a short response question.</p>
	<p>Team Time What Now? Finalize MAP Update IPC What's Next? Looking ahead DCA 3, do nows for revising CFA</p>	<p>Team Time What Now? Score SCR on CFA What's Next? Score SCR on CFA</p>	<p>Team Time What Now? Score SCR on CFA What's Next? Update IPC</p>	<p>Team Time What Now? Update IPC What's Next? Discuss trends using the SCR</p>
	<p>Unit Notes:</p> <ul style="list-style-type: none"> - Picked DCA day - Picked Flex Day - Decided to do LE4 of the Honors curriculum 	<p>Unit Notes:</p> <ul style="list-style-type: none"> - Sterns writing IPC Feedback 	<p>Unit Notes:</p> <ul style="list-style-type: none"> - Informal EL visit on the 24th - Eggemeyer a day behind next week due to CFA being incomplete for more than half of students 	<p>Unit Notes:</p> <ul style="list-style-type: none"> - Finished MOY MAP testing - Discussed DCA 3 - Invite PLC coach (Sterns) on Thursdays
Jan 23 - Day 10	24 - Day 11	25 - Day 12	26 - Day 13	27 - Day 14
<p>LE1 Eggemeyer Library Balderas: T- Analyze A Long Walk to Water 6.7D O- I can analyze the characters and setting of a novel excerpt and</p>	<p>LE1 Balderas: T- Analyze A Long Walk to Water using TRTW</p>	<p>LE1 Balderas: T- Setting Impacts the Character 6.7D O- I can determine how the setting impacts a character by responding to a short</p>	<p>LE1 Balderas: T- Vocabulary/Check for Understanding O- I can show my understanding of A Long Walk to Water by</p>	<p>LE1 T- Making Connections with Achieve 3000 O- I can connect ideas presented in a literary work with an overarching theme by writing a short</p>

<p>their connections by actively annotating the text and participating in academic conversations. D- By the end of the block, students will answer three checks for understanding questions with at least 66% accuracy. I</p> <p>Unit 4 LE 1: 6th ...</p> <p>Eggemeyer and Tirado: O- I can demonstrate mastery of making connections by completing a CFA over 6.5E. D- By the end of the block, students will demonstrate mastery of making connections by completing a CFA by answering 7 STAAR aligned questions.</p>	<p>O- I can analyze the characters and setting of a novel excerpt and their connections by participating in a TRTW activity. D- By the end of the block, students will craft a script outlining their thoughts on how the setting impacts Salva and the plot.</p> <p>Unit 4: A Long ...</p> <p>NoRedInk: <i>The Preposition and Prepositional Phrases</i></p> <p>Eggemeyer and Tirado: T- Analyze <i>A Long Walk to Water</i> 6.7D O- I can analyze the characters and setting of a novel excerpt and their connections by actively annotating the text and participating in academic conversations. D- By the end of the block, students will answer three checks for understanding questions with at least 66% accuracy.</p> <p>Unit 4 LE 1: 6th ...</p> <p>EL Observation AM Bankhead Pullout</p>	<p>constructed response question. D- By the end of the block, students will craft a short constructed response explaining how the setting of <u>A Long Walk to Water</u> impacts Salva and the actions he takes.</p> <p>Eggemeyer and Tirado: O- I can analyze the characters and setting of a novel excerpt and their connections by participating in a TRTW activity. D- By the end of the block, students will craft a script outlining their thoughts on how the setting impacts Salva and the plot.</p>	<p>completing a check for understanding quiz. D- By the end of class students will complete a CFU quiz and add 5 new words to their personal dictionary.</p> <p>from A Long Wal...</p> <p>Eggemeyer and Tirado: T- Setting Impacts the Character 6.7D O- I can determine how the setting impacts a character by responding to a short constructed response question. D- By the end of the block, students will craft a short constructed response explaining how the setting of <u>A Long Walk to Water</u> impacts Salva and the actions he takes.</p>	<p>constructed response making connections over setting/environment and its impact on human/characters' behavior. D- By the end of the block, students will craft a short constructed response that makes a connection between the setting/environment and its impact on human/characters' behavior.</p>
<p>Team Time What Now? Discuss trends using the SCR What's Next? IPC using the Testing Calendar</p>	<p>Team Time What Now? Calendar invite to Stearns Question 3 and 4 on protocol What's Next? Q3 and Q4 protocol</p>	<p>Team Time What Now? Q3 and Q4 protocol What's Next? Q3 and Q4 protocol</p>	<p>Team Time What Now? Q3 with CFA 4 What's Next? Q4 with CFA 4</p>	<p>Team Time What Now? What's Next?</p>
<p>Unit Notes:</p> <ul style="list-style-type: none"> - Do we need to cut anything out? Adjust our testing dates or lessons? 	<p>Unit Notes:</p> <ul style="list-style-type: none"> - Talked about differentiating between Balderas and Eggemeyer/Tirado 	<p>Unit Notes:</p> <ul style="list-style-type: none"> - Finalized CFA scores - Reviewed RLA in Action HMH tools 	<p>Unit Notes:</p> <ul style="list-style-type: none"> - Identified the intervention and extension students 	<p>Unit Notes: <i>Progress Reports</i></p>

- Added DCA to IPC				
Jan 30 - Day 15	31 - Day 16	Feb 1 - Day 17	2 - Day 18	3 - Day 19
<p>LE3 Balderas and Tirado Library 6.10Di T- Analyze a Text Structure O- I can identify text structure by actively annotating the text and participating in academic conversations. D- By the end of the block, students will answer three checks for understanding questions with at least 66% accuracy.</p> <p>Weekly Bell Ringer: Pull An Activity a Day w Revising and Ed... Unit 4 LE 3: 6th ...</p>	<p>LE3 School canceled T- Analyze a Text Structure O- I can identify text structure by actively annotating the text and participating in academic conversations D- By the end of the block, students will write a correspondence encouraging a friend or family member to create an emergency plan for their pets.</p> <p>Weekly Bell Ringer: Pull An Activity a Day w Revising and Ed... Unit 4 LE 3: 6th ...</p>	<p>LE3 School canceled 6.10Di T- Analyze a Text Structure O- I can identify text structure by actively annotating the text and participating in academic conversations D- By the end of the block, students will write a correspondence encouraging a friend or family member to create an emergency plan for their pets.</p> <p>Weekly Bell Ringer: Pull An Activity a Day 6th OL Unit 4 L... Balderas and Tirado: LE3 6.10Di T- Analyze a Text Structure O- I can identify text structure by actively annotating the text and participating in academic conversations. D- By the end of the block, students will answer three checks for understanding questions with at least 66% accuracy.</p> <p>Weekly Bell Ringer: Pull An Activity a Day w Revising and Ed... Unit 4 LE 3: 6th ...</p>	<p>LE3 6.10Di School canceled T- Revising Review O- I can review revising by D- By the end of the block, students will</p> <p>Weekly Bell Ringer: Pull An Activity a Day w Revising and Ed...</p>	<p>LE3 6.10Di School canceled T- Revising CFA O- I can demonstrate mastery of revising by completing a revision CFA. D- By the end of the block, students will demonstrate mastery of revising by completing a CFA by answering 7 STAAR aligned questions.</p>
<p>Team Time What Now? Update IPC What's Next?</p>	<p>Team Time What Now? What's Next?</p>	<p>Team Time What Now? What's Next? Sterns Visit with RLA Dept. Updates</p>	<p>Team Time What Now? Sterns Visit with RLA Dept. Updates What's Next?</p>	<p>Team Time What Now? What's Next?</p>
<p>Unit Notes: -Talk to Sterns about starting DCA 3 on Monday</p>	<p>Unit Notes:</p>	<p>Unit Notes:</p>	<p>Unit Notes:</p>	<p>Unit Notes:</p>
<p>Feb 6 - Day 20</p>	<p>7 - Day 21</p>	<p>8 - Day 22</p>	<p>9 - Day 23</p>	<p>10 - Day 24</p>
<p>Eggemeyer Library LE3 6.10Di</p>	<p>LE3 6.10Di</p>	<p>DCA 3 T- DCA 3</p>	<p>T- Flex Day/Reteach</p>	<p>Purposeful Planning- No School!</p>

<p>T- Revising Review O- I can review revising by participating in review activities. D- By the end of the block, students will answer 3 revising questions with at least 66% accuracy.</p> <p>Lesson Activities: W Revising and Ed... Revising Booklet</p> <p>Presentation: 2/6 LP</p> <p>Exit Ticket: 6th OL Unit 4 L...</p>	<p>T- Revising CFA O- I can demonstrate mastery of revising by completing a revision CFA. D- By the end of the block, students will demonstrate mastery of revising by completing a CFA by answering 7 STAAR aligned questions.</p>	<p>O- I can demonstrate mastery by completing a district common assessment. D- By the end of the block, students will craft an essay using a grade level text.</p>	<p>O- I can review my revising CFA and correct my mistakes. D- By the end of class, students will make test corrections/retake the CFA to demonstrate their knowledge.</p>	<p>PPD Agenda 2.10...</p>
<p>Team Time What Now? Update the IPC What's Next? Sterns Visit with RLA Dept. Updates</p>	<p>Team Time What Now? Sterns Visit with RLA Dept. Updates What's Next? Unit 5 ES</p>	<p>Team Time What Now? Unit 5 ES What's Next? Design CFA</p>	<p>Team Time What Now? Take CFA What's Next? 5SW IPC</p>	<p>Team Time What Now? Unit Planning What's Next?</p>
<p>Unit Notes:</p> <ul style="list-style-type: none"> - DCA 3 talk and breakdown - Changed next week to LE 2 Honors - Picked Essential Standard: 6.5F (inferencing) and 6.9A (author's purpose) 	<p>Unit Notes:</p>	<p>Unit Notes:</p>	<p>Unit Notes:</p> <ul style="list-style-type: none"> - Unpacked ES 2 for Unit 5 - Updated 5SW IPC 	<p>Unit Notes:</p> <ul style="list-style-type: none"> - AM: Calibration with RLA dept. and Anna Brown - PM: Unit 5 Planning
<p>Feb 13 - Day 25</p>	<p>14 - Day 26</p>	<p>15 - Day 27</p>	<p>16 - Day 28</p>	<p>17 - Day 29</p>
<p>Balderas and Tirado Library LE2 Honors T- Analyze <i>Into the Lifeboat</i> 6.7D O- I can analyze the characters and setting of a novel excerpt and their connections by actively annotating the text and participating in academic conversations. D- By the end of the block, students will answer three checks for understanding questions with at least 66% accuracy.</p>	<p>LE2 Honors T- Analyze <i>Into the Lifeboat</i> 6.7D O- I can analyze the characters and setting of a novel excerpt and their connections by actively annotating the text and participating in academic conversations. D- By the end of the block, students will answer three checks for understanding questions with at least 66% accuracy.</p> <p> Unit 4 LE 2: 6th ...</p>	<p>LE 2 Honors T- Analyze <i>Into the Lifeboat</i> using TRTW 6.7D O- I can analyze the characters and setting of a novel excerpt and their connections by participating in a TRTW activity. D- By the end of the block, students will craft a response detailing how the setting impacts the characters and the plot.</p>	<p>LE 2 Honors T- Setting Impacts the Character 6.7D O- I can determine how the setting impacts a character by responding to a short constructed response question. D- By the end of the block, students will craft a short constructed response explaining how the setting of <i>Into the Lifeboat</i> impacts Violet and the actions she takes. Bankhead Pullout</p>	<p>LE 2 Honors T-Check for Understanding O- I can show my understanding of <i>Into the Lifeboat</i> by completing a check for understanding quiz. D- By the end of class students will complete a CFU quiz with 75% accuracy.</p> <p>W Into the Lifeboat...</p>

<input type="checkbox"/> Unit 4 LE 2: 6th ... <input type="checkbox"/> 2/13 Setting Imp...				
Team Time What Now? EL Accommodations What's Next? HB4545 with Interventionists	Team Time What Now? HB4545 with Interventionists What's Next? Rating DCA 3 with Anna Brown	Team Time What Now? Rating DCA 3 with Anna Brown What's Next?	Team Time What Now? What's Next?	Team Time What Now? What's Next?
Unit Notes: - Updated accommodations, Balderas and Tirado have to wait because they don't have clearance in eSTAR	Unit Notes:	Unit Notes:	Unit Notes:	Unit Notes: Report Cards due Mon 8am

Step III: Unit SMART Goal

SMART Goal Template				
School: Bowie Middle School Team Leader: Eggemeyer		Team Name: 6th Grade RLA		
Team Members: Balderas, Tirado				
District Goal:				
Campus Goal: 6.5E- Making Connections				
Team SMART Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
6.5E Making Connections <u>Bowie 5th Grade Meets:</u> 57% <u>Bowie 6th</u>	Adjusted curriculum LE's to target making using guided reading and annotation strategies	All teachers using the On Level Curriculum	CFA- Making Connections 1/18/22	

<p><u>Grade Meets</u> <u>Goal:</u> 80%</p>	<p>For Use real life scenarios to teach how to find connections</p> <p>Use Venn Diagrams to teach students how to visually represent a connection</p>			
--	--	--	--	--

Step IV: Common Formative Assessments

CFA Data Dig - By Student, By Standard

Question 3

What intervention will we use if they didn't learn the Essential Standard?

Bowie MS PLC Intervention Protocol

Planning Intervention Activities

Team:	RLA 6
Common Assessment:	6.5E Making Connections CFA 4
Intervention Window:	Jan. 17- Feb. 3

Review Question 2 Data Protocol to guide discussion on steps 1 and 2

Step 1: Analyze Instructional Strategies

- What instructional strategies did you use when teaching the standard?
- Which instructional strategies proved to be most effective?

Step 2: Reviewing Student Work (bring 1 exemplar and 1 incorrect)

- What skills did the proficient students demonstrate in their work that set their work apart?
- What skills do the non-proficient students seem to lack? What appears to be the misconception?
- What vocabulary in the question and answers could have tripped up your students?
- Which essential standards need further small group or whole-class instruction?
 - *If more than half of your students do not meet proficiency on the standard, plan for whole group reteach instruction.*

Step 3: Identifying Students

Tier 3 students for RLA and Math will be serviced through the Interventionists.

Essential Standard:		
<i>Teacher Team: Identify the students in need of targeted support below. Students who do not meet proficiency should be listed based on the <u>Meets Percentages</u>. <i>*If as a team you determine this is an unrealistic percentage expectation, adjust the cut-off score as needed.*</i></i>		
Balderas	Eggemeyer	Tirado
Student names have been removed		

for submission purposes.		

Step 4: Planning Interventions

<p>How can you provide students with a different process for understanding the material? <i>*Utilize provided Intervention Menu for lesson/activity options</i> <i>*Learning Centers</i> <i>*Online Activities</i> <i>*Hands-on Activities</i></p>	<p><i>We can provide extra tools like youtube videos, IXL practice and HMH tutorials that students can work through at their own pace for remediation. We will also provide direct targeted instruction through Cub Connection using Nearpods and targeted IXL practice.</i></p>
<p>Can students create a different kind of product to demonstrate their proficiency on the essential standard? If so, what could that be?</p>	<p><i>Students could make a visual representation of what the text have in common or a connection they can make to the text. Students could also write a poem or a short story to show the connection.</i></p>
<p>How can you break down the materials so students can experience success with the essential standard?</p>	<p><i>We could break each text down in detail separately before bringing time together. Students would be able to ask questions to gain a better understanding of each text so they would not get confused by the other.</i></p>

Step 5: Utilizing a System of Supports

<p>What additional support (if any) will the student(s) need outside of the classroom?</p>	<p>Through cub connection, tutorials, and the at home practice we believe students will get the help they need.</p>
--	---

Question 4

How do we extend if they did learn it?

Bowie MS PLC Extension Protocol

Planning Extension Activities

What components (specific targets) of the content do your students understand the best?	Students are able to determine the main ideas of each text and what they have in common.
What pieces of the content could you help your students stretch even further?	Students could be stretched with their constructed responses. They are making stronger claims, but finding relevant information from two texts is still an area of growth.
How can you provide students with a different process for understanding the material at a deeper level (writing to learn, structured academic conversations, Advanced organizers, etc.)?	Students could participate in academic conversations without sentence stems or paragraph frames given by the teacher. This would give students the opportunity to create their own and it would help their writing.
What different kinds of products (higher DOK) can students create to demonstrate their proficiency on this target?	Students could create two texts that have a similar main idea or theme. In class, we focused on informational text and poetry. Students could write a any 2 of: a poem, a rap, a fictional story, a personal narrative, or an informational article.

Identifying Students

Essential Standard:		
<i>Teacher Team: Identify the students ready to extend their learning on the essential standard. Use the Meets Percentages as a guide. *If as a team, you determine this is an unrealistic percentage expectation, adjust the cut-off score as needed.*</i>		
Balderas	Eggemeyer	Tirado
Student names have been removed for submission purposes.		