

Notice & Note:

Standard referenced during this Model PLC:

11.4 - The student will **read, comprehend**, and **analyze** relationships among American literature, history, and culture., e) **Analyze** how context and language structures convey an author's intent and viewpoint., f) **Critique** how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts ., h) **Evaluate** how specific word choices, syntax, tone, and voice support the author's purpose., i) **Analyze** the use of dramatic conventions in American literature.

<p>Roles: See if you can determine the person's name and each individual role they play.</p> <p>Facilitator _____</p> <p>Veteran (maybe a little "stuck" in older ways) _____</p> <p>Novice (New teacher; "maybe a little overwhelmed") _____</p> <p>Veteran (Higher ed; maybe feeling "above it all") _____</p>	<p>How are they building this unit (what materials/text do they intend to gather)?</p>
<p>List some phrases heard that encourage camaraderie:</p> <ul style="list-style-type: none"> • • 	<p>Keep a tally of how many times this model PLC references the standards (specifically those <i>action verbs</i>):</p> <p>What appears to be the timeline for this unit? ("How long is the unit supposed to be?"):</p>
<p>List some phrases heard that encourage each member to remain on-task:</p> <ul style="list-style-type: none"> • • 	<p>What have they decided will be their end-of-unit CFA? They use the specific phrase: "<i>What do we want them to do at the end of this unit?</i>"</p> <p>What are they planning to do at their next PLC?</p>

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