

7th ELA PLC Agenda

Norms	Reading Goal for the Year	Writing Goal for the Year
<ul style="list-style-type: none"> ● Come prepared to planning <ul style="list-style-type: none"> ○ Looked ahead at predetermined work and have ideas to share ○ Specific tasks that are clearly communicated ● Use time well <ul style="list-style-type: none"> ○ When work is finished, meeting can end ○ Add time if necessary, but communicate it with all members ● Stick to the planning schedule <ul style="list-style-type: none"> ○ Goal is two weeks ahead with calendar ○ Goal is one week ahead with all teaching details 	Students will read independently in all genres. After reading independently, they will be able to answer short answer responses on a variety of prompts with textual evidence as support.	Students will write informational texts independently. They will write a multi-paragraph essay that conveys information about a topic with a clear controlling idea or thesis and specific anecdotes, facts, and examples as support.
	Links English Team Docs	Links to Reading Docs
	7th Honors Bowman YAG Honors Calendar 7th On-Level Bowman YAG On-Level Calendar	Reading Priority TEKS and Plans Bowman Reading TAP

Monday	Tuesday	Wednesday	Thursday	Friday
Honors Planning	Team Meetings	On-Level Planning	Reading Planning	

Honors			
Lesson Information	What do we want students to learn? (TEKS)	How will we know students are learning? (formative/summative)	Team Member
Monday: <ul style="list-style-type: none"> ● Find Someone Who ● Email Etiquette <ul style="list-style-type: none"> ○ Capitalization ○ Punctuation Tuesday: <ul style="list-style-type: none"> ● Unit Introduction ● Brad Folder <ul style="list-style-type: none"> ○ Drama & Informational Wednesday: <ul style="list-style-type: none"> ● Writing Territories Thursday: <ul style="list-style-type: none"> ● Bell Ringer (It's My Phone) ● " My Hero" <ul style="list-style-type: none"> ○ Drama, stage 	Monday: 7.10 Dvii: correct capitalization Friday- 7.6 paraphrase and summarize texts in ways that maintain meaning and logical order	Mid-Unit Summative (Drama): Readers Response for a new drama piece Monday: Group Email from Students over Capitalization and Punctuation (GRADE) Friday: 3-5 Sentence Summary over King Midas (GRADE)	Monday: Kambria Tuesday: Kambria Wednesday: Kambria Thursday: Jordan Friday: Jordan

<p>directions, Author's Playbook, Drama KF</p> <ul style="list-style-type: none"> ● Act It Out <ul style="list-style-type: none"> ○ (one scenario) ● Read & Watch <ul style="list-style-type: none"> ○ video ○ compare/ discuss difference <p>Friday:</p> <ul style="list-style-type: none"> ● Bell Ringer ● Vocabulary ● Read King Midas <ul style="list-style-type: none"> ○ Plot developm ent, theme, personal experienc es 			
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To prepare for next planning:
Read - A Christmas Carol
Question 1 - What TEKS should we prioritize?
Question 2 - How will we know if they learned it? What/how can we formally or informally assess?

On-level			
Lesson Information	What do we want students to learn? (TEKS)	How will we know students are learning? (formative/summative)	Team Member
<p>Monday:</p> <ul style="list-style-type: none"> ● Find Someone Who ● Email Etiquette <ul style="list-style-type: none"> ○ Capitalization ○ Punctuation <p>Tuesday:</p> <ul style="list-style-type: none"> ● Unit Introduction ● Author's Playbook <ul style="list-style-type: none"> ○ Drama & Informational <p>Wednesday:</p> <ul style="list-style-type: none"> ● Bran Folder <p>Thursday:</p>	<p>Monday: 7.10 Dvii: correct capitalization</p> <p>Friday- 7.6 paraphrase and summarize texts in ways that maintain meaning and logical order</p>	<p>Monday: Group Email from Students over Capitalization and Punctuation</p> <p>Friday: 3-5 Sentence Summary over King Midas (GRADE)</p>	<p>Monday: Kambria Tuesday: Kambria Wednesday: Kambria Thursday: Jordan Friday: Jordan</p>

<ul style="list-style-type: none"> ● Bell Ringer (It's My Phone) ● “ My Hero” <ul style="list-style-type: none"> ○ Drama, stage directions, Author's Playbook, Drama KF ● Act It Out <ul style="list-style-type: none"> ○ (one scenario) ● Read & Watch <ul style="list-style-type: none"> ○ video ○ compare/ discuss difference <p>Friday:</p> <ul style="list-style-type: none"> ● Bell Ringer ● Vocabulary ● Read King Midas <ul style="list-style-type: none"> ○ Plot development, theme, mood 			
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To prepare for next planning:
Read - The Monsters are Due on Maple Street
Question 1 - What TEKS should we prioritize?
Question 2 - How will we know if they learned it? What/how can we formally or informally assess?