**BCS PLC Minutes**

**November 15, 2013   1:00 - 3:30 pm**

**Division Library**

**Present**

Michelle Dullea, Richard Fakhrai and Erica Dibello-Hitta

**Agenda**

1. **New Pacing Guide** (Color Copy)

The teachers present continue to follow the pacing guides. No problems or concerns were reported. Michelle distributed the new colored pacing guides that include PLC meeting times and a monthly Literature Circle.

1. **Literature Circle** (Penguin Readers)

Both teachers reported that the students enjoy and appreciate having class time to read for pleasure. Time allocated for free reading varied.

1. **Common Core High-Yield Researched-Based Strategies**

Everyone participated in a modified Jigsaw activity to discuss the following:

* Balance Reading Literature with Reading Informational Text

Students read literature from a broad range of cultures and periods as well as informational texts including biographies, science, technical texts (e.g., maps, charts, directions) and digital sources.

*Compare and contrast texts of different forms or genres (e.g., stories and poems; historical novels or fantasy stories) in terms of their approaches to similar themes and topics. (Grade 6, RL9)*

*Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography of the same person). (Grade 6, RI 9)*

* Balance Narrative Writing with Informational, Expository Writing

Students use their analytical skills and use evidence from the text or their personal experience to support their claim. (Both in writing and orally)

*Write opinion pieces, … supply a reason for the opinion. (Grade 1, W 1)*

*Write arguments to support claims with clear reasons and relevant evidence. (Grade 7, W 1)*

* Emphasize Vocabulary Acquisition Across the Four Strands of English

Students practice using new vocabulary in their writing and in collaborative conversation.

 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. *(Grade 5, L 5)*

* Foster Oral Communication, Collaboration, and Listening Skills

Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading and analyzing texts and topics.

*Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speakers position, uses transition words to effectively link opinions and consequences (e.g., consequently, therefore)… (Grade 5, SL 4.a)*

1. **Discussion**

In order to accomplish the common core goals stated above we will need:

* professional development to familiarize ourselves with the Common Core
* varied reading materials
* professional development time to create lessons
* plan more time for reading
* learn and incorporate cooperative learning strategies (see below)

Cooperative learning strategies such as the Jigsaw activity (chunking of long texts) work well in second language classrooms. For more ideas click on the link below:

<http://www.cusd.claremont.edu/edu/el/pdfs/Cooperative_learning_strategies.pdf>

 **Post Meeting Action Items:**

* Michelle will bring a laptop computer to the next PLC.
* Richard will share 5 paragraph essay PowerPoint.

**Adjournment:** At 3:30 p.m. the meeting was adjourned.

**Next Meeting Date:** Friday, January 31, 2014 from 1-4 pm at the Division Library

**Recorded by:** Erica Dibello-Hitta