

6th grade ELAR: For **each** identified **ESSENTIAL HIGH LEVERAGE LEARNING TARGET** complete the following **bundle**:

HLLT (SE #)	TSW (verb) (key focus/content)			
	6.5	Understand Make inferences Draw conclusions	structure and elements of drama	inferences about whole script, part of the script, scene, lines of dialogue, stage directions, props, elements: setting, character, plot
		Summarize	drama	maintain meaning and logical order

*P2 Prioritized READINESS STANDARDS have been **unwrapped**; ESSENTIAL (High Leverage) LEARNING TARGETS have been identified at the **Concept/Skill/Context Level**.*

Identify the Concept (common understanding)	identify the structure and elements of drama inference, summarize, synthesize
Identify the Skill (specificity)	script/play/drama dialogue (features) stage directions (how its written; italics) props cast of characters narrator acts/scenes
Identify the Context (application/how used)	summarize plot to maintain meaning and logical order analyze characterization recognize/infer setting identifying conflict/resolution pattern other literary elements

*P3 We have identified the **Academic Language, Key Vocabulary and Expected Rigor** for the ESSENTIAL (High Leverage) LEARNING TARGETS.*

Identify the Academic Language	theme, plot, narrator, script, scene, lines of dialogue, audience, props, stage directions, playwright, acts,
Identify the Key Vocabulary	author's viewpoint, infer, draw conclusions, summary, sensory language/imagery,
Identify the Expected Rigor	analyze and application

*P4 We have **Developed and Calibrated COMMON RUBRICS** where needed, **agreeing on the Criteria** we will use in **judging the quality of student work.***

*P5 We have **Practiced Applying the Criteria** in our efforts to **Develop Anchor Papers and Inter-Rater Reliability.***

Let's get Common...
 We have identified the **level of rigor**; now let's make sure that we all understand what that looks like, sounds like, and is measured for mastery in a **COMMON** way. Discuss how mastery for this **HLLT** looks (criteria) and become **common** by applying it as a team to student papers to develop inter-rater reliability. Come to a **CONSENSUS** on **Mastery**.

*P9 We have **Brainstormed...Common Misconceptions** in our collaborative discussions...*

- Common Misconceptions include:
- miss stage directions and don't use them while reading
 - impact/importance of stage directions
 - can't follow who is saying what
 - reading like a story
 - inferring what happens between scenes/acts

HOW WILL WE KNOW WHEN THEY HAVE LEARNED IT?

*P10 We have **Designed a Common Formative Assessment** and Set **Proficiencies, Protocols, and a SMART Goal.** An example of a **Design Process Protocol** below.*

- Step 1: Decide What to Assess
 Step 2: Decide How to Assess
 Step 3: Develop the Assessment Plan: **Use Poems & Plays pp.15-21 #1,2,4,5,6,7,10**

Step 4: Determine the Timeline

Step 5: Write the Assessment

Step 6: Review the Assessment Before Administration

Step 7: Set Proficiency Criteria and Decide How to Gather the Data: Masters 86%; Meets 71%; Approaching 57%

Determine the **Dates for the Common Assessment** and the **Date** for coming together to **review the data** with the **protocol** that will be used.

1/18/19 Friday

Set a **SMART Goal**

80% Meets level