**Vision** - St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

**Mission** - We will provide a quality education for all students and enable them to realize their full intellectual potential.

**Yeatman- Liddell College Prep. Middle School – Blended Learning Weekly and/Bi-Weekly Planner**

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| **Name** | Sybol Hill | **Grade** | 7 | **Subject** | ELA |
| **Week of** | February 7, 2022 through February 11, 2022 | **Topic** | Building Academic Vocabulary (ongoing)  Unit 2- A Starry Home - Dark They Were, and Golden-Eyed By: Ray Bradbury  Novel: Crater By: Homer Hickman | **Link to Tracker** |  |

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| **Planning and Preparation** | | |
| **Cultural Context:** Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content, process, products, the learning environment. The use of ongoing assessment and flexible grouping is an effort to establish a safe and supportive learning environment. It is critically important to ensure every learner is able to access grade level curriculum and resources. | | |
| **Standards Based Objective(s)**  Long term goal about what students will know and be able to do at the end of a unit. (*Information for this section can be copied from the Curriculum Plan or Proficiency Scale.)* | **Missouri Learning Standards**  *List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).* | |
| 7.RL.1A/7.RI.A- draw conclusions, infer, and analyze by citing textual evidence  7. RL.1.D/7.RI.D- explain the theme and/or central/main idea(s) of a text and cite evidence of it’s development, summarize the text.  7. R.L. 7.1- cite pieces of textual evidence to support analysis of what the text says explicitly.  7. W. 1.A- use a text to write, answer questions, and select the best pieces of evidence to support answers  Writing Focus: Informative/Explanatory Essay (W.2)  Speaking and Listening Focus: Present an Argumentative Essay (S.L. 7.1 and W.2) Write in an Argumentative Essay tests to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content  RL. 7.3-Analyze how particular elements of a story or drama interact  RL.7.5- Analyze how a drama or poems form  RL. 7.10-By the end of the year, read and comprehend literature  RL. 7.4 Determine the meaning of words and phrases  L.7.5 Demonstrate understanding of figurative language  L.7.5a Interpret figures of speech language in context  Performance Assessments in Writing:  Performance Based Assessment Prep: Review Textual Evidence to prepare Argumentative Essay (Unit 2 essays)  Explanatory Text: Essay and Oral Presentation: / Should we spend valuable resources on space exploration? Unit 2  Focus Strategy- Character Analysis, Argumentative Textual Evidence | |
| **Learning Target(s)**  ***Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.*  (Information for this section of the plan can be copied from the Curriculum Plan or Proficiency Scale.) | **Know** *(What are the learning targets?) Learning targets are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson(s). This comes directly from the unwrapped content standard in the Content Area Proficiency Scales and should be written as “I can…” or “The student can…” statements.* | **Do** *(Define how students will demonstrate that they have met the learning target. This section is grade level and content specific. Please reference the exemplar from your Content Area Curriculum Specialist.)* |
| I can identify the author’s purpose in a variety of literary genres  I can effectively engage in discussions with diverse partner’s about seventh-grade topics, texts, and issues SL.71  I can determine the central ideas of a literary text RL.7.2  I can use a text to write, answer questions, and select the best pieces of evidence to support answers. | I will state reasons which led to the need of strong communication and responsibilities in families.  I will cite evidence from the text when discussing questions that require a response.  I will discuss in the context of the text, the effects of family upon generations  I will use a text to write, answer questions, and select the best pieces of evidence to support answers  I will write an informative/explanatory essay/ and an Argumentative essay to examine a topic, convey ideas, and to determine main points and discuss how the author supports the points.  I will discuss in the context of the text, and search online for stories about space exploration. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) | 1. Should we make a home in Space? 2. Why people are curious about our galaxy and what lies beyond? 3. Why do humans seem driven to explore space? 4. How important to the future do they think space exploration is? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | **Academic Vocabulary** (ongoing)/ L.7.6- contribute, consistence, maintain, observation, sufficient: / **Concept Vocabulary**/L.7.5b, L.74.d, L.7.4, L.7.5- purpose, journey, experience, covetous, morose, resolute, impossible, malcontent, miser, parallel, altered, strive, dispelled, earnest, infinitely, (Argumentative Vocabulary- justify, alternative, certainty, discredit, assumption ), mission, exploration, curious, submerged, forlorn, canals, immense, atmosphere, mosaic, simile, metaphor, personification | |
| **Summative Assessment Performance Tasks /** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.** | |
| Assessment: Activity 1: Performance Task- Write an Argumentative Essay at the completion of Unit 2 | |
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| **In-Person Instructional Framework: Whole Group Instructional Plan: February 7, 2022 thru February 11, 2022** | | | | | |
|  |  | **Activities, Instruction & Modeling**  *What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students are engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | | **Formative Assessment /Exit Slip**  *How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links.* | **Due Date** |
| **Synchronous/Live Instruction** | **Asynchronous Playlist** |
| **Lesson 1**  **2-7-2022** | I can effectively engage in discussions with diverse partner’s about seventh –grade topics, texts, and issues(SL.71) I can cite pieces of textual evidence to support analysis of what the text says explicitly (R.L. 7.1)  **Students will be able to read and comprehend literary nonfiction by the end of the year (Rl.10)** | Introduce Academic Vocabulary and additional story vocabulary (on-going) Unit 2- A Starry Home Contribute, consistent, maintain, observation, sufficient, purpose, journey, experience, covetous, morose, resolute, impossible, malcontent, miser, parallel, altered, strive, dispelled, earnest, infinitely, justify alternative, certainty, discredit, assumption, mission, exploration, curious, submerged, forlorn, canals, immense, atmosphere, mosaic, simile, metaphor, personification | I can navigate to Teams for the following Assignments: Do Now’s (ongoing) and are completed in class in your writing journal or in Teams class notebook if you are absent. Assignments are placed in Teams in your class notebook by the due date.   1. Assignments- Due Friday February 11, 2022 2. Practice 1-3, pg. 143 3. Practice 1-2, pg. 143 4. Word Study Synonyms and Nuance 1-2 pg. 144     **Exit Ticket:**  **What did you learn? Place in your writing journal.** | **Exit Ticket:** **What are you having difficulties in, please explain. (ELA related)**  **What did you learn? Place in your writing journal.** | 2-7-2022 |
| **Lesson 2**  **2-8-2022** | I can effectively engage in discussion with diverse partner’s about seventh-grade topics, texts, and issues (SL.71) I can cite pieces of textual evidence to support analysis of what the text says explicitly (R.L. 7.1)  **Students will be able to read and comprehend literary nonfiction by the end of the year (Rl.10)** | Special Note: Reader’s Workshop: Students will use library selected books of their choice on Tuesdays and Class Novel: Crater by Homer Hickman on Thursdays which brings to light the p Special Note: Literacy Block when scheduled. Literacy Block:   1. Title/author 2. Setting 3. Characters 4. Topic 5. Two specific details   In your writing journal- name a character and share some information about the character.  Unit 2- Continue Story Dark They Were, and Golden-Eyed. | In your writing journal- name a character and share some information about the character. Use the selected classroom library book Reader’s Workshop | **Exit Ticket:** **What are you having difficulties in, please explain. (ELA related)**  **What did you learn? Place in your writing journal.** | 2-8 -2022 |
| **Lesson 3**  **2-9-2022** | I can effectively engage in discussions with diverse partner’s about seventh-grade topics, texts, and issues(SL.71) I can cite pieces of textual evidence to support analysis of what the text says explicitly (R.L. 7.1)  **Students will be able to read and comprehend literary nonfiction by the end of the year (Rl.10)** | Continue- Unit 2- Story: Dark They Were, and Golden-Eyed pg. 127 thru 149  **Students will prepare for Argumentative Essay** |  | **Exit Ticket:** **What are you having difficulties in, please explain. (ELA related)**  **What did you learn? Place in your writing journal.** | 2-9-2022 |
| **Lesson 4**  **2-10-2022** | I can effectively engage in discussions with diverse partner’s about seventh-grade topics, text, issues (SL.7.) I can cite pieces of textual evidence to support analysis of what the text says explicitly (R.L.7.1)  **Students will be able to read and comprehend literary nonfiction by the end of the year (Rl.10)** | Student workbook on-line with student log-ins Reader’s Workshop with library selected book/ in-class student workbook-Literacy Block when scheduled  Literacy Block:   1. Title/author 2. Setting 3. Characters 4. Topic 5. Two specific details   In your writing journal- name a character and share some information about the character. | Reader’s Workshop: Crater (in class novel) and library selected book/ can be taken home/, 4 Literacy Block when scheduled | **Exit Ticket:** **What are you having difficulties in, please explain. (ELA related)**  **What did you learn? Place in your writing journal.** | 2-10-2022 |
| **Lesson 5**  **2-11- 2022** | I can effectively engage in discussions with diverse partner’s about seventh-grade topics, text, issues (SL.7.1) I can cite pieces of textual evidence to support analysis of what the text says explicitly (R.L.7.1)  **Students will be able to read and comprehend literary nonfiction by the end of the year (Rl.10)** | Assignments: Due Friday (GOAL)   1. Practice 1-3, pg. 143 2. Practice 1-2, pg.144 3. Word Study Synonyms and Nuance 1-2, pg.144   Introduce Literature Circles |  | **Exit Ticket:** **What are you having difficulties in, please explain. (ELA related)**  **What did you learn? Place in your writing journal.** | 2-11-2022 |

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| **Supporting Student Learning Pathways**  *Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.* | | |
| **Intensive Scaffolding**  *Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.* | **Moderate Scaffolding**  *Students demonstrating performance at level 2 on the Content Area Proficiency Scale.* | **Enrichment/Independent**  *Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.* |
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| **Weekly Intervention Schedule & Differentiated Learning Planner**  *When applicable, teachers should utilize data from tracker to plan who receives intervention, when the intervention is delivered, how it is delivered, and what content will be covered. Please note if the planned intervention is for the purpose of remediation or enrichment.* | | | | | |
| **Day/Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Group/Time |  | Reading Comprehension and Writing (Literacy Block) |  | Reader’s Workshop: Crater (in class novel) |  |
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