Diagram

Description automatically generated **St. Louis Public Schools**  
**Standards-Based Blended Learning Lesson Planner**

| **Unit Instructional Planner** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Tolliver** | **Date** | **8/28-9/8** | **Grade & Subject** | **10, Eng II** |
| **Unit Topic** | STAR AND CFA ASSESSMENT  The Power of Communication | | | | |
| **Lesson Objectives** | **Content Objective(s) / Learning Targets**  *(See curriculum plan and unpacked standards document)* | | | **Language Objective**  *Refer to the “Teacher Can Do” section of* [*Accommodations & Differentiation*](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EaPJog3kJkJEu_XxrArfgvIB87T4tyHeQczHwzIvYohvlQ?e=76zDn2) document *to write the appropriate language objective(s) based on scholars’ needs and level.* | |
| * I can draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly. * I can make inferences based on an analysis of what the text says explicitly. * I can cite relevant and thorough textual evidence to support inferences drawn from the text. | | | 8/30-8/31: My partner and I can practice drawing FIVE conclusions while reading excerpts from *MLK’s Letter from Birmingham Jail* for 10 minutes.  9/5-9/6: I can listen to “Irreplaceable” and make inferences from the conclusions I reached based on the lyrics. | |
| **Focus Standard(s)** | **Standards**  *(See curriculum plan and unpacked standards document)* | | | **Prior Knowledge/Unfinished Learning Needs (Data)**  *Information regarding prior knowledge can be obtained from the unpacked standards document. Unfinished learning needs are concepts and/or skills that scholars either were not able to progress to proficiency or did not have the opportunity to learn. This information can be taken from pre-tests, prior assessments, and other forms of scholar evidence.* | |
| RL1A/RI1A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  SKILLS: analyze, draw conclusions, make inferences, cite textual evidence | | | MO.8.RL1A/RI1A | |
| **Essential Questions & Vocabulary** | **Essential Questions**  *(See curriculum plan and unpacked standards document)* | | | **Unit Vocabulary**  *(See curriculum plan and unpacked standards document)* | |
| Why do words matter?  How do I determine main ideas of a text by analyzing and evaluating the words, development, and interaction? | | | * **analyze/analysis**  - using a close reading of text(s) to examine the relationships/connections among ideas, details, and/or examples referenced therein, as directed by a task * **draw conclusions**  - a decision based on reasoning rather than on a direct or implicit statement; assumption developed as the next logical step for given information * **explicitly** - directly stated and spelled out * **inference/infer** - assumption based on available information * **relevant** - relating to a subject in an appropriate way; content that pertains or is specifically related to the topic of the writing; topic specific facts, documentation, or testimony used to strengthen a claim and support an argument * **textual evidence**  - facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science * **thorough**  - complete with regard to every detail; not superficial or partial | |
| **List of resources or strategies related to learner’s style & needs embedded throughout lesson** | **Cultural Context Differentiation (Incorporating)**  *How will you encourage scholars to draw on their own prior knowledge? How will you encourage students to contribute to group discussions? What makes this lesson relevant to scholars and their communities? (Solicit scholar input). How is the classroom content diverse? How are the groups diverse and ever changing? How will you build relationships with scholars to ensure they feel respected, valued, and seen for who they are?* | | | **Integrated Technology**  *Strategies, resources, and tools can be found in the curriculum plan, textbook, and the* [*Technology Integration Matrix*](https://fcit.usf.edu/matrix/matrix/) *(TIM) website.* | |
|  | | | Teams, StudySync, One Drive | |
| **Multi-Tiered Systems of Support (MTSS) Resources**  *Refer to the “Accommodations and Differentiation” section of* [*Accommodations & Differentiation*](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EaPJog3kJkJEu_XxrArfgvIB87T4tyHeQczHwzIvYohvlQ?e=76zDn2) document *to write the appropriate multi-tiered systems of support based on scholars’ needs and level* | | | | |
|  | | | | |

| **WEEK ONE** | **MONDAY (A) / TUESDAY (B)** |  | **WEDNESDAY (A) 8/30)/ THURSDAY (B) (8/31)** |  | **FRIDAY (B) 9/1** |
| --- | --- | --- | --- | --- | --- |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Standard**  *(MLS LG is aligned with)* |  |  | RL1A/RI1A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | RL1A/RI1A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Learning Goal with DOK**  *(Learning progression towards standard)* | **Students will complete the STAR Assessment and the CFA1 to gather diagnostic data for both teacher and student.** |  | My partner and I can practice drawing FIVE conclusions while reading excerpts from *MLK’s Letter from Birmingham Jail* for 10 minutes. |  | I can listen to “Irreplaceable” and make inferences from the conclusions I reached based on the lyrics. |
| **Skills Transfer**  *(What skills should students be able to do)* |  |  | Students need to draw conclusions in all content areas. |  | Students infer in all classes |
| **Hook/Launch** |  |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing)slides 4-6 |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing)slide 20 |
| **I do with CFU**  *(Teacher models the lesson objective in a focus lesson. What check for understanding will you use to ensure students are understanding?)* |  |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) Slides 7-8  slides 11-15 |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) slide 21  slides 24-25 |
| **We do with CFU**  *(Guided instruction with input from both teacher and students. What check for understanding will you use to ensure students are understanding?)* |  |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) slide 9-10 |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) slide 22-23 |
| **You do with CFU**  *(Collaborative learning in small groups/partners OR independent learning. What check for understanding will you use to ensure students are understanding?)* |  |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) slides 16-17 |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) slides 16-17  slide 26 |
| **Assessment** |  |  | [9-10.RL.1.A Exit Ticket (Draw Conclusions).docx](https://docs.google.com/document/d/10bH0WNzl-T_YYh7y7SRXU6ojF2c4EhOw/edit?usp=sharing&ouid=111669654191197669355&rtpof=true&sd=true)  Students DO NOT receive immediate grade |  | Drawing Conclusions and Making Inferences on StudySync  Students DO NOT receive immediate grade |
| **MTSS (**small group)/ **Elaborate***.*  *(Extend Thinking)* |  |  | Students who do not show mastery will be pulled into a small group to review drawing conclusions for an additional 10 minutes using *Letter from Birmingham Jail.*  Students who do show mastery will complete the same assignment independently during small group. |  | Students who do not show mastery will be pulled into a small group to review inferencing for an additional 10 minutes using *Letter from Birmingham Jail.*  Students who do show mastery will complete the same assignment independently during small group. |
| **Evaluate**  *(Exit Ticket)* |  |  | [9-10.RL.1.A Exit Ticket (Draw Conclusions).docx](https://docs.google.com/document/d/10bH0WNzl-T_YYh7y7SRXU6ojF2c4EhOw/edit?usp=sharing&ouid=111669654191197669355&rtpof=true&sd=true) |  | [9-10.RI.1.A Exit Ticket (Inference, Textual Evidence).docx](https://docs.google.com/document/d/1swNI9QAr4726M-aRP_qZjJeIAakxuVtJ/edit?usp=sharing&ouid=111669654191197669355&rtpof=true&sd=true) |

| **WEEK TWO** | **MONDAY** | **Tuesday B 9/5** | **Wednesday 9/6 A** | **THURSDAY (B) 9/7 / F** | **RIDAY (A) 9/8** |
| --- | --- | --- | --- | --- | --- |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Standard**  *(MLS LG is aligned with)* | **NO SCHOOL MONDAY 9/4** | RL1A/RI1A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | RL1A/RI1A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | assessment of standard/small group | RL1A/RI1A: Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Learning Goal with DOK**  *(Learning progression towards standard)* |  | I can | I can listen to “Irreplaceable” and make inferences from the conclusions I reached based on the lyrics. |  | I can listen to “Irreplaceable” and make inferences from the conclusions I reached based on the lyrics. |
| **Skills Transfer**  *(What skills should students be able to do)* |  | Students must use evidence to back up claims made in all subjects. | Students infer in all classes |  | Students infer in all classes |
| **Hook/Launch** |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) 29-31 | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing)slide 20 |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing)slide 20 |
| **I do with CFU**  *(Teacher models the lesson objective in a focus lesson. What check for understanding will you use to ensure students are understanding?)* |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) slide 32 | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) slide 21  slides 24-25 |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) slide 21  slides 24-25 |
| **We do with CFU**  *(Guided instruction with input from both teacher and students. What check for understanding will you use to ensure students are understanding?)* |  |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) slide 22-23 |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) slide 22-23 |
| **You do with CFU**  *(Collaborative learning in small groups/partners OR independent learning. What check for understanding will you use to ensure students are understanding?)* |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) slide 33 | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) slides 16-17  slide 26 |  | [Skills](https://docs.google.com/presentation/d/1FYngice6VA9z7IDoj8NmtvXV-GpCzZdZtR9ca6cuz4c/edit?usp=sharing) slides 16-17  slide 26 |
| **Assessment** |  | [StudySync - Your Turn - Text Dependent Responses - Marigolds.pdf](https://drive.google.com/file/d/1ppe0yBfeZ0bcrwTpG1zJFFNvWPTfPJuZ/view?usp=sharing)  Students DO NOT receive immediate grade. | Drawing Conclusions and Making Inferences on StudySync  Students DO NOT receive immediate grade |  | Drawing Conclusions and Making Inferences on StudySync  Students DO NOT receive immediate grade |
| **MTSS (**small group)/ **Elaborate***.*  *(Extend Thinking)* |  | Students who do not show mastery will be pulled into a small group to review citing textual evidence for an additional 10 minutes using *Letter from Birmingham Jail.*  Students who do show mastery will complete the same assignment independently during small group. | Students who do not show mastery will be pulled into a small group to review inferencing for an additional 10 minutes using *Letter from Birmingham Jail.*  Students who do show mastery will complete the same assignment independently during small group. |  | Students who do not show mastery will be pulled into a small group to review inferencing for an additional 10 minutes using *Letter from Birmingham Jail.*  Students who do show mastery will complete the same assignment independently during small group. |
| **Evaluate**  *(Exit Ticket)* |  | StudySync Spotlight Textual Evidence | [9-10.RI.1.A Exit Ticket (Inference, Textual Evidence).docx](https://docs.google.com/document/d/1swNI9QAr4726M-aRP_qZjJeIAakxuVtJ/edit?usp=sharing&ouid=111669654191197669355&rtpof=true&sd=true) |  |  |