



St. Louis Public Schools

Continuous Learning Plans

High School English

WEEK 1	Lesson Objective <i>What will you know and be able to do at the conclusion of this lesson?</i>	Missouri Learning Standard <i>What content standard will this learning align to?</i>	Instructional Activities <i>What needs to be done in order to learn the material?</i>	Resources <i>What print and electronic resources are available to support your learning?</i>	Assessment / Assignment <i>How will you show your teacher that you learned the material?</i>
Monday March 23	I can summarize a text.	RL.1.D Determine the theme(s) of a text and cite evidence of development; summarize the text.	Independent Reading 20 minutes minimum	Novel of Choice News Articles Online Text Options	Reader Response Journal (See attached list of Reader Response prompts.)
	I can conduct research to answer a question (including a self-generated question) or solve a problem.	W.1.A Gather relevant information from multiple authoritative print and digital sources; assess the strengths and limitations of each source in terms of the task, purpose, and audience.	Select an Article Read the Article Respond to the Article (use the daily writing expectations to guide your work)	Self-Selected Articles and/or Articles Linked in this Document	See daily writing assignment described in the ELA section of your Continuous Learning Packet.
	I can cite textual evidence to analyze what a text says.	RI.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Tuesday March 24	I can summarize a text.	RL.1.D Determine the theme(s) of a text and cite evidence of development; summarize the text.	Independent Reading 20 minutes minimum	Novel of Choice News Articles Online Text Options	Reader Response Journal (See attached list of Reader Response prompts.)
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Thursday March 26	I can summarize a text.	RL.1.D Determine the theme(s) of a text and cite evidence of development; summarize the text.	Independent Reading 20 minutes minimum	Novel of Choice News Articles Online Text Options	Reader Response Journal (See attached list of Reader Response prompts.)
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WEEK 2	Lesson Objective <i>What will you know and be able to do at the conclusion of this lesson?</i>	Missouri Learning Standard <i>What content standard will this learning align to?</i>	Instructional Activities <i>What needs to be done in order to learn the material?</i>	Resources <i>What print and electronic resources are available to support your learning?</i>	Assessment / Assignment* <i>How will you show your teacher that you learned the material?</i>
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READER RESPONSE JOURNAL PROMPTS

After completing a minimum of 20 minutes of independent reading, please select one of the following prompts. Choose a prompt that is appropriate for the text you are reading. Respond to the prompt thoroughly, crafting a well-written paragraph of at least 7 complete sentences. You may only use a prompt one time. Prompts may be typed or hand-written. Some sentence stems to help you begin your responses have been provided. Please be prepared to submit your completed Reader Response Journal Prompts to your teacher upon returning to school.

1. How does a character change in the story?
(First the character _____. Then, the character _____.)
2. How do the illustrations help you understand the characters, setting or events in the story?
(The illustrations in the story help me understand the _____ in the story because _____)
3. What does this text help you understand?
(After reading _____, I now know _____.)
4. What do you already know about this topic? Where have you learned about this topic?
(I already know _____ about _____. I learned this information from _____.)
5. What would you like to know more about after reading this text?
(I am curious about _____.)
6. From what you've read so far, make predictions about what will happen next and explain what in the text makes you think it will happen.
(Based on what I have read so far on _____, I think _____ will happen next. I think this because _____.)
7. Pick a scene in which you disagreed how a character handled a situation/person and rewrite it in the way you think it should have happened.
(When _____ did _____, I disagreed because _____. I would have handled this differently by _____.)
8. Copy an interesting/confusing/important/enjoyable quote from the text and explain why you chose it.
(I selected this quote because _____.)
9. Write a summary of what you read today.
(Today I read _____. In the text, _____.)
10. What ideas might you have for turning this work of nonfiction into a work of fiction? Give a brief summary of what your story might be like.
11. Explain the basic information that is being presented in your article in terms of the 5W's: Who? What? When? Where? Why?
12. Find examples of figurative language (simile, metaphor, personification, alliteration, idiom, hyperbole, cliché, allusion, etc.) in the text. Write them down, label each by type of figurative language, and explain what the author means by each sentence.
13. Write down any allusions found in the reading. Explain how each helps the reader's understanding or message the author is trying to convey.
14. Describe the author's craft: What was good about the author's writing? What things might you try to do in your own writing that you learned from this author?
15. Describe how the author makes you feel through their writing. What about it makes you feel this way?

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INDEPENDENT READING RESOURCES

Students may select any reading material of their choice for independent reading assignments. If a novel is not available at home, please consider the following free resources.

- St. Louis Public Library [slpl.org]
- International Children's Digital Library [en.childrenslibrary.org]
- Open Library [openlibrary.org]
- Storynory [storynory.com]
- Unite for Literacy [uniteforliteracy.com]
- Newsela [newsela.com]
- Dogo News [dogonews.com]
- Tween Tribune [tweentribune.com]
- ReadWorks [readworks.org]
- Google News [news.google.com]
- PBS News Hour Extra for Students in Grades 6-12 [pbs.org/newshour/extra]
- Newseum [newseum.org]
- New York Times Student Section [nytimes.com/section/learning]
- Time for Kids [timeforkids.com]
- Science News for Students [sciencenewsforstudents.org]
- Youth Voices [yourcommonwealth.org]

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You Are Living History Right Now!

You are living through an unprecedented moment in history—right now! Today, tomorrow, and the days that follow will be captured in history books. Someday, you will share stories with your children and grandchildren about living through this time. Because these days are historical, it is critical that we not let these events pass without capturing how they affect you, your family, your school, and your community.

Since you will be “schooling” from home, I will describe here the daily assigned work to be done outside the classroom. Here are your daily writing and reading requirements:

Daily Writing:

You will be asked to write two pages (or more) a day in your writer’s notebook, capturing your thoughts, questions, comments, and concerns about the events that are unfolding. I want you to capture this history—your history—any way you’d like. Below are some suggestions for your daily writing, but you do not need to follow them. Feel free to generate your own thinking. You will use these writing pieces when you return to school.

Some possibilities for daily writing:

- Capture how this virus has disrupted your school year—including sporting events, concerts, assemblies, dances.
- Discuss how your daily life has been disrupted.
- Share the effect it has had on your friends and family.
- As we go into more social isolation, you might write reviews of movies, television shows, podcasts, video games to share with your classmates.
- Respond to any seed about the crisis you find interesting. A “seed” can be an article, a broadcast, a Tedtalk, a tweet, a photograph, a podcast, a film, an Instagram (or another online) post, a TikTok video, a political cartoon, a photograph—anything that spurs some thinking about the crisis. This is much like the seed writing we do in class. You are encouraged to find your own seeds—whatever you think is worth writing about—but if you have trouble getting started, you might want to respond to one or more of the following seeds:
 - [Two Woman Fell Sick, One Survived Two Women Fell Sick from the Coronavirus. One Survived.](#)
 - [25 songs that matter now](#)
 - Coronavirus explained in a TedTalk: [Coronavirus Is Our Future](#)
 - Political cartoons: [Corona News](#)
 - A soccer team is trapped: [The Stranded Stars of Wuhan F.C.](#)
 - Who will pay the salary of stadium workers? [One player steps up. Pelicans Star Zion Williamson Pledges to Pay the Salaries for Staffers of the Smoothie King Center](#)

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- Student sent home for profiting on the selling of hand sanitizer: [Student Sent Home For Selling Hand Sanitizer By The Squir To Classmates, Mom Says](#)
- Creating a coronavirus songlist: [Rita Wilson Crowdsources Coronavirus 'Quarantunes' Playlist From Her Fans](#)
- Podcast on the Coronavirus: [Ologies "Virology \(COVID-19\) with Dr. Shannon Bennet + various ologists"](#)
- Researchers are using a World of Warcraft scenario to understand COVID-19's spread: [PC Gamer Article](#)
- [The power of social distancing](#)
- [Here are the workers most at risk](#)
- Lots of good info here: <https://www.nytimes.com/news-event/coronavirus>
- [A Comic Exploring Coronavirus](#)
- [Is paper money safe?](#)
- [How can we stop the curve of infection?](#)

These are here if you need help getting started. As the crisis unfolds, you will be able to easily find new seeds that encourage reflection. This story changes every day. Do not depend on the teacher to do your thinking for you. Find seeds worthy of writing and thinking about. Be creative: Write across genres: poetry, dialogue (just capture a conversation between people), description: zoom in on a moment you experience; discuss songs that capture these events for you; find and respond to charts and graphs worth thinking about. Or perhaps you'd like to make a scrapbook. If so, here are some samples to spur your thinking:

- <https://www.creativelive.com/blog/scrapbook-ideas-for-beginners/>
- <https://www.pinterest.com/simonsaysstamp/scrapbook-layouts/>

Here is another site that shows ways of keeping interesting notebooks:

<http://www.sharingournotebooks.amylv.com/>

You might also want to look at how other people in history captured historical events. Here, for example, is a look at the notebooks of Anne Frank, which has been read by millions of people:

<https://www.annefrank.org/en/anne-frank/diary/complete-works-anne-frank>

Again, be creative as you decide how best to chronicle your thinking. What is the best way to capture this historical moment? You decide. Be creative!

Your daily writing will not be graded. It will not even be read unless you grant permission. You will be given points on a credit/no credit basis. So take risks. Be honest. Try to create writing that you will be interested in re-reading years from now. Chronicle your thinking as we navigate these uncertain days/weeks. If you do not have your notebook at home, you may write on paper or create a Google Doc or OneDrive document.

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That said, if this quarantine is extended, we will create a digital space where we can eventually begin sharing our writing. You will not be asked to share everything you write, but occasionally you will be asked to join the written “conversation.”

Daily Reading:

Find a book to read. Any book that interests you. Your choice. You are asked to read this book for 30 or more minutes every school day. You are asked to time your reading every day, and to track the time you spend reading on a self-made chart. The chart you create can be hand-written or created digitally, and it might look like this example:

Date	Book	Pages Read	Time Spent Reading
3/23	The Hate U Give	22-48	35 minutes
3/24	The Hate U Give	48-68	30 minutes
3/25	The Hate U Give	68-90	40 minutes
3/26			
3/27			

The goal here is 30 minutes a day of sustained, uninterrupted reading. I know that may be difficult for some of you, as you may face interruptions at home, but it is critical that you do your best to find uninterrupted reading time as a means to building your stamina.

If you do not have a book, you can download one for free from the public library system. Although the public library may be closed to the public, there are lots of options for checking out e-books and audio books. Start here: <https://www.slpl.org/>

If you own a Kindle, here are places you can download free books:
<https://ebookfriendly.com/download-free-kindle-books/>

Though we may not see each other for a few weeks, we will combat “social distancing” by remaining connected to one another. There is strength in community, and it is this strength that will pull us through this event. This moment will pass, so don’t let these days elapse without capturing your thinking and experiences. Capture your history in real time.

Special thanks to Kelly Gallagher and Penny Kittle for this resource.

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