

ELA (English and Language Arts)

Blended Learning Instructional Framework: Whole Group Instructional Plan					
Lesson/Topic	Learning Target <i>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.</i>	Activities, Instruction & Modeling <i>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.</i>		Formative Assessment /Exit Slip <i>How will students demonstrate their daily learning? How will you know if they understand concepts or can apply skills? Please provide links.</i>	Due Date
		Synchronous/Live Instruction	Asynchronous Playlist		
Lesson 1	Students must explain what a text says using specific details from the text. Students must make inferences using specific details from text.	We will review what 'inference' means and how to draw conclusions as a class through class discussion and practice using texts (have students read the texts aloud and then draw the conclusions). Using nonfiction texts this time: https://facts.kiddle.co/Adaptation	Students will complete a TEAMS assignment asking "What does it mean to draw a conclusion about something you have read? What is an inference? How do you draw an inference from a text?"	TEAMS Assignment/ Printed version for in person students.	10/26/20
Lesson 2	Students must provide details and examples from the text as evidence to support inferences drawn from the text.	We will practice finding specific details from nonfiction texts about adaptation (where can you look for evidence besides just the words?) to support inferences and claims about the text(s). https://facts.kiddle.co/Adaptation	Students will complete a TEAMS assignment asking them to give an example of two ways you would answer a question that asks you to "give evidence from the text" and make a list of all the places in a text where you can find evidence to support your claims.	TEAMS Assignment/ Printed version for in person students.	10/27/20
Lesson 3	Students must identify details and examples in the text that support their ideas.	We will continue the practice from yesterday of finding evidence in nonfiction texts to support various claims/ideas/inferences.	Students will go on a "scavenger hunt" through a nonfiction text in which they are given ideas from the text and required to find the evidence and page number that supports those claims.	Scavenger hunt (Upload through TEAMS for virtual students, printed copy for in person)	10/28/20
Lesson 4	Students must choose the textual evidence that provides the best proof of what they are ascertaining from the text.	We will discuss quality of evidence and why it is important to find the BEST evidence to support your claims. We will discuss what makes certain evidence more convincing/supportive and practice distinguishing between them.	Students will take a teacher-generated multiple choice quiz in which they are provided various pieces of evidence for multiple claims- each piece of evidence will support the claims, but students will be asked to decide which supports it BEST.	Quiz (online or printed)	10/29/20
Lesson 5	Determine the meaning of a word or phrase from context clues when reading and listening.	Halloween! We will practice determining meaning using context clues in Halloween themed texts. Students will read texts aloud in class.	Students will write a short story or poem about Halloween.	Short story/poem	10/30/20