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**STUDENT LEARNING OBJECTIVE TEACHER TEMPLATE**

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| **Teacher Name:**  | **School: Middle/Intermediate** | **Complex:**  |
| **Grade: 7**  | **Content Area:**  | ***Course Name:***  | ***Period:*** |

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| **Student Population:**  |
| Total Number of Students \_\_12\_\_ Males \_10\_\_ Females\_\_\_\_\_ SPED Inclusion \_\_4\_\_ SPED Pullout \_\_\_\_\_ ELL \_\_2\_\_ GT \_\_\_\_\_ Other Groups \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Additional Information:  |

Interval of instruction necessary to address goal: \_\_\_ yearlong \_X\_ semester \_\_\_ other (for quarter, track or trimester courses only)

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| **SLO Components** | **For a complete description of SLO components and guiding questions, use the “Student Learning Objective Technical Guidance and Planning Document” supplement.** |
| **Learning Goal***What are the most important knowledge/skills I want my students to know and be able to do?*  | **Learning Goal Statement:** Students will cite specific and sufficient textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text for both fiction and non-fiction literature.**Aligned Standards/Benchmarks:** CCSS.ELA-LITERACY.RL.7.1 Cite **several** pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ***(DOK 1, 2, 3)*** CCSS.ELA-LITERACY.RI.7.1 Cite **several** pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text ***(DOK 1, 2, 3)*** **Rationale:** Our school’s focus area is on students making inferences drawn from texts. Based on 7 grade common assessment data, our students are not very successful with citing textual evidence. Moreover, these driving standards are a high priority for what we would like to accomplish in 7th grade ELA as it is a major learning of the content. **Depth of Knowledge level (circle one):** 1 2 3 4  |
| **Assessments***How will I know if my students have met the learning goal?* | **Assessment Plan:**Daily checks for understanding can be obtained with thinking maps, white boards and coral responses. The remaining formative assessments will be administered and reviewed weekly.Formative – Making Inferences Assessment. Students will read selections of both fiction and non-fiction excerpts. Students will be asked to make an inference based on each reading.Formative – Students are given a non-fiction article to read. Students will be given an inference statement. Students will be asked to cite textual evidence in order to support the given inference. Formative – Students are given a short story to read. Students will be given an inference statement about a character in the story. Students will be asked to cite textual evidence in order to support the given inference. Summative - 1. Students will be given 3 articles on the same topic. They will need to analyze the 3 articles to come up with an inference common in the 3 articles that they will support with textual evidence. 2. Given a list of characteristics students will select a character from grade appropriate texts that demonstrates one of the characteristics and will support their claim with textual evidence. The summative assessment will be administered toward the end of the semester. Levels of proficiency will be based on the attached summative assessment rubric. The most recent assessment will be used for evaluative purposes while also considering previous assessments. Formative outcomes and the student’s averaged grade will also be considered to determine proficiency. |
| **Expected Targets***What are my learning expectations for each student?* | **This section will be recorded in the record sheet.**  |
| **Instructional Strategies***What strategies will I use to help all students meet the target?* | **Instructional strategies for various readiness level and content:**All students: * Teacher post and refer to learning targets for each lesson presented.  Students write and read, write and decode learning target for each lesson.
* Whiteboards,  signaling, choral responses will be utilized to ensure at least 85% of my class is engaged  during the lesson.
* “I Do, We Do, and You Do” with gradual release of responsibility  being given to the student will be utilized to ensure direct, guided and independent practice
* Peer  conferencing, signaling during discussions, and pre-writing activities will be used to check student understanding.
* Thinking maps will be used to organize their ideas and elaborate their  thoughts.
* Direct instruction, mini-lessons and multiple examples on how to state an  opinion, support their reason with details and provide a conclusion.
* Students will use rubric criteria for opinion pieces to assess work. They will analyze strong and weak models of opinion writing to guide understanding. Students will score and discuss  sample opinion pieces.

Below Level Students: * + Mini-lessons and multiple added examples to further model and differentiate tasks respectfully
	+ Partially filled graphic organizers or thinking maps may be utilized to guide students towards  proficiency.
	+ Chunking tasks and assignments  For students who are well-below grade level (they are performing at a second grade level)
	+ Additional thinking maps will be used to provide a supportive structure for opinion as well as increase the number of supporting details

Above Level Students * **Choice boards/Extension activities** on current events
* *Additional opportunities to interact with topics that cross  disciplines and involve complex issues  will also be provided*
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Summative Assessment Rubric

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| **Observation** | **-No:** Student shows no evidence of understanding. | ✔**Not yet:** Student shows evidence of misunderstanding, incorrect concept or inference.  | **+ Got It:** Student essentially supports claims. |
| Proficiency Levels and Criteria | **0 Need Improvement**Unintelligible, Off-topic, Copied text, Off-purpose  | **1 Well-Below: Little Accomplishment** Evidence from the material is minimal, incorrect or irrelevant. References may be incorrect. Minimal, if any use of elaborative techniques  | **2 Developing: Partial Accomplishment** Evidence from sources is weakly integrated, vague or imprecise References may be vague, imprecise, or absent Weak or uneven use of elaborative techniques  | **3 Proficient: Substantial Accomplishment** Some evidence from sources is integrated References may be general Adequate use of elaborative techniques   | **4 Exceeding:  Full Accomplishment** Comprehensive evidence from sources is integrated References are relevant Effective use of elaborative techniques  |
| **Percentage** | 59% and below | 69-60% | 79-70% | 89-80% | 90-100% |
| **Report Card Indicators** | **F** | **D** | **C** | **B** | **A** |