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2018-2019

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idea packet

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ASSURANT

The Readers' Café

The Reader's Café

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The SEED School of Miami

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Goals and Objectives

The Florida State Standards below were all goals for scholars depending on the lesson of the day.

LAFS.6. RI.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.6. RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

LAFS.6. RI.2.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

LAFS. 6.RI.2.6 determines an author's point of view or purpose in the text and explain how it is conveyed in the text.

LAFS.7.RI.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

LAFS.7.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
3. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
4. Acknowledge new information expressed by others and, when warranted, modify their own views.

V - LAFS.7.L.2.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

LAFS.7.L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

Course Outline/ Overview

A typical Middle School Languages Arts curriculum includes, both reading and writing instruction. In a typical middle school Language Arts curriculum both reading and writing are taught. The teacher is responsible for ensuring the students are prepared in both areas. However, teachers often focus more time on reading so that students can excel in standardized testing and read on their grade level. As a result, many students advance into high school and college without fundamental writing skills. Additionally, teachers are often given a curriculum/pacing guide they are not typically responsible for creating one on their own.

Here at The SEED School of Miami, we are missioned to prepare our students for college and beyond. We have gathered data from our graduates and found that writing was a challenge once they were in college. To correct that pattern, SEED Miami has divided our Language Arts program into two separate courses taught by two separate teachers. Reading and writing teachers participate in intensive trainings to teach them best practices for teaching reading and writing as separate courses.

We follow the Readers Workshop by Lucy Calkins that requires teachers to create their own Curriculum Map with units of study for each quarter of the school year. The Curriculum Maps are all in a sequence from sixth through eighth grade. Reader's Workshop goes in depth with allowing scholars to set goals and develop independent reading skills. During a typical day in reading class the teacher facilitates a mini lesson, then the scholars work in groups, and lastly independent working time. There is also an in-class library in all reading classrooms and the books are arranged by grade level.

Lesson Plans and Step by Step Guidelines

Standards	<p>V - LAFS.7.L.2.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>LAFS.7.L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LAFS.7.RL.3.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>LAFS.7.SL.1.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>LAFS.7.RI.2.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>LAFS.7.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> 1. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>). 2. Spell correctly.
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IT - LAFS.7.RI.1.2.

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

LAFS.7.RI.1.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
3. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
4. Acknowledge new information expressed by others and, when warranted, modify their own views.

Key Concepts	Introduction to Unit three and four Cultural stereotyping/beliefs Cultural beliefs PowerPoint Introduction to Toni Cade “The war of the wall”- Toni Cade “Judgement Day” Flannery O’Connor Reading logs (in class) “Tea Time” Annotating Reading journal check Just Right book check Café stations “Green tea” Fridays Vocabulary list (countries) QUIZ “The war of the wall” / “Judgment day”
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Objective	The scholars will be able to	The scholars will be able to	The scholars will be able to	The scholars will be able to	The scholars will be able to
	<p>Scholar reads objective</p> <p>Demonstrate understanding of the two short stories that we have covered over the last two weeks by taking a quiz comprised of questions covering both texts: “The War of the Wall” and “Judgment Day”</p>	<p>Scholar reads objective</p> <p>IT - LAFS.7.RI.1.2.</p> <p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>LAFS.7.RI.1.3</p> <p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>Scholar reads objective</p> <p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>Scholars will apply the above standard</p> <p>By writing their very own short stories with a focus of cultural stereotyping and an emphasis on the interactions between</p>	<p>Scholar reads objective</p> <p>Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>Scholars will apply the above standard by comparing an article from the same time period as the text below “The war of the wall” and</p>	<p>Scholar reads objective</p> <p>Demonstrate mastery surrounding the standards that we covered this week (Monday-Thursday)</p> <p>“Green tea Fridays”</p> <p>Consist of spiraling standards that which we focused on during the week and it is rolled out as a relay race</p>

		<p>LAFS.7.SL.1.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Scholars will apply the above standards by participating in café stations; all scholars will have the opportunity to actively reflect on the last two text that we have covered in class by going to each station which a Florida state standard will be assigned to each station.</p>	<p>the individual, and events of their choice.</p>	<p>“Judgment Day” and the focus of the comparison will be cultural stereotyping and to zone In on how authors of fiction alter history.</p>	
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<p>Mini-Lesson Connection (activate prior knowledge and focus students attention on the lesson)</p>	<p>Scholar reads DO: NOW</p> <p>Scholars please take out a pencil and prepare for your Quiz covering “The War of the Wall” and “Judgment Day”</p> <p>Hello scholars last week we ended the week by participating in “GREEN TEA” Friday and scholars had a spiraling of activities which focused on the standards that we covered throughout the week</p>	<p>Scholar reads DO: NOW</p> <p>Please stand in the front of the room and prepare for café stations.</p> <p>Hello scholars yesterday</p> <p>We had a quiz which focused on the two text which we have covered over the last two weeks “The war of the wall” and “Judgment day”</p> <p>Today we will</p> <p>Participate in café stations all scholars will have the opportunity to actively reflect on the last two text that</p>	<p>Scholar reads DO: NOW</p> <p>Scholars, when one analyzes a character what are the steps one should take?</p> <p>Hello scholars on Tuesday</p> <p>We participated in café stations all scholars had the opportunity to actively reflect on the last two text that we covered in class by going to each station, which a standard was assigned to each station. Scholars were assigned to groups by Ms. Stubbs and within each group there were also roles given to</p>	<p>Scholar reads DO: NOW</p> <p>Which time period do you feel the two text “The War of the Wall” and “Judgment Day” were written in?</p> <p>Hello scholars yesterday</p> <p>We wrote our very own short stories with a focus of cultural stereotyping and an emphasis on the interactions between the individual, and events which you selected as you wrote your story.</p>	<p>Scholar reads DO: NOW</p> <p>Please stand by your desk and prepare for “Green tea” Friday</p> <p>Hello scholars happy “GREEN TEA FRIDAY”.</p> <p>Yesterday we compared an article from the same time period as the text below “The War of the Wall” and “Judgment Day” and the focus of the comparison was cultural stereotyping and to zone In on how authors of fiction alter history. Also how the author portrays the characters and analyze the place in which the story takes place.</p>
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	<p>Today we will partake in</p> <p>Taking a quiz which will focus on the two text which we have covered over the last two weeks “The war of the wall” and “Judgment day”</p>	<p>we have covered in class by going to each station, which a standard will be assigned to each station. Scholars will be assigned to groups by Ms. Stubbs and within each group there will also be roles given to each student as they are working together.</p>	<p>each student as they worked together.</p> <p>Today we are going to</p> <p>Write our very own short stories with a focus of cultural stereotyping and an emphasis on the interactions between the individual, and events which you may select as you write your story.</p>	<p>Today we are going to</p> <p>Be comparing an article from the same time period as the text below “The war of the wall” and “Judgment day” and the focus of the comparison will be cultural stereotyping and to zone In on how authors of fiction alter history. Also how the author portrays the characters and the place in which the story takes place.</p>	<p>Today is</p> <p>“GREEN TEA” Friday and scholars will participate in a spiraling of activities which will focus on the standards that we covered during the week.</p>
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<p>Mini-Lesson Teach (demonstrate the teaching point as if you were working independently)</p>	<p>Scholars Ms. Stubbs will model this activity for you first by explaining that there should only be one pencil on your desk and no paper because Ms. Stubbs will give each student the printed test that they will take today</p>	<p>Scholars Ms. Stubbs will model this activity for the class first by explaining the standards in which scholars will see at each station and examples of different questions that they may encounter as a group.</p>	<p>Scholars Ms. Stubbs will model this activity for you first by displaying the short story that she wrote titled “My inner beliefs” Ms. Stubbs will explain how she selected the dimensions of her characters(Unit one) and the events also how she made the focal point cultural stereotyping a major key point within her story.</p>	<p>Scholars Ms. Stubbs will model this activity for you first, by reading an excerpt of the article from the same time period as the two text which we have covered in class “The War of the Wall” and “Judgment Day”</p>	<p>Scholars Ms. Stubbs will model this activity for you first by explaining the standards we focused on M-T and then Ms. Stubbs will explain what activities during “Green tea” Friday that we will participate in</p>
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<p>Mini-Lesson Active Engagement (coach and assess students during this time)</p>	<p>“Practice makes permanent”</p> <p>Scholars now you will have the opportunity to take the quiz covering “The War of the Wall” and “Judgment Day” I am confident that you all will do well and that you are well prepared for your quiz today.</p>	<p>“Practice makes permanent”</p> <p>Scholars you will now have the opportunity to participate in café stations</p>	<p>“Practice makes permanent”</p> <p>Scholars now you will have the opportunity to write your very own short stories with a focus of cultural stereotyping and an emphasis on the interactions between the individual, and events of their choice.</p>	<p>“Practice makes permanent”</p> <p>Scholars now you will have the opportunity to read an article from the same time period as the two texts which we have covered in class “The War of the Wall” and “Judgment Day”</p>	<p>“Practice makes permanent”</p> <p>Scholars now you will have the opportunity to participate in “GREEN TEA” Friday</p>
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<p>Mini-Lesson Link (Review and clarify key points, globalizing their utility from now to the future)</p>	<p>Please remember scholars</p> <p>That once you have completed your quiz please wait quietly for further instructions</p>	<p>Please scholars don't forget</p> <p>You're all a group so each person's P.O.V is valid and all members of the group deserves and should receive equal respect. Display all SEED CORE VALUES</p>	<p>Scholars always remember</p> <p>That as you select your characters think about the focal point of the story and be sure that the individual you are writing about actually brings the focal point to LIFE, which should be cultural stereotyping.</p>	<p>Please remember scholars</p> <p>That as you are comparing the text and the article pay attention to the tone and the expression of the author which he/she has selected in order to convey the time period to the reader, context clues will be your best friend during an activity as this one.</p>	<p>Please remember scholars</p> <p>That "GREEN TEA" Friday is a time for you to review and reflect on the academic week in the readers cafe</p>
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<p>Mid-Workshop (opportunity to assess through conferring and a chance to teach another skill to the group)</p>	<p>Ms. Stubbs will now assess scholars as they take their quiz</p>	<p>Ms. Stubbs will now assess all scholars as they participate in café stations</p>	<p>Ms. Stubbs will now assess scholars as they write their short stories with a focus of cultural stereotyping.</p>	<p>Ms. Stubbs will now assess scholars as they work on the comparison of the article and the two text “The war of the wall” and “Judgement day”</p>	<p>Ms. Stubbs will now assess as scholars participate in “GREEN TEA” Friday</p>
<p>Share (Partner shares, whole class, or symphony shares)</p>	<p>Whole class symphony shares</p>	<p>Whole class symphony shares</p>	<p>Whole class symphony shares</p>	<p>Whole class symphony shares</p>	<p>Whole class symphony shares</p>
<p>Differentiated Instruction</p>	<p>Whole group, independent practice one-on-one conferencing</p>	<p>Whole group, independent practice one-on-one conferencing</p>	<p>Whole group, small group and independent work One-on-one conferencing</p>	<p>Whole group, small group and independent work One-on-one conferencing</p>	<p>Whole group, small group and independent work One-on-one conferencing</p>

<p>DI: ESE/GIFTED and ESOL accommodations</p>	<p>A13 – Use of Illustrations / Diagrams A15 – Use of simple, Direct Language A16 – Vary Complexity of Assignment B1 – Categorize Vocabulary B2 – Explain Key Concepts C1 – Charts</p>	<p>A13 – Use of Illustrations / Diagrams A15 – Use of simple, Direct Language A16 – Vary Complexity of Assignment B1 – Categorize Vocabulary B2 – Explain Key Concepts C1 – Charts</p>	<p>A13 – Use of Illustrations / Diagrams A15 – Use of simple, Direct Language A16 – Vary Complexity of Assignment B1 – Categorize Vocabulary B2 – Explain Key Concepts C1 – Charts</p>	<p>A13 – Use of Illustrations / Diagrams A15 – Use of simple, Direct Language A16 – Vary Complexity of Assignment B1 – Categorize Vocabulary B2 – Explain Key Concepts C1 – Charts</p>	<p>A13 – Use of Illustrations / Diagrams A15 – Use of simple, Direct Language A16 – Vary Complexity of Assignment B1 – Categorize Vocabulary B2 – Explain Key Concepts C1 – Charts</p>
<p>Assessment</p>	<p>Quiz “The War of the Wall” and “Judgment Day”</p>	<p>Café stations</p>	<p>Short stories</p>	<p>Comparison chart</p>	<p>“Green tea” Friday J.R Book</p>
<p>Homework</p>	<p>Read and study “Tea Time” notes</p>	<p>READ and study cultural beliefs “Tea Time” notes</p>	<p>READ and study “Tea time” notes for unit three/four cultural stereotyping</p>	<p>READ and study Vocabulary and Tea time notes, “The war of the wall” and “Judgment day”</p>	<p>READ and study Vocabulary and Tea time notes</p>

Materials	Pencils, paper, J.R books, Reading journals quiz POSITIVE Attitudes	Pencils, paper, J.R books, Reading journals markers chart paper Florida state standards “The war of the wall” and “Judgement day” POSITIVE Attitudes	Pencils, paper and J.R books Reading journals POSITIVE Attitudes	Pencils, paper and J.R books Reading journals, articles ”The war of the wall and “Judgments day” POSITIVE Attitudes	Pencils, paper and J.R books Reading journals POSITIVE Attitudes
Core Values	Respect Gratitude Self-discipline Responsibility Integrity Compassion	Respect Gratitude Self-discipline Responsibility Integrity Compassion	Respect Gratitude Self-discipline Responsibility Integrity Compassion	Respect Gratitude Self-discipline Responsibility Integrity Compassion	Respect Gratitude Self-discipline Responsibility Integrity Compassion

Step by Step Guidelines

1. Tea Time is parallel with the Reader's Cafe classroom theme, is an annotation activity. During the activity the students used an anchor chart that had symbols for students to select to annotate a text. By the end of the school year the students memorized and applied the symbols without referencing the anchor chart.

Florida State Standard: LAFS.6. RI.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Cafe station is parallel to Differentiated Instruction. The activity consists of four to five stations. Scholars are placed in groups and informed of that cafe station focus. The stations include:
 - a) *Rewrite Station* each scholar is instructed to rewrite an excerpt of a text from a piece of work covered in class. Scholars must analyze the characters and events of the text in order to rewrite it, in their own words.

Florida State Standard: LAFS.7.RI.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

- b) *Vocabulary Station* each scholar is instructed to identify words that he/she may have not known and utilize context clues from the text to formulate a definition.

Florida State Standard - LAFS.7.L.2.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- c) *Central Idea Station* each scholar is instructed to identify the central idea within an informational text and explain as a group how they reached that conclusion.

Florida State Standard: IT - LAFS.7.RI.1.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

- d) *Act it Out Station* each scholar is instructed select a scene from a text, and act it out with their peers within their group members. Scholars must have an in depth conversation about the text and fully comprehend the perspective of the character before acting out the scene. The scholars are encouraged to ask their group members critical thinking questions to ensure each group member has an understanding of the text.

Florida Standard: LAFS.7.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- B. Acknowledge new information expressed by others and, when warranted, modify their own views.

3. Green Tea Fridays is a reflective instruction, formatted as an educational relay in class for scholars to have a full reflection of the week's activities. Green Tea Friday consists of a run through of the vocabulary list. To prepare for the weekly vocabulary quiz, any text that we covered during the week, figurative language devices, and the names of authors of the works that were covered was all a part of the relay.

Florida Standards: V - LAFS.7.L.2.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Florida Standards: IT - LAFS.7.RI.1.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text

Resource List

F&P Kit

This is the Fountas and Pinnell leveled reading assessment kit, which is how we test our students reading level, through the reading workshop model.

Teachers College Readers Workshop guide by Lucy Calkins

This is the guide we utilize at The SEED School of Miami which is how we structure all of our reading and writing classes.

Tea Time Anchor Chart



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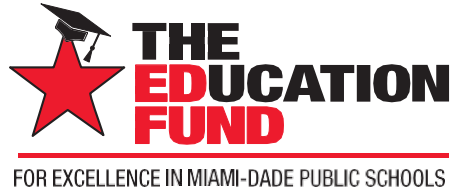
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Apply for an Ideas with **IMPACT** Adapter Grant!

All Miami-Dade County public school teachers, media specialists, counselors, or assistant principals may request funds to implement any project idea, teaching strategy, or project from the 2018 Idea EXPO workshops and/or curriculum ideas profiled annually in the **Ideas with IMPACT** catalogs from 1990 to the current year, 2018-19. Most catalogs can be viewed on The Education Fund's website at educationfund.org under "Ideas with IMPACT Catalog Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from \$150 - \$400
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To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the Disseminator, communicating via email or telephone, by visiting the Disseminator in their classroom, or by having the Disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Monday, June 3, 2019.

APPLICATION DEADLINE:
December 13, 2018

Apply online at educationfund.org

For more information, contact:
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