7th Grade

Sample English Language Arts Learning Plan

Big Idea/ Topic
How do I use text evidence to support my analysis and inferences in literary works?

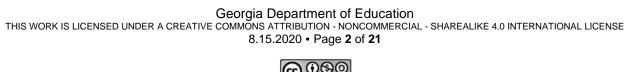| Standard Alignment |
|---|
| **ELAGSE7RL1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELAGSE7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ELAGSE7RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELAGSE7SL1: 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. |

Instructional Design		
Materials	• **"Thank You M'am" by Langston Hughes** – This text can be obtained with a free account via **CommonLit** • **Thank You M'am Video Clip** • **Prediction Journal** • **Evidence Hunt**	
Lesson Description	Introduction to character analysis and citing explicit textual evidence	
Opening	**Teacher:** • The teacher will show a clip of "Thank You M'am". • If unplugged: The teacher will have students make a prediction by reading the title and the first paragraph.	**Student:** • Students will view the clip and make predictions about what the story will be about using the Prediction Journal.
	Teacher:	**Student:**

	Teacher:	Student:
Transition to Work Session/Mini-Lesson	- The students will be instructed to keep their predictions out to determine if their predictions were correct. - The teacher will discuss the importance of making predictions - Remind students that as they read, good readers monitor predictions, changing them or coming up with new ones if needed.	Students will share their predictions as a class, in small groups or via chat.
Work Session	- First read: The teacher and the students will read the short story "Thank You M'am". Remind students that as they read, good readers monitor predictions, changing them or coming up with new ones if needed. - Second Read: Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.) Sample questions can include: - Do you think Mrs. Jones is wise or foolish to trust Roger? Why? - What does Mrs. Jones do when Roger tries to steal her purse? What can you tell about her character from this action? How are her actions connected to her past experiences? - What does Roger do when Mrs. Jones leaves him alone with her purse? Why does he do this? - How did Roger's behavior and attitude change? - What do Mrs. Jones and Roger talk about during their meal? Why doesn't	- Students will review their prediction as they read. - Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. - Students will generate words that describe either Mrs. Luella Bates Washington Jones or Roger and will provide explicit textual evidence to support their answer using the **Evidence Hunt activity**.

	Mrs. Jones ask Roger any personal questions? o What does Roger say when he leaves the apartment? What more does he want to say? Why can't he say more? • After re-reading, the students will generate words that describe either Mrs. Luella Bates Washington Jones or Roger and will provide explicit textual evidence to support their answer using the Evidence Hunt activity.	
	Teacher:	**Student:**
Closing	• The teacher will ask students to review their predictions and find the evidence to support their predictions. If they are incorrect, they will use evidence to identify the moment they realized their prediction was incorrect.	• Review predictions and determine if they are correct. If they are correct, find the evidence to support predictions. If they are incorrect, use evidence to identify the moment in the story they realized their prediction was incorrect.
Considerations for Unplugged Learning	• The prediction chart guide can be completed via paper and pencil or digitally by creating a shared online document. • The teacher can have students make a prediction by reading the title and the first paragraph. • The teacher will ask students to discuss their predictions with a partner or discuss as a whole group. • The Evidence Hunt activity can be drawn and completed in their notebook or using a digital graphic organizer tool in Microsoft Word, Google Docs, etc. • Alternate lessons for this text are available from CommonLit and can be found here https://www.commonlit.org/en/texts/thank-you-m-am. • For other considerations, visit the Universal Design for Learning in Education webpage. • **Make sure to follow your district's guidance on appropriate online tools to use with students.**	

Evidence of Student Success

• The teacher will use the guided reading questions and the Evidence Hunt Activity as a formative assessment.

Student Learning Supports

• The prediction chart guide can be completed via paper and pencil or digitally by creating a shareable online document.
• The teacher will ask students to discuss their predictions with a partner or discuss as a whole group.

- The Evidence Hunt activity can be drawn and completed in their notebook or using a digital graphic organizer tool in Microsoft Word, Google Docs, etc.
- Alternate lessons for this text are available from CommonLit and can be found here.
- For other considerations, visit the Universal Design for Learning in Education webpage.
- Students may need a list of character traits to generate ideas.
- The audio of the text can be used for students who need this accommodation
- Model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class.
- Provide an opportunity for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.

Considerations for Online and Offline Learning

- **Asynchronous:** Student works completely independently. Views PowerPoint and takes notes, reads/listens to short story, downloads Character Analysis worksheet and uploads completed work to teacher for e-feedback.
- **Synchronous:** Instructor displays writing prompt, allows students time to reflect and prompts them to share on-line though live video. Teacher presents PowerPoint or video and supplements explanations, asks questions, evaluates student understanding. Students read/listen independently, complete handout independently, and teacher can choose to return to Zoom/Teams/Google Classroom to solicit student response and evaluate understanding. Alternatively, teacher could put students in electronic "groups" and allow time for group discussion and collaboration.
- **Offline/Unplugged:** Students are provided with printed materials: copy of notes, short story, and Evidence Hunt Activity diagram and works independently.

Engaging Families

- **Literary Elements and Techniques | Characterization**
- **Source: PBS Learning Media**
- **Resource Type: Video**
- Explore characterization and how authors reveal qualities of characters in this short animated video from WNET.
- *Skill: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).*
- Parents/Guardians may choose to read aloud with student or have student read to them.
- Parents can reinforce student's understanding of character traits by using examples from stories and movies with which the student is familiar of a story or drama interact (e.g., how settings shape the characters or plot).

Sample English Language Arts Learning Plan

Big Idea/ Topic

Introduction to Short Story Unit
Skill: Plot Elements

Standard Alignment

ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELAGSE7RL10: Read and Comprehend a Variety of Grade-Level Literary Texts

ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.

Instructional Design

Lesson Description	Introduction to Short Story Unit (Plot Elements)
Materials	**Thank You M'am by Langston Hughes** **Thank You M'am Audio** **Thank You M'am Clip** **Thank You M'am Warm Up** **Narratives PowerPoint** or watch **Learn Plot Diagram Using Movie Clips** (5:45 minutes). **Student Handout(s)** **Plot Diagram** **Interactive Plot Diagram** **Narratives Guided Notes**
	Teacher:	Student:

	Teacher:	Student:
Opening	• [Thank You M'am Warm Up](#) Asks: "When was the last time you told someone, 'Thank you?' What did they do that was deserving of thanks?"	• Students respond to the prompt in 3-5 complete sentences: • When was the last time you told someone, "Thank you?" What did they do that was deserving of thanks?
Transition to Work Session	**Teacher:**	**Student:**
	• Reviews academic language/terms related to plot elements using PowerPoint "Plot Elements" or watching [Learn Plot Diagram Using Movie Clips](#). • Point of view (1st and 3rd) • Plot elements (exposition, rising action, climax, falling action, resolution). • Conflict (internal/external) • Guided notes can be used for struggling learners	• Student takes notes during PPT presentation or during video using • Guided Notes document can be used if needed.
Work Session	**Teacher:**	**Student:**
	• Distributes student handout "Plot Diagram" and has students complete the plot diagram as they complete the Second Read. • Students can also complete an [interactive plot diagram](#) if technology is available.	• First Read: Reading may be silent reading, popcorn reading, teacher-led, or reading along with audio version of the story. • Second Read: Reading may be silent reading or reading along with audio version of the story. • Student completes "Plot Diagram" while reading "Thank You M'am" by Langston Hughes.
Closing	**Teacher:**	**Student:**
	• If taught remotely: Teacher displays the plot diagram on the screen and invites students to provide input to complete the handout as a class. Teacher may solicit input in general or from specific students. • Teacher clarifies misconceptions, summarizes and encourages progress, and identifies next steps: Tomorrow, we'll take a quiz and complete a quick write for "Thank You M'am".	• Uses academic language to identify plot elements. • Asks clarifying questions; provides feedback to peers. • Summarizes and reflects on how author's use plot elements to create an effective story.

Evidence of Student Success

- Student will be able to accurately identify the story's plot element and conflicts.
- Student will be able to support his/her responses using academic language and textual evidence.

Considerations for Online and Offline Learning

- **Asynchronous:** Student works completely independently. Views PowerPoint and takes notes, reads/listens to short story, downloads Plot Diagram worksheet and uploads completed work to teacher for e-feedback.
- **Synchronous:** Instructor displays writing prompt, allows students time to reflect and prompts them to share on-line though live video. Teacher presents PowerPoint or YouTube video and supplements explanations, asks questions, evaluates student understanding. Students read/listen independently, complete Plot Diagram handout independently, and teacher can choose to return to Zoom/Teams/Google Classroom to solicit student response and evaluate understanding. Alternatively, teacher could put students in electronic "groups" and allow time for group discussion and collaboration.
- **Offline/Unplugged:** Students are provided with printed materials: copy of notes, short story, and plot diagram and works independently.

Student Learning Supports

- **For auditory/visual learners,** introduce elements of the plot diagram using the following Learn Plot Diagram Using Movie Clips (5:45 minutes).
- **For auditory learners or struggling readers**, utilize the Thank You M'am Audio
- Teacher may choose to record narration over PowerPoint
- Teacher may use a document camera to annotate the "Plot Diagram" worksheet with students and save share the file with students.
- Students who may struggle organizing information could use the Guided Notes PPT or Handout for notetaking.
- For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families

- Parents/Guardians may choose to read aloud with student or have student read to them.
- Parents can reinforce student's understanding of plot elements and conflict by using examples from stories and movies with which the student is familiar.

Sample English Language Arts Learning Plan

Big Idea/ Topic

Short Story Focus – "Thank You M'am" by Langston Hughes & Formative Assessment

Standard Alignment

ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELAGSE7RL10: Read and Comprehend a Variety of Grade-Level Literary Texts

ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.

Instructional Design

Lesson Description	**Short Story Focus "Thank You M'am" by Langston Hughes (Formative Assessment)**
Materials	• **Thank You M'am Review Quizizz** • **Formative Assessment & Key for "Thank You M'am" by Langston Hughes**

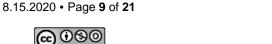|	Teacher:	Student:
Opening	• The teacher will review the plot of "Thank You M'am" with Quizizz activity. • Teacher can play live for synchronous contact and assign it as a HW to play asynchronously.	• Students will play the 'Thank You M'am Review game via Quizizz Live, HW or Activity Sheet.

	• For students working online, the activity can be printed.	
Transition to Work Session	**Teacher:**	**Student:**
	• Introduces today's assessment, reviews learning targets (reading comprehension, plot elements, characterization, and conflict). Asks if students have any questions. • The teacher distributes assessment.	• Students access prior knowledge; participates by responding to teacher's questions. Asks clarifying questions. • Students prepare to begin assessment.
Work Session	**Teacher:**	**Student:**
	• Teacher monitors students' progress while taking the assessment.	• Students complete the assessment independently.
Closing	**Teacher:**	**Student:**
	• Refer students back to the story, "Thank You M'am" and remind them that the story ends with the sentence, "And he never saw her again." Tell students to imagine that the publisher of the story has decided to delete that last sentence and that the publisher has hired each of them to write an alternate ending. Tell students to brainstorm and then write their own continuation/ending of "Thank You M'am. • Teacher clarifies misconceptions, summarizes and encourages progress, and identifies next steps: Tomorrow, we'll be looking at how an author uses conflict and characterization to develop a theme.	• Imagine that the publisher of the story has decided to delete that last sentence and that the publisher has hired you to write an alternate ending. Brainstorm and then write their own continuation/ending of "Thank You M'am.

Evidence of Student Success
• Student success is defined as having achieved 80% proficiency.

Considerations for Online and Offline Learning
• **Asynchronous & Synchronous:** Teacher transfers formative quiz to electronic, timed format.
• **Offline/Unplugged:** Student completes paper copy of quiz.

Distance Learning Supports

- Students review for the quiz by re-reading and/or listening to the short story and reviewing PowerPoint notes.
- Teacher will provide necessary testing accommodations for students (small group, extended time, repeat directions, paraphrase directions, etc.)
- Chunk the assignment over multiple days
- Students can use dictation software to record responses
- Students can orally record their answers with voice recorder software.
- For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families

- Parents/Guardians may encourage student to prepare for quiz by reviewing PowerPoints, creating flashcards with academic terms, re-reading/re-listening to the short story, and reviewing student-completed handouts.

Sample English Language Arts Learning Plan

Big Idea/ Topic

Short Story Focus – Theme & "Amigo Brothers"

Standard Alignment

ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELAGSE7RL10: Read and Comprehend a Variety of Grade-Level Literary Texts

ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
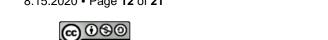
ELAGSE7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.

Instructional Design

Lesson Description	**Short Story Focus "Amigo Brothers" and Theme**
Materials	**"Amigo Brothers" by Piri Thomas -** This text can be obtained with a free account via **CommonLit** **Amigo Brothers Audio (24:02)** **"Identifying Theme in Five Steps" – PowerPoint** **"Identifying Theme in Five Steps" – Guided Notes** **Student Handout(s)** **Plot Diagram** **Interactive Plot Diagram**

	Teacher:	**Student:**
Opening	Teacher presents PowerPoint on "Identifying Theme." Using prior knowledge from students' reading of "Thank You M'am" by Langston Hughes, teacher provides explicit direction connecting students'	- Student accesses prior knowledge of "Thank You M'am" by Langston Hughes - Engages in note-taking on the 5 steps for identifying theme, participates in teacher-led discussion, and asks

	knowledge of plot, characterization, & conflict to explore the theme(s) of "Thank You M'am." Teacher models this strategy, asks challenging questions, and clarifies understanding of key concepts. • Guided notes can be used for struggling learners	clarifying questions using the academic language of the standards. • Guided Notes document can be used if needed.
Transition to Work Session	**Teacher:**	**Student:**
	• Provides handout on "Plot Diagram" (identical to one used for "Thank You M'am"), reviews key concepts, but adds that students will be including identifying theme to the worksheet. Distributes "The Amigo Brothers" PDF to students. • Students can also complete an interactive plot • diagram if technology is available.	• Prepares to work by gathering materials and asking clarifying questions.
Work Session	**Teacher:**	**Student:**

	• First read: The teacher and the students will read the short story "Thank You M'am". Remind students that as they read, good readers monitor predictions, changing them or coming up with new ones if needed.
	
	• Second Read: Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.) Sample questions can include:
	
	    ○ How is Antonio and Felix's friendship special?
	    ○ What interest do the boys share? How do they like to spend time together?
	    ○ How are these boys different from other kids in
		• First Read: Reading may be silent reading, popcorn reading, teacher-led, or reading along with audio version of the story.
		
		• Second Read: Reading may be silent reading or reading along with audio version of the story.
		
		• Student responds to guiding questions during class discussion
		
		• Completes Plot Diagram, demonstrating proficiency in comprehension skills and concepts (elements of plot, characterization, conflict, setting, & **theme**) during guided practice. Conferences with teacher and receives standards-based feedback.

	their neighborhood? Why do you think this is? ○ What do you learn about their boxing skills? ○ What conflict do we learn about in these paragraphs? How does it begin to affect their friendship? ○ How do the boys face the conflict between them? Does this surprise you at all? Why or why not? ○ What are both boys worried about? How do you know? ○ What is the promise(s) that Antonio and Felix make to each other? ○ Why do you think they promise these things to each other? What does this show you about what these boys are like?	
Closing	**Teacher:**	**Student:**
	• Informally assesses student understanding by reviewing plot diagram and theme as a class, provides feedback to students, and explicitly clarifies misconceptions. • Summarizes and celebrates progress towards understanding of plot elements and concept of theme. Identifies next steps – *Figurative Language*	• Shares and justifies work using academic language and textual evidence. • Provides peer feedback (if online) and asks clarifying questions. • Reflects on knowledge of key concepts and summarizes progress and understanding of concepts. • Posts their theme electronically via Padlet or using a sticky note.

Evidence of Student Success

- Formative assessment of prior knowledge (plot elements, reading comprehension) during opening class discussion and during independent/group work.
- Formative assessment: Accurate completion of plot diagram and identification of theme(s). Possible student responses may include the following: "The importance of Friendship," "Positive activities can protect you," "Hard work is rewarded in the end".

Considerations for Online and Offline Learning

- **Synchronous Instruction:** Teacher uses video conferencing to introduce topic of theme using students' prior knowledge from "Amigo Brothers." Teacher may use document camera or share screen to model how conflict and characterization contribute to identification of theme. Students then work independently or in virtual groups to complete assignment. At the end of the lesson, teacher and students return to video conference to assess students' understanding and to clarifying any misunderstandings.
- **Asynchronous Instruction:** Teacher records video of herself/himself introducing the topic of theme and models how to identify theme using prior reading, "Amigo Brothers." Student works independently on plot diagram and theme handout and submits it electronically to teacher for his/her formative assessment and feedback. Teacher posts tomorrow's warm up writing activity as on-line discussion topic for students' response.
- **Offline/Unplugged:** Student is provided with print copies of PowerPoint notes, works independently on plot/theme activity and submits work to teacher for assessment and feedback.

Distance Learning Supports

- Teacher may create small learning groups based on mastery of skills to work together to identify plot and theme for fairy tales, television shows, or movies.
- Teacher may create virtual groups based on reading ability (synchronous).
- Students who may struggle organizing information could use the Guided Notes for notetaking.
- Alternate lessons for this text are available from CommonLit and can be found here.
- For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families

- Parents and Guardians are encouraged to support student learning by identifying plot elements, characterization, and theme from pop culture.

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Sample English Language Arts Learning Plan

Big Idea/ Topic

Short Story Focus – Theme & "Amigo Brothers"

Standard Alignment

ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

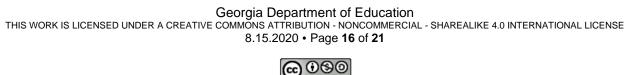**ELAGSE7RL10:** Read and Comprehend a Variety of Grade-Level Literary Texts

ELAGSE7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.

Instructional Design

Lesson Description	**Short Story Focus "The Amigo Brothers" and Figurative Language**
Materials	**"Amigo Brothers" by Piri Thomas -** This text can be obtained with a free account via **CommonLit** **Amigo Brothers Audio (24:02)** **Figurative Language PowerPoint** **Figurative Language Guided Notes** **Student Handout(s)** **"The Amigo Brothers" Figurative Language Activity & Key**

Opening	**Teacher:**	**Student:**

	• Warm up: Students respond in writing (3-5 sentences) to the following prompt "Think about your best friend. What do you do together? How do you spend time with each other? • What evidence might other people see that would prove you are best friends?"	• Student engages with prior and personal knowledge in writing to connect to the theme of "The Amigo Brothers." • If on-line, participates in group discussion and analyzes thinking. Asks thought provoking and clarifying questions.
Transition to Work Session	**Teacher:**	**Student:**
	• Teacher engages students by having students share their responses re: best friends. • Teacher presents PPT "Figurative Language" and provides explicit instruction on academic terms and examples. • Guided notes can be used for struggling learners.	• Student engages in teacher-led discussion. Prepares to take notes. • Student takes notes and asks clarifying questions during PPT. Guided Notes document can be used if needed.
Work Session	**Teacher:**	**Student:**
	• Teacher then distributes the handout "The Amigo Brothers – Figurative Language." Students identify textual evidence as teacher monitors and assesses student progress. Allows students to productively struggle and make mistakes while conferencing with them and providing on-going support. •	• Engages in independent work or small group work using the activity to identify examples of figurative language from the short story. • Conferences with teacher and receives feedback. Demonstrates proficiency in identifying key concepts. • Submits assignment for formative assessment.
Closing	**Teacher:**	**Student:**
	• Reviews key concepts of figurative language and invites students to share examples they identified from the text. Clarifies misconceptions in student understanding. • Summarizes how figurative language is used to enrich the reader's understanding of the material. • Teacher conducts Ticket Out the Door. This can be converted to a poll, shared document or can be completed via chat. ○ **I can identify different types of figurative**	• Student contributes to classroom discussion offering his/her textual examples of figurative language from the story. Provides peer feedback if working with a partner. And asks clarifying questions using academic language. Summarizes progress towards mastery. • Students complete figurative language exit ticket.

	language."
	       5 4 3 2 1
	     o **Figurative language is when you state facts exactly as they are in the real world.**
	       True or False
	 • The teacher can also use the [Amigo Brothers Quizizz](#) as a closing activity.	

Evidence of Student Success

- Student mastery of content will be evidenced by accurately identifying examples of figurative language from the text.
- Formative assessments will include completion of the activity at 80% accuracy and participation in teacher-led discussion (if synchronous instruction).

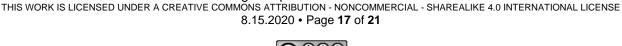## Considerations for Online and Offline Learning

- **Synchronous Instruction:** Students participate in group discussion of warm-up and analyzes thinking. Asks thought provoking and clarifying questions. During transition, students engage in teacher-led discussion. Student works independently or video conferences/on-line chats with partner during on "Figurative Language" worksheet and contributes to class discussion during closing.
- **Asynchronous Instruction:** Teacher posts warm-up as on-line discussion topic prior to today's lesson. Teacher audio/video records warm-up using anonymous student responses and transition to work session. Records audio for PowerPoint "Figurative Language" and models metacognitive response to figurative language. Students work independently on "figurative language" handout and upload assignment to teacher.
- **Offline/Unplugged resources:** Teacher provides print copies of PowerPoint and handout. Student works independently and submits finished work to teacher for feedback and assessment.

Distance Learning Supports

- Students may access [online Figurative Language flashcards](#) or [Amigo Brothers Quizizz](#) for additional practice
- Struggling learners can use Figurative Language Guided Notes if needed
- Auditory and visual learners' needs are addressed through oral/visual lesson. Teacher creates differentiated groups or partners based on skill mastery.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.
- Provide page numbers for the Figurative Language Activity for students who may have difficulty navigating lengthy texts.

Engaging Families

- Parents/Guardians may encourage their students to access the on-line flashcards and quizzes for reinforcement of figurative language terms.

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Sample English Language Arts Learning Plan

Big Idea/ Topic

Short Story Focus – Plot, Theme & Figurative Language "Amigo Brothers"

Standard Alignment

ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELAGSE7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ELAGSE7RL10: Read and Comprehend a Variety of Grade-Level Literary Texts

ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

ELAGSE7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.

ELAGSE7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

ELAGSE7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Instructional Design

Lesson Description	Short Story Focus "Amigo Brothers" Culminating Task	
Materials	**Materials:** • **"Amigo Brothers" by Piri Thomas -** This text can be obtained with a free account via **CommonLit** • **"Amigo Brothers" Audio (24:02)** • **"Amigo Brothers" Choice Board** • **"Amigo Brothers" Choice Board Rubric**	
Opening	**Teacher:**	**Student:**
	• The teacher will pose the question: "The author did not state which friend won the boxing match. Why do you think he did that?" • This activity can be done orally or as a writing prompt.	• Students will respond to the question: "The author did not state which friend won the boxing match. Who do you think he did that?"
Transition to Work Session	**Teacher:**	**Student:**
	• The teacher will introduce the "Amigo Brothers" Choice Board by explaining that each square is an activity. • Students will select one activity to complete as their Short Story Unit Assessment. • The teacher will review the "Amigo Brothers" Choice Board rubric which can be created using an online rubric maker like Google forms or by modifying the **Sample Rubric**. • All activities are adaptable for students with access to technology, low access to technology or no access to technology. • Students should have at least 2 class sessions to complete the assignment.	• Students will select one activity of their choice from the "Amigo Brothers" Choice Board to complete independently. • Students should consider availability of technology when completing their selections.
Work Session	**Teacher:**	**Student:**
	• The teacher will distribute necessary materials to students based on their selection from "Amigo Brothers" Choice Board. • The teacher will help students who require help selecting an activity and generating ideas.	• Students will complete the activity they selected from the "Amigo Brothers" Choice Board.

Closing	Teacher:	Student:
	• The teacher will provide the opportunity for students to present their final product to the class via a Gallery Walk. • The teacher will provide the following prompt to guide the Gallery Walk: How are you able to see the theme "Friendship is better than competition" in this product? • The teacher could take pictures of each product and host a virtual gallery walk via Google Slides or Padlet, or have them displayed in the classroom for in person instruction. • The teacher will explain the process of a Gallery Walk before students begin. • The teacher reinforces correctly expressed concepts and corrects for misconceptions and errors. • The teacher will remind students that all feedback should have a positive tone with suggestions for improvement.	• Students will view each product and make comments based on the prompt: • How are you able to see the theme "Friendship is better than competition" in this product?

Evidence of Student Success

- Summative assessment of students' reading comprehension and critical thinking and ability to provide textual evidence as justification and use proper grammar will be determined per the rubric.

Considerations for Online and Offline Learning

- **Synchronous:** Teacher employs video-conferencing to engage and informally assess students in class discussion and to address students' questions.
- **Asynchronous**: Teacher records opening comments, warm-up, and choice board prompt (PowerPoint) and students respond in on-line discussion format. Student accesses PowerPoint and rubric; uses word processing software to craft activities and uploads to teacher.
- **Offline/Unplugged resources:** Student is provided a print copy of the PowerPoint and the rubric. Student hand writes or creates products and submits it to teacher for assessment.

Distance Learning Supports

- Activities are differentiated to provide student choice.
- For other considerations, visit the Universal Design for Learning in Education webpage.

Engaging Families

- Parents and Guardians are encouraged to support student learning helping with the projects and providing guidance on which option to choose.