Sample English Language Arts Learning Plan

Big Idea/ Topic

Introduction to Short Story Unit – Plot Elements

Standard Alignment

ELA.GSE.8. L6: 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.

ELA.GSE.8.RL.10: Read and Comprehend a Variety of Grade-Level Literary Texts

ELA.GSE.8.RL9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

ELA.GSE.8.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

Instructional Design

Introduction to Short Story Unit (Plot Elements)

Materials:

- **"7th Grade" by Gary Soto** – This text can be obtained with a free account via **CommonLit**
- **"7th Grade" Audio Version** **(12:10 minutes)**
- **Intro to Narratives PowerPoint**
- **Warm Up**
- **"Learn Plot Diagram Using Movie Clips from Frozen and Spiderman: Into the Spider-verse"****(5:45 minutes).**
- **Guided Notes**
- Student Handout
   - **Plot Diagram**
   - **Interactive Plot Diagram**

Opening

Teacher:	Student:
• Warm Up "Day One_7th Grade by Gary Soto" (image of middle school students). • Asks: "What do you think are some common emotions students feel at the beginning of a new school year? Why do you think students may have these feelings?"	• Students respond to the image and prompt in 5-7 complete sentences: o "How do you feel at the start of the 2020-2021 school year? Why?"

Transition to Work Session

Teacher:	Student:
• Reviews academic language/terms related to plot elements using PowerPoint "Plot Elements" or watching video. • Point of view (1st and 3rd) • Plot elements (exposition, rising action, climax, falling action, resolution). • Conflict (internal/external)	• Student takes notes during PPT presentation or during video. • 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 read.	• Student completes "Plot Diagram" while reading "7th Grade" by Gary Soto. • Reading may be silent reading, popcorn reading, teacher-led, or reading along with audio version of the story.

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 be looking at how an author uses conflict and characterization to develop a theme.	• 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 or chat. Teacher presents PowerPoint or 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 digital meeting platform 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

- Introduce elements of the plot diagram using "Learn Plot Diagram Using Movie Clips " (5:45 minutes).
- Audio Version of "7th Grade"
- 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.

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.

Big Idea/ Topic

Short Story Focus – "7th Grade" by Gary Soto and Characterization

Standard Alignment

ELA.GSE.8.L6: 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.

ELA.GSE.8.RL.10: Read and Comprehend a Variety of Grade-Level Literary Texts

ELA.GSE.8.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

ELA.GSE.8.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instructional Design

Short Story Focus – "7th Grade" by Gary Soto and Characterization

Materials:
- **"7th Grade" by Gary Soto** – This text can be obtained with a free account via **CommonLit**
- **"7th Grade" Audio Version** (12:10 minutes)
- **PPT Warmup**
- **PPT on Characterization**
- **STEAL Strategy**
- **Student Handout**
  - **STEAL Strategy for Character Analysis**

Opening

Teacher:	Student:
• Teacher will present "Day 2 Warm-Up" to which students will write a one-paragraph response. • Writing Prompt: Do you ever wish your teachers knew you better — knew what your life was like outside of school? Do you ever feel your teachers just don't get you — who	• Students will respond to prompt. Given the personal nature of this prompt, students will not be asked to share their responses, but will be asked how this question relates to the story they read yesterday. • Accesses prior knowledge of the story.

	you really are as a person? Answer the question below in one paragraph (about 6-8 sentences). *What do you wish your teachers knew about you? Why?*		• Participates in classroom discussion; investigates and analyzes thinking.

Transition to Work Session

Teacher:	Student:
• Engage Prior Learning: After students have had time to write, ask them how this question relates to the short story, "7th Grade" by Gary Soto"? How can the reader tell that Mr. Bueller has some knowledge of Victor? How can we tell? • Does Mr. Bueller's actions tell us more about Victor or more about Mr. Bueller?	• Ask students to open up their copy of "7th Grade" and to identify specific text that proves Mr. Bueller has some knowledge of Victor?

Work Session

Teacher:	Student:
• Review PPT on Characterization. Explain that author's use these elements to create a story's theme. Introduce the STEAL technique (speech, thoughts, effect on others, actions, looks) as a way to analyze character. Have students re-read "7th Grade" and complete the STEAL worksheet for one of the characters (Victor, Michael, or Teresa). • If teaching online, teacher may form groups after students complete worksheet so that students may share and develop ideas.	• Engages in independent work: ○ Student re-reads "7th Grade" identifying specific text that work to define/describe a particular character.

Closing

Teacher:	Student:
• Online: Teacher informally assesses individual or group's understanding and provides feedback. Clarifies misconceptions and praises progress. Provides opportunity for groups to present on the character they analyzed. • Remind students that multiple Choice Quiz on "7th Grade" will be tomorrow. Advised students to re-read and study notes.	• Student turns in assignment to teacher for assessment. Shares and justifies academic language. Conferences w. teacher as needed. • If learning online, provides peer feedback, asks clarifying questions

Evidence of Student Success

- Student will be able to work independently to accurately identify textual evidence supporting character development using the "STEAL" format.
- Student will be able to engage in collaborative learning and provides clarifying feedback with peers.

Considerations for Online and Offline Learning

- **Asynchronous:** Student works completely independently. Views PowerPoint and takes notes, reads/listens to short story, downloads "STEAL" 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 or chat. Teacher presents PowerPoint or video and supplements explanations, asks questions, evaluates student understanding. Students read/listen independently, complete "STEAL" handout independently, and teacher can choose to return to digital meeting platform 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 "STEAL" worksheet and works independently.

Student Learning Supports

- Teacher may choose to record narration over the PowerPoint
- Teacher may use a document camera to model how to use the "STEAL".
- After students have completed the "STEAL" handout independently, the teacher may wish to share an exemplar with students or complete the handout with the class using a document camera.
- **For auditory learners or remedial readers**, utilize the **Audio Version of "7th Grade" (12:10 minutes).**
- **Small Groups:** Teacher may choose to create small groups based on reading abilities to work collaboratively to complete the "STEAL" handout.

Engaging Families

- Parents/Guardians may wish to support the "STEAL" strategy by using examples from short stories or movies familiar to the student.

Sample English Language Arts Learning Plan

Big Idea/ Topic

Short Story Focus – "7ᵗʰ Grade" by Gary Soto & Formative Assessment

Standard Alignment

ELA.GSE.8.L6: 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.

ELA.GSE.8.RL.10: Read and Comprehend a Variety of Grade-Level Literary Texts

ELA.GSE.8.RL9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

ELA.GSE.8. W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instructional Design

Short Story Focus "7ᵗʰ Grade" by Gary Soto (Formative Assessment)

Materials:
- **"7ᵗʰ Grade" by Gary Soto** – This text can be obtained with a free account via **CommonLit**
- **"7ᵗʰ Grade" Review Quizizz**
- **"7th Grade" Quiz** & **Key**

Opening

Teacher:	Student:
• Reviews the plot of "7ᵗʰ Grade" with Quizizz Activity	• Students will play the "7ᵗʰ Grade" Review game via Quizizz Live, HW or Activity Sheet.

Transition to Work Session

Teacher:	Student:

Teacher	Student
• Introduces today's quiz, reviews learning targets (reading comprehension, plot elements, characterization, and conflict). Asks if students have any questions. • The teacher distributes quiz.	• Students access prior knowledge; participates by responding to teacher's questions. Asks clarifying questions. • Students prepare to begin quiz.

Work Session

Teacher:	Student:
• Teacher monitors students' progress while taking the quiz	• Students complete the quiz independently.

Closing

Teacher:	Student:
• Teacher assesses students' understanding of key concepts. Provides data-driven standards-based targeted feedback to students. Clarifies misunderstandings. Identifies next steps based on quiz results.	• Reflects and summarizes progress towards mastery of learning target and standards-based criteria.

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 completed paper copy of quiz.

Student 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.)

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 & "The Scholarship Jacket"

Standard Alignment

ELA.GSE.8.L6: 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.

ELA.GSE.8.RL.10: Read and Comprehend a Variety of Grade-Level Literary Texts[SEP]

ELA.GSE.8.RL9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

ELA.GSE.8.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

ELA.GSE.8.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instructional Design

Short Story Focus "The Scholarship Jacket" and Theme

Materials:

- **"The Scholarship Jacket" by Marta Salinas** – This text can be obtained with a free account via **CommonLit**
- **"The Scholarship Jacket" Audio Version** (12 minutes)
- **"Identifying Theme in Five Steps" – PowerPoint**
- **Student Handout**
    - **Plot Diagram**
    - **Interactive Plot Diagram**

Opening

Teacher:	Student:
• Teacher presents PowerPoint on "Identifying Theme." Using prior knowledge from students' reading of "7th Grade" by G. Soto, teacher provides explicit direction connecting students' knowledge of plot, characterization, & conflict to explore the theme(s) of "7th Grade." Teacher models this strategy, asks challenging questions, and clarifies understanding of key concepts.	• Student accesses prior knowledge of "7th Grade" by Soto; engages in note-taking on the 5 steps for identifying theme, participates in teacher-led discussion, and asks clarifying questions using the academic language of the standards.

Transition to Work Session

Teacher:	Student:
• Provides handout on "Plot Diagram" (identical to one used for "7th Grade"), reviews key concepts, but adds that students will be including identifying theme to the worksheet. Distributes "The Scholarship Jacket" PDF to students.	• Prepares to work by gathering materials and asking clarifying questions.

Work Session

Teacher:	Student:
• Facilitates independent reading of "The Scholarship Jacket" (12-18 minutes). Monitors and assesses student progress and provides feedback and support. Allows students to engage in productive struggle, make mistakes, and engage in error analysis. Conferences formally and informally with students as they complete the handout.	• Independently reads "The Scholarship Jacket" or reads along with audio version. • Completes handout "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.

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	• 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.

concept of theme. Identifies next steps – *Figurative Language*	

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: "Stand up for yourself," "Believe in yourself," "Hard work is rewarded in the end," "There are good people who will support you."

Considerations for Online and Offline Learning

- **Synchronous:** Teacher uses video conferencing to introduce topic of theme using students' prior knowledge from "7th Grade." 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:** Teacher records video of herself/himself introducing the topic of theme and models how to identify theme using prior reading, "7th grade." 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 handout and submits work to teacher for assessment and feedback.

Student Learning Supports

- Differentiation: 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).

Engaging Families

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

Sample English Language Arts Learning Plan

Big Idea/ Topic

Short Story Focus – Figurative Language in "The Scholarship Jacket"

Standard Alignment

ELA.GSE.8.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELA.GSE.8.L6: 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.

ELA.GSE.8.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.GSE.8.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.GSE.8.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA.GSE.8.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

Instructional Design

Short Story Focus "The Scholarship Jacket" and FIGURATIVE LANGUAGE

Materials:

- **"The Scholarship Jacket" by Marta Salinas** – This text can be obtained with a free account via **CommonLit**
- **"The Scholarship Jacket" Audio Version** (12 minutes)
- **"Figurative Language" PowerPoint**
- **Student Handout**
    - **"The Scholarship Jacket" Figurative Language** & **Key**

Opening

Teacher:	Student:
• Warm up: Students respond in writing (6-8 sentences) to the following prompt "What was Martha's dream? What is YOUR dream for the future? What obstacles might you encounter while working to make your dream come true? How are one or two ways you might overcome these obstacles?" (If on-line, teacher may put students into groups and have them discuss).	• Student engages with prior and personal knowledge in writing to connect to the theme of "The Scholarship Jacket." • 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: Martha's dream. Teacher asks, "Specifically, HOW do we know that this dream is important to her? What techniques does the author use to communicate Martha's emotions? Today, we'll be looking at how an author's use of language influences our understanding of what is important in a story." Introduces PPT on "Figurative Language"	• Student engages in teacher-led discussion. Prepares to take notes.

Work Session

Teacher:	Student:
• Teacher presents PPT "Figurative Language" and provides explicit instruction on academic terms and examples. Teacher then distributes the handout "The Scholarship Jacket – Figurative Language." Students identify textual evidence independently as teacher monitors and assesses student progress. Allows students to productively struggle and make mistakes while conferencing with them and providing on-going support. If time permits, teacher may use collaborative learning (Think-Pair-Share) once students have had an opportunity to work independently.	• Student takes notes and asks clarifying questions during PPT. Engages in independent work using the handout 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 and introduces tomorrow's topic: SYMBOLISM in literature.	- Student contributes to classroom discussion offering his/her textual examples of figurative language from the story. - Provides peer feedback if working with a partner. - Asks clarifying questions using academic language. Summarizes progress towards mastery.

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 worksheet at 80% accuracy and participation in teacher-led discussion (if synchronous instruction).

Considerations for Online and Offline Learning

- **Synchronous:** 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:** 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.

Student Learning Supports

- Students may access on-line flashcards or quizzes

- Auditory and visual learners' needs are addressed through oral/visual lesson. Teacher creates differentiated groups or partners based on formative assessment data.

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: Formative Assessment – Figurative Language & Theme

Standard Alignment
ELA.GSE.8.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELA.GSE.8.L6: 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.

ELA.GSE.8.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.GSE.8.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.GSE.8.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instructional Design

Short Story Unit – Formative assessment "The Scholarship Jacket"

Materials:

- **"The Scholarship Jacket" by Marta Salinas** – This text can be obtained with a free account via **CommonLit**
- **Quiz: "The Scholarship Jacket"**
- **Figurative Language Quizizz**

Opening

Teacher: Warm up (5-7 sentences)	Student:
• The teacher will reviews figurative language with Quizizz.	• Students will play "8ᵗʰ Grade Figurative Language" Review game via Quizizz Live, HW or Activity Sheet.

Transition to Work Session

Teacher:	Student:
• Introduces today's quiz, reviews learning targets (reading comprehension, plot elements, and figurative language). Asks if students have any questions. • The teacher distributes quiz.	• Students access prior knowledge; participates by responding to teacher's questions. Asks clarifying questions. • Students prepare to begin quiz.

Work Session

Teacher:	Student:
• Teacher monitors students' progress	• Student completes the quiz independently.

Closing

Teacher:	Student:
• Teacher assesses students' understanding of key concepts. Provides data-driven standards-based targeted feedback to students. Clarifies misunderstandings. Identifies next steps based on quiz results.	• Reflects and summarizes progress towards mastery of learning target and standards-based criteria.

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 completed paper copy of quiz.

Student 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.)

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: Bringing it all Together - "Eleven" by Sandra Cisneros

Standard Alignment

ELA.GSE.8.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELA.GSE.8.L6: 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.

ELA.GSE.8.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.GSE.8.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.GSE.8.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instructional Design

Short Story Focus: Bringing it All Together with "Eleven" by Sandra Cisneros

Materials:

- **"Eleven" by Sandra Cisneros** – This text can be obtained with a free account via **CommonLit**
- **"Eleven" Audio Version**
- **Plot Elements Activity**
- **"Text Dependent Questions" Handout** and **Key**

Opening

Teacher:	Student:
• Warm-up. Students respond to the following prompt in 5-7 sentences: "What does it mean to 'act' your age? Do you always act YOUR	• Student engages with personal, prior knowledge. If on-line, participates in group

Teacher:	Student:
age? Under what conditions might you act younger or older than your true age?	discussion and analyzes thinking. Asks thought provoking and clarifying questions.

Transition to Work Session

Teacher:	Student:
• Engages students in discussion of warm up prompt, models response. Invites students to share responses. • Introduces author, Sandra Cisneros, and explains that this is a very short story. Because of that, we will read the story twice – once without stopping, and the second time to find textual evidence to questions as we read. • Asks students to use "plot elements" worksheet and to complete it as they read. Has students circle/highlight examples of figurative language.	• Engages in teacher-led discussion. Shares responses via discussion posts, or video-conferencing w. entire class or small groups. • Prepares to work by having a blank copy of the "plot elements" worksheet available and is ready to highlight or circle figurative language using the highlighter tool in word processing program or in print.

Work Session

Teacher:	Student:
• 1st reading: Students will listen to the story twice – the first time by listening to it without stop (teacher read or audio). Advises students to highlight/circle figurative language as they listen to the story. • After 1st reading, invites students to share examples of figurative language they identified. Assesses knowledge and addresses misunderstandings. • 2nd reading: Teacher and students 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.).	• Student reads along silently to audio version of story and circles examples of figurative language as s/he reads. • Participate in class discussion and receives feedback. Demonstrates proficiency in identifying key concepts. • 2nd reading: Student stops while re-reading to discuss the questions and return to the text. Student responses may be oral (whole class discussion, think-pair-share, small group, or independent written response).

Closing

Teacher:	Student:
• Teacher informally assesses individual or group's understanding and provides feedback. • Clarifies misconceptions and praises progress. • Provides opportunities for individuals or groups to share responses.	• Uses academic language and textual evidence to support responses. • Asks clarifying questions • Summarizes and reflects on how authors use figurative language to develop plot and theme.

Evidence of Student Success

- Informal assessment of students' knowledge of figurative language and reading comprehension.
- Formative assessment of student's ability to correctly identify textual evidence with 80% accuracy.

Considerations for Online and Offline Learning

- **Asynchronous:** Students can access audio and print versions of the text. Student uses highlighter tool in word processor to identify figurative language. Downloads "Textual-Based Questions" and completes assignment. Uploads completed document to teacher for assessment.
- **Synchronous**: Class meets via video-conference. Students highlight figurative language using highlighter tool in word processor and class discussion follows via tele-conference. Teacher uses video-conferencing to create small groups or pairs for completion of "Text-Based Question" and calls upon groups for responses.
- **Offline/Unplugged resources:** Print copies of text, plot diagram, and "Text-Based Questions" are provided to student who returns completed work to instructor.

Student Learning Supports

- Teacher may choose to structure the reading, discussion and text-based questions as whole class discussion, think-pair-share, independent written response, or group work, etc. depending upon students' needs and abilities.
- Have students who are struggling share their screens with the teacher or text/email their teacher with questions.
- Students may require sentence starters to answer questions in complete sentences.

Engaging Families

- Parents/guardians should encourage students to highlight key words from the "Text-based Question" handout to assist students in the completion of the assignment.

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Sample English Language Arts Learning Plan

Big Idea/ Topic

Short Story Focus: Symbolism and "Eleven"

Standard Alignment

ELA.GSE.8.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELA.GSE.8.L6: 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.

ELA.GSE.8.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.GSE.8.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.GSE.8.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instructional Design

Short Story Focus – Symbolism in "Eleven" by Sandra Cisneros

Materials:

- **"Eleven" by Sandra Cisneros** – This text can be obtained with a free account via **CommonLit**
- **"Eleven" Audio Version**
- **"Symbolism" PowerPoint**
- **"What is Symbolism" Video**
- **"'Eleven' – Symbolism & The Sweater" handout** & **Key**
- **Symbols Around Us**

Opening

Teacher:	Student:
• Introducing learning target – symbolism in short stories -- by asking students what one object dominates the story, "Eleven" (the red sweater). Asks students to create a two-column list (positive/negative) things associated with the color red. Invites students to share their responses.	• Accesses prior knowledge of the story "Eleven" and engages in responding to teacher's prompt. Participates in classroom discussion.

Transition to Work Session

Teacher:	Student:
• Invites students to identify objects frequently associated with the color red (valentine's hearts, the devil, blood, hot sauce, etc.) and engages in discussion of the connection between color and objects = symbolism. • Introduces PowerPoint on symbolism.	• Participates in practice and discussion. Asks clarifying questions. Prepares materials necessary for note-taking.

Work Session

Teacher:	Student:
• Teacher introduces concept of symbolism using either the PPT or video. • Circles back to focus on the sweater Mrs. Prices forces on Rachel. Reminds students of how to identify a symbol. Distributes handout "Eleven – Symbolism & The Sweater" and models how to find and analyze textual evidence. • Monitors individual students or small groups. Allows students to productively struggle. Conferences with students.	• Engages in independent or collaborative learning. Asks meaningful questions. • Demonstrates proficiency in identifying relevant textual evidence. • Completes performance task. • Conferences with teacher and receives feedback.

Closing

Teacher:	Student:
• Informally assess students' understanding of symbolism. • Provides feedback & clarifies misconceptions.	• Shares and justifies work. • Provides peer feedback and asks clarifying questions. • Reflects and summarizes progress toward mastery of target.

• Summarizes and celebrates progress.	

Evidence of Student Success

- Student is able to accurately identify at least four textual examples descriptive of the sweater and provides a logical explanation as to what that example symbolizes.

Considerations for Online and Offline Learning

- **Synchronous:** Employs video-conferencing with live instruction and virtual "pop-ins" on small group or individual students to assess understanding of key concepts.
- **Asynchronous:** Student takes notes on symbolism, completes handout "Eleven – Symbolism & The Sweater" and uploads it to teacher.
- **Offline/Unplugged Resources**: Student is provided with print copies of PowerPoint and handout "Eleven – Symbolism & The Sweater" and delivers completed work to teacher.

Student Learning Supports

- Struggling Learners: Use "Symbols All Around Us" handout to support primary concept.
- Key concepts are delivered using audio/visual resources. Activities allow for differentiation by small group or partner-collaboration by ability. Teacher may choose to provide textual evidence for the handout "Eleven-Symbolism & The Sweater" or reduce/expand the number of textual examples.
- Accelerated Learners: Students may create "family crests" using symbolism to represent their personalities.

Engaging Families

- Use "Symbols All Around Us" handout to support primary concepts. Brainstorm with student to identify other common symbols with which students may be familiar.
- Create a "Family Crest." Identify key qualities which describe your family and brainstorm symbols that would represent those qualities (courage = lion; faith = cross/Star of David, etc.)

Big Idea/ Topic

Short Stories – Culminating Writing Task: Characterization, Symbolism, & Textual Evidence

Standard Alignment

ELA.GSE.8.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELA.GSE.8.L6: 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.

ELA.GSE.8.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.GSE.8.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.GSE.8.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instructional Design

Short Story Focus – Introduction to Culminating Writing Task: Characterization, Symbolism & Textual Evidence

Materials:

- **"Eleven" by Sandra Cisneros** – This text can be obtained with a free account via **CommonLit**
- **"Eleven" Audio Version**
- **Flow Map "Eleven"**

Opening

Teacher:	Student:
• Teacher invites students to respond to the following prompt in 5-7 sentences: "How does the incident with the red sweater connect to Rachel's observation that 'when	• Student assesses prior knowledge of the story and yesterday's focus on the red sweater. Responds in writing to the prompt.

you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one'?" • Invites students' responses and asks challenging questions.	Participates in classroom discussions; investigates and analyzes thinking.

Transition to Work Session

Teacher:	Student:
• Teacher introduces culminating writing activity – a one-page essay summarizing the ways that Rachel responds to events that occur on her birthday and which reflect the multiple "years" of her 11-year old self. Students will work individually or in virtual groups to create a flow map of age of maturity based on Rachel's reaction to the red sweater. Using textual evidence, students will place summaries of the events in the top boxes and justification (text evidence) beneath the event.	• Engages in guided practice • Prepares organizing materials • Asks clarifying questions

Work Session

Teacher:	Student:
• Teacher facilitates independent and small group work; purposefully assigns collaborative groups and differentiates based upon students' skills mastery. • Monitors, assesses, and documents student progress and provides standards-based feedback. • Provides small group instruction • Conferences informally with students.	• Engage in independent or collaborative learning. • Demonstrates proficiency on skills and concepts related to content standards. • Completes conceptually rich performance task. • Conferences with teacher and receives feedback.

Closing

Teacher:	Student:
• Invites students to display their flow maps and defend their choice of placement on their maps. • Chooses 1-3 common events which groups have included and encourages groups to defend their choice of placement.	• Shares, assesses, and justifies events and choice of placement on flow map. • Provides peer feedback and asks clarifying questions. • Reflects and revises flow map based on class discussion.

• Ensures all students have a copy of their group's flow map with revisions based on class discussion.	

Evidence of Student Success

- Students engage in independent or collaborative work
- Achieves 80% accuracy in identifying textual evidence
- Justifies responses using critical thinking

Considerations for Online and Offline Learning

- **Synchronous:** Teacher employs video-conferencing to engage and informally assess students in class discussion and virtual groups.
- **Asynchronous**: Teacher records opening comments and students respond in on-line discussion format. Student downloads "Flow Map," independently completes assignment and uploads for teacher assessment.
- **Offline/Unplugged resources:** Student is provided a print copy of "Flow Map" and returns it to teacher for assessment.

Student Learning Supports

- Encourage students to brainstorm characteristics representative of different age groups (babies, toddlers, young children, teenagers, and adults).
- Collaborative grouping based on student skill mastery; audio/visual learners are supported.

Engaging Families

- Parents/guardians can support their students by helping students to identify characteristics representative of different age groups (babies, toddlers, elementary school children, teenagers, and adults).

Sample English Language Arts Learning Plan

Big Idea/ Topic

Short Story Focus: Culminating Writing Task: Characterization, Figurative Language, Symbolism & Textual Evidence

Standard Alignment

ELA.GSE.8.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELA.GSE.8.L6: 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.

ELA.GSE.8.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.GSE.8.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.GSE.8.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Instructional Design

Short Story Focus –Culminating Writing Task: Characterization, Figurative Language, Symbolism & Textual Evidence

Materials:

- **"Eleven" by Sandra Cisneros** – This text can be obtained with a free account via **CommonLit**
- **"Eleven" Audio Version**
- **Flow Map "Eleven"**
- **Student-completed "Text Dependent Questions" Handout and Key**
- **PowerPoint "Culminating Activity Warm Up and Prompt"**
- **Culminating Writing Task Prompt and Rubric Handout**
- **Sample Essay**

Opening

Teacher:	Student:
- Presents writing prompt from PowerPoint slide and uses the images (rings in a tree, Russian nesting dolls) to evoke students' knowledge of how Rachel explains what it is to have many "ages" inside of oneself. - Writing Prompt: Asks students, "Are Rachel's 'ages' similar to those of dolls or rings in a tree?" How are they alike? How are they different? - Invites students to share their responses.	- Student access prior knowledge of the text to respond to writing prompt. - Investigates and analyzes thinking. - Participates in teacher-led classroom discussion.

Transition to Work Session

Teacher:	Student:
- Introduces culminating writing prompt and instructions. Advises students to gather their flow maps and their completed handout "Text Dependent Questions" - Reviews learning targets, success criteria, and expectations per rubric.	- Prepares organizing tools - Asks clarifying questions - Highlights/underlines key words in rubric.

Work Session

Teacher:	Student:
- Facilitates independent work - Scaffolds learning task as necessary - Conferences informally with students	- Engages in independent learning - Demonstrates proficiency of skills and concepts (reading comprehension, textual support, figurative language, and symbolism, and multi-paragraph essay

Closing

Teacher:	Student:
- Formally assesses students' understanding. - Provides data-driven, standards-based targeted feedback - Clarifies misunderstandings - Summarizes and celebrates progress - Identifies next steps for instruction and possible remediation.	Shares, assesses, and justifies work using academic language.

Evidence of Student Success

- Summative assessment of students' reading comprehension and critical thinking and ability to provide textual evidence as justification, write a multi-paragraph essay with introduction and conclusion, and use proper grammar will be determined per the standards-based 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 culminating writing prompt (PowerPoint) and students respond in on-line discussion format. Student accesses PowerPoint and rubric; uses word processing software to craft essay, and uploads to teacher.
- **Offline/Unplugged resources:** Student is provided a print copy of the PowerPoint and the rubric. Student hand writes essay (2 pages double spaced) and submits it to teacher for assessment.

Student Learning Supports

- Students may wish to access on-line writing sites for help with grammar, word choice, and spelling
- Scaffolding is provided by the flow map.

Engaging Families

- Parents and guardians can support their students by helping them keep their class materials organized and accessible.