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## #6 Assignment-Example

### Lesson Overview

### Lesson Plan Template

Title of Lesson [ Creating Literary Clues for Inferential Comprehension ]

Subject [ English Language Arts]

Grade Level [9th]

Time Frame [45 minutes]

California Content Standard(s) and/or Curriculum Frameworks [ CCSS.ELA-LITERACY.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.]

California ELD Standard(s) [ Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.]

Learning Goal(s) [ Students will be able to **create** textual clues or evidence for inferential comprehension]

### Content of Lesson

Based on student assets, what do you expect students to deeply understand about the lesson? What do you expect students to retain after the lesson and use in future learning?

[ My students, especially my focus students, are hard workers with strong work ethic. I expect students to learn the difference between *showing* and *telling* in writing, and the significance of incorporating *showing* techniques into their writing. Many of my students are creative artists, including two of my focus students. They will be able to use their creativity to do some creative writing work, and will also have the opportunity to express themselves through other means of media.]

What misunderstandings or misconceptions do you expect students might have from the lesson?

[ Students often tell details rather than showing (I am hungry: I am so hungry I could eat a horse. If they write imagery, they can often write one sentence or image, and then stop prematurely, rather than probing for further descriptors.)

What knowledge, skills, and abilities (higher-order thinking and academic language development) do you expect students to have after engaging in the lesson?

[ Students will **analyze** examples for *showing vs. telling*, **evaluate** *why showing* examples create stronger imagery, then **create** their own examples of *showing* imagery.]

## Assessment/Checking for Understanding

What essential questions will you ask to determine if students are not meeting, meeting, or exceeding the learning goal(s) of the lesson?

[ How do authors use language to show us about character, rather than telling us?

How can we strengthen our writing with specific and creative imagery?]

What will students do to demonstrate achievement of content during the lesson?

[ **Mid-Lesson assessment:** Students compare **written** showing vs. telling examples, and share with a peer **how** showing makes a difference in writing. Prompts for thinking will include: Which one is stronger? Which one paints a picture in your mind's eye? Which one makes you feel?

What else shows that this is stronger?

1. The pineapple pizza was gross.  
The sour, rancid pineapple burst pus between my teeth and the frothy cheese ran down my chin like snot.
2. Dear Slim, I wrote you but still ain't callin' / I left my cell, my pager, and my home phone at the bottom / I sent two letters back in autumn, you must not-a got 'em / There probably was a problem at the post office or somethin'  
Slim has a fan who is completely obsessed with him.
3. I love my dog, Lucy. She's a puppy with soft fur, big eyes, and a happy smile.  
Lucy looked up at me with her big glittering eyes. Her mouth curled up in a smile, showing her needle-sharp puppy teeth. She ran over to me, tail wagging, and slobbered all over my dress. I didn't care about the dress.

**For their final work in this lesson, students will complete the following assessment:**

**PROMPT:** Think of an emotion (joy, sadness, anger, frustration, excitement, awe, fear, or any other) and describe it **without** using the word itself. Your job is to leave clues for your reader to **infer** the emotion you are describing. Include at least **three** clues for your audience. You may work alone or with a partner.

I will UDL strategies for assessments to give students multiple means of **expression** of their knowledge; students will be able to show their learning through polls, participation by unmuting themselves or entering their thoughts in the chat, as well as typed writing, or handwriting in their journals.]

How will you know students understand the content?

[ I will know students understand the content by evaluating their assessments. When students are able to determine which writing example has more imagery, then I will know they are ready to move on to creating their own examples. When students' examples show detailed imagery, I will know they have met the learning objective (Students will be able to **create** textual clues or evidence for inferential comprehension).]

## Structured Student Learning Activities

Based on student assets, what activities will the students be involved in during the lesson to support, engage, and challenge their achievement of the learning goal(s)?

[ Based on student assets, including their creativity and socialization, students will have multiple learning activities that will engage their creativity and support their inter-peer collaboration. For their warm-up, students will create a Jamboard with post-its, art, or a collage of images.

Students will be encouraged to have conversations with each other to support their collaboration

skills, but also to allow them to have peer-to-peer interactions that are currently so limited in our virtual learning and socially-distant world. **Multiple means of expression: Students may respond to the warm-up through drawing, collage, or writing. Students may choose to each write in the document, or to select one scribe for the whole group's ideas.**

Their final learning activity will support their creative assets as they engage in a piece of creative writing. Again, they will have the option to work in groups or work on their own, so that they may choose the option that makes them feel the most safe and supported.

**Multiple means of expression: Because the final assessment is an assignment to support students in strengthening their writing, students will need to respond in writing. They can respond in their journals or online in a Google Doc.]**

How will you group students and manage group work to support student learning?

[ Students will be placed in heterogeneous breakout rooms on Zoom based on their assets. Students with strengths in reading and writing will be grouped with students who are working toward grade-level reading comprehension and writing. Likewise, students with strengths in their work ethic and our focus *Habits of Mind* will be grouped with students who are working toward our focus of *persistence* and *striving for precision and accuracy*. Students with strengths in classroom participation will be grouped with students who are working toward stepping outside of their comfort zone.

I will check in with breakout rooms intermittently. If students turn off their camera, I will ask them to talk about their progress. I will be able to monitor progress on Google Docs, and Jamboards.]

How will you engage students in higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, and transfer) activities?

[ During one of the learning activities, students will **analyze** examples for *showing vs. telling* and **evaluate** *why showing* examples create stronger imagery. I will support them with scaffolded questions to support their learning. Prompts for thinking will include: Which one is stronger? Which one paints a picture in your mind's eye? Which one makes you feel? What else shows that this is stronger? After this learning activity, students will **create** their own examples of *showing* imagery, which will promote transferability to other activities. When students create their own literary clues for inferential comprehension, they will better be able to identify it in other literary works.]

## Instruction to Support Learning

What instructional strategies will support student learning through multiple modalities?

[ I will use multiple UDL strategies to support student learning through multiple modalities, including multiple means of representation, multiple means of engagement, and multiple means of expression.

### **Multiple means of representation:**

- Prompts read out loud to students (supportive to all students, but especially ELLs and students with disabilities)
- Students discuss prompts in small groups, then share their thoughts as a whole group.
- Students take notes on peer ideas
- After processing with peers, students respond individually
- Students may use speech-to-text (for all students, but can especially support ELLs and students with disabilities)
- Fast finishers add more creative detail to their descriptions

### **Multiple means of engagement:**

- Students evaluate their own mastery of the standard before the lesson, and will revisit after the lesson
- Group collaboration to foster communication
- Options to work in groups with directed conversation and sentence frames can minimize threats and distractions
- Students will have options for silent reading of the prompts, or listening to me read while following along

**Multiple means of expression:**

- Students will need to respond to the formal assessment in writing, since it is designed to measure their writing strength. They can choose to respond to the individual prompts, or to strengthen an existing writing assignment.
- Students can use speech to text, which can benefit any student whose processing is affected by typing or spelling (including English Language Learners and students with disabilities).
- Students may respond on the Google Doc through graphic organizer, table, outline, or free writing
- I will connect informal assessment feedback from previous lessons to determine which students need the most intensive supports, and whether any reteaching is necessary to connect student's attention to the broader understandings related to the learning goals.
- Depending on assessment data, differentiation could include reteaching in a homogenous group to work with me during the Google Doc learning activity, where I chunk the larger assignment into smaller parts, prompt student responses, and scaffold academic language to meet the learning needs of students.

What resources, materials, and/or educational technology will you or your students use during the lesson?

[ Students will use Jamboard and Google Docs for this lesson.]

What adaptations and accommodations, including, as appropriate, assistive technologies, will support focus students and other individual student learning needs beyond the UDL supports built into the lesson?

- Chunking of prompt: breaking up the prompt into individual steps
- Scaffolding: Asking student to respond to each prompt orally to me first, and then directing them to write it down
- Scaffolding / directions in a variety of ways: Acting out prompts, and having students state what they see; alternately, asking students to act out prompts, and state what they are doing
- Scaffolding / directions in a variety of ways: Asking student to close their eyes and imagine each sentence. Ask them which sentence gave them a stronger visual in their mind.
- Prompting students with more examples – *I feel angry. "What would you say if you were angry? What would you look like? What would your hands do? What would your face do?"*
- Text-to-Speech and Speech-to-Text available for all students through their Chromebooks
- Extended time to complete assignments: extra support available during office hours at the end of each class period]