

**Grade 7 ELA  
Sample Lesson Plan**

<b>Lesson Title</b>	Creating and Critiquing a Point of View
<b>Connecticut Standards (CCSS)</b>	<p>CC.7.RL.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>CC.7.RL.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</b></p> <p>CC.7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CC.7.W.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>CC.7.W.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</b></p> <p>CC.7.W.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>CC.7.W.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b></p> <p>CC.7.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.7.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.7.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<b>Lesson Objectives in Language Students will Understand</b>	Through the analysis of a particular sentence, chapter, scene, or stanza, students will construct a narrative of the “red sweater scene” of <i>Eleven</i> from another character’s point of view. Students will demonstrate an understanding of contrasting points of view using the original text as well as critique individual written pieces.
<b>Timeline</b>	5 days (approximately days 15-20 of unit)
<b>Description of Learning Tasks/ Activities</b>	<ul style="list-style-type: none"> <li>• Reread <i>Eleven</i> and discuss the main character’s point of view (refer to teacher selected note-taking template)</li> <li>• Review and re-teach if necessary the writing process using the CCSS 7.W.3a-d</li> <li>• Select a character (Mrs. Price, Sylvia Saldivar, Phyllis Lopez) and rewrite the “red sweater scene” from that character’s point of view</li> <li>• Compare narratives, peer conference, edit and revise written piece with peers who have written from the same character’s point of view</li> <li>• Contrast finished pieces with Rachel’s point of view</li> </ul>
<b>Materials, Resources, Technology Needed (Based on LEA resources)</b>	<ul style="list-style-type: none"> <li>• <i>Eleven</i> by Sandra Cisneros</li> <li>• Teacher created narrative writing rubric</li> <li>• Digital platforms such as Google docs, wiki pages etc. for peer conferencing</li> </ul>
<b>Prior Learning, Connections, Student</b>	<ul style="list-style-type: none"> <li>• Narrative writing elements and process</li> <li>• Point of view</li> </ul>

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<b>Needs or Interests, Common Misconceptions</b>	<ul style="list-style-type: none"><li>• Literary elements</li></ul>
<b>Instructional Strategies/ Grouping</b>	<ul style="list-style-type: none"><li>• Peer conferencing</li><li>• Peer editing</li><li>• Self and peer reflection on writing</li><li>• Socratic seminar or other discussion strategies</li></ul>
<b>Suggested Differentiation</b>	<ul style="list-style-type: none"><li>• Narrative writing process</li></ul>
<b>Cross disciplinary Connections</b>	<ul style="list-style-type: none"><li>• Points of view through primary and secondary source documents in science and social studies</li></ul>
<b>Formative Assessment processes (including student self-assessment)</b>	Pre- First draft of narrative scene Post- Final version of narrative scene