

- Introduction - 2 min
  - Introduce myself to students, thank them for having me in their classroom, let them know how excited I am to be here today
- Framing - 4 min
  - Today, our objective is to make inferences about the main character in Sandra Cisneros's *Eleven*
  - Does anyone know what an inference is? Raise your hands
  - An inference is an educated guess. This means you take what you know, plus what you read, and create a conclusion. (write on the board)
  - Everyone say it with me on 3: *what you know + what you read = inference*
- Post Mortem - 35 minutes
  - We are going to start off by reading our text and completing an activity called Post Mortem in order to analyze our main character's thoughts, feelings and actions. When you see this diagram, what does it make you think of? (a crime scene) That's right. It's like an outline of a crime scene, but I promise our story is not spooky. We are going to use a diagram like this to map our character's thoughts, feelings and actions. Cold call: where do you think the thoughts will go? Where do you think the feelings will go? Where do you think the actions will go? **5 min**
  - Now, we're going to split into groups. (make groups then cold call to CFU groups) I also need a volunteer to help me make our diagram. (make the diagram on craft paper) Now, group 1 come and sit by the head. Group 2, come and sit on the left side of the body. Group 3, come and sit by the hands and feet on the right side. **5 min**
  - I'm going to do an example with you all first, so you can

# Eleven Sandra Cisneros Lesson

**Ruth Ayres, Stacey Shubitz**



## **Eleven Sandra Cisneros Lesson:**

**Writing Lessons That Teach Key Strategies** Patricia Tabb, Nancy Delano Moore, 2001-04 Reproducible pages contain lessons such as finding an idea to write about creating vivid descriptions with sensory details developing compelling openings revising and editing **Challenging Common Core Language Arts Lessons** Clg Of William And Mary/Ctr Gift Ed, 2021-09-03 This book from the Center for Gifted Education at William Mary provides gifted and advanced learners challenging activities to master and engage with the Common Core State Standards for English Language Arts through four mini units Each mini unit is packed with activities that enrich and extend grade level ELA content for grade 6 Included texts have messages and characters that are developmentally suitable for students Through higher order reasoning questions resulting discussions and student created products associated with these texts gifted and advanced students needs are met while still maintaining messages and characters to which students can relate Students will be exposed to themes such as learning from life experiences community cultural identity and history and adversity Each theme was chosen with advanced sixth grade students in mind and their emerging need to learn more about themselves their world and how to work through adversity to accomplish their goals Grade 6 **Common Core Curriculum Maps in English Language Arts** Great Minds, 2011-10-13 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus D C and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades 6 8 Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans etc Teachers can use the maps to plan their year and craft their own more detailed lesson plans The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards **Common Core Curriculum: English, Grades 6-8** Great Minds, 2014-05-06 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades 6 8 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on

Common Core's Wheatley Portfolio guarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA

**Writer's Craft: Models, Lessons, and More** Teacher Created Resources, 2004-08-24      Teaching Evidence-Based Writing: Fiction Leslie Blauman, 2016-09-19 One in a million Yes that's how rare it is to have so many write about reading strategies so beautifully put to use Each year Leslie Blauman guides her students to become highly skilled at supporting their thinking about texts and in Evidence Based Writing Fiction she shares her win win process Leslie combed the ELA standards and all her favorite books and built a lesson structure you can use in two ways with an entire text or with just the excerpts she's included in the book Addressing Evidence Character Theme Point of View Visuals Words and Structure each section includes Lessons you can use as teacher demonstrations or for guided practice with Best the Test tips on how to authentically teach the skills that show up on exams with the texts you teach Prompt Pages serve as handy references giving students the key questions to ask themselves as they read any text and consider how an author's meaning and structure combine Excerpts to Write About Pages feature carefully selected passages from novels short stories and picture books you already know and love and questions that require students to discover a text's literal and deeper meanings Write About Reading Templates scaffold students to think about a text efficiently by focusing on its critical literary elements or text structure demands and help them rehearse for more extensive responses Writing Tasks invite students to transform their notes into a more developed paragraph or essay with sufficiently challenging tasks geared for grades 6-8 And best of all your students gain a confidence in responding to complex texts and ideas that will serve them well in school on tests and in any situation when they are asked What are you basing that on Show me how you know      *Teaching Reading Across the Day, Grades K-8* Jennifer Serravallo, 2024-04-21 Reading well across disciplines and within varied contexts will help students to be versatile flexible deep readers who can better learn from their reading transfer skills across subjects and use strategies to meet the unique demands of reading in each content area Jennifer Serravallo Research based easy to use lesson structures for explicit and engaging teaching In Teaching Reading Across the Day literacy expert Jennifer Serravallo provides nine effective predictable research based lesson structures that help busy teachers save planning time and focus their teaching and student attention on content rather than procedures Each of the nine lesson structures read aloud phonics and spelling vocabulary focus shared reading close reading guided inquiry reader's theater and conversation has its own chapter and features a wealth of resources that let you see the lessons in action in ELA Science and Social Studies classes including An annotated teaching vignette lesson explanation and research notes Tips for planning structure and timing suggestions and ideas for responsive teaching Detailed planning templates and 22 accompanying online videos covering over 3 hours of classroom footage Jen's reflections key look fors and ideas for next steps The nine lesson structures can be used with any curriculum or core program text and subject making it easier for teachers to maximize explicit and engaging teaching time across the day

and simplify planning and preparation Jen incorporates a wide range of compelling research about how best to teach reading to every student in your class and translates the research or the science of teaching reading into high leverage moves you can count on to deliver powerful lessons again and again She also honors the art of teaching reading helping teachers tap into their experience and hone their expertise to make quick effective classroom decisions that take student learning to the next level

*The Communication Effect* Jeff Zwiers, 2019-10-21 The communication effect is what happens when we saturate our classrooms with authentic communication which occurs when students use language to build up ideas and do meaningful things For starters authentic communication deepens and increases language development learning of content concepts and skills rigor and engagement empathy and understanding of others perspectives agency and ownership of core ideas across disciplines and social and emotional skills for building strong relationships And these are just the starters With The Communication Effect Dr Jeff Zwiers challenges teachers in Grades 3 and up to focus less on breadth and more on depth by grounding instruction and assessment in authentic rather than pseudo communication This book provides Ideas for cultivating classroom cultures in which authentic communication thrives Clear descriptions and examples of the three features of authentic communication 1 building up key ideas claims and concepts 2 clarifying terms and supporting ideas and 3 creating and filling information gaps Over 175 suggestions for using the three features of authentic communication to enhance twenty commonly used instructional activities across disciplines Additional examples of not so commonly used activities that embody the three features Suggestions for improving four different types of teacher creativity needed to design effective lessons activities and assessments that maximize authentic communication Our students deserve to get the most out of each minute of each lesson Authentic communication can help As you read The Communication Effect and apply its ideas you will see how much better equipped and inspired your students are to grow into the amazing and gifted people that they were meant to become

*Teaching Late-Twentieth-Century Mexicana and Chicana Writers* Elizabeth Coonrod Martínez, 2020-12-15 Offers pedagogical techniques for teaching Mexicana and Chicana writers of the late twentieth century in undergraduate classes Topics include precursors and influences testimony and chronicle borderlands culture gender and identity cross cultural connections and indigeneity Includes syllabus suggestions and information on editions reference works biographies film adaptations and online resources

**Mapping Comprehensive Units to the ELA Common Core Standards, 6-12** Kathy Tuchman Glass, 2013-05-09 Your blueprint for skilled Common Core literacy alignment Learn to artfully navigate Common Core or any state province standards with concrete step by step instruction from master teacher and curriculum specialist Kathy Tuchman Glass Confidently map a unit of study aligned to Common Core s rigorous evidence based writing and reading requirements Dive into in depth analyses of informational text with supporting essential questions Glass walks you through the entire process with manageable chunks that eliminate overwhelm Chapters include thorough explanations step by step exercises and detailed templates assessments charts tips and prompts centered around key CCCS

concepts for grades 6-12 Teachers curriculum committees grade level teams and professional development leaders will learn to Challenge and engage students in all content areas using the CCCS ELA framework Use existing curriculum and materials to design new CCCS aligned units of study Identify mandatory CCCS ELA essential understandings for informational text evidence based writing and other critical competencies Conduct resource rich workshops and professional development This all in one instructional guide with a companion website for extra help improves your professional capacity to create revise or critique quality driven units and lessons aligned to the ELA Common Core Get this essential blueprint to building high quality 6-12 grade level curriculum for skilled CCCS literacy aligned success Like them or hate them the Common Core Standards represent one of the most significant opportunities for improvement schools have faced in decades This book will be a great help to anyone engaged in the act of translating the Common Core into actual teaching practices Jim Knight Author of High Impact Instruction     **The Unified Learning Model** Duane F. Shell, David W. Brooks, Guy Trainin, Kathleen M.

Wilson, Douglas F. Kauffman, Lynne M. Herr, 2009-12-01 This is a book about how humans learn Our focus is on classroom learning although the principles are as the name of this book indicates universal We are concerned with learning from pre school to post graduate We are concerned with most business industrial and military training We do not address how infants learn how to speak or walk or how grown ups improve their tennis swing We do address all learning described by the word thought as well as anything we might try to teach or instruct in formal educational settings In education the words theory and model imply conjecture In science these same words imply something that is a testable explanation of phenomena able to predict outcomes of experiments This book presents a model of learning that the authors offer in the sense of scientists rather than educators Conjecture implies that information is incomplete and so it surely is with human learning On the other hand we assert that more than enough is known to sustain a scientific model of learning This book is not a review of the literature Instead it is a synthesis Scholars and many teachers likely have heard much if not most or even all of the information we use to develop the unified learning model What you have not read before is a model putting the information together in just this way this is the first one     *Core Practices for Teaching Multilingual Students* Megan Madigan

Peercy, Johanna M. Tigert, Daisy E. Fredricks, 2023 Learn how to teach multilingual students effectively and equitably with this practical and accessible resource The authors share real world examples from the classrooms of ESOL teachers unpack the teachers thinking about their instruction and identify six core practices that are foundational to teaching multilingual students knowing your multilingual students building a positive learning environment integrating content and language instruction supporting language and literacy development using assessment and developing positive relationships and engaging in advocacy The book focuses on how K-12 teachers can use these core practices in ways that humanize their instruction positioning students as whole human beings valuing the assets and resources they bring to the classroom actively involving them in rigorous instruction that draws on their experiences and knowledge responding to each unique learning

context and disrupting traditional power dynamics in education This text will help pre and in service teachers of multilingual students to center equity and justice in their practice and understand how to move humanizing mindsets into action Book Features Identifies and describes core practices for teaching multilingual students Offers opportunities to analyze teachers instruction using core practices Includes templates and additional resources that help teachers extend the use of core practices to their own planning Supports teacher educators in preparing teachers to move humanizing mindsets to humanizing practices Provides access to supplementary video clips depicting teachers as they engage in these practices and discuss their use *Now We Get It!* Janette K. Klingner, Sharon Vaughn, Alison Boardman, Elizabeth Swanson, 2012-04-10 Bonus web content includes a PowerPoint presentation on CSR and short video clips to Bonus web content includes a PowerPoint presentation on CSR implementation **Glencoe Literature** McGraw-Hill Staff, 2001-07 Writing Clubs Lisa Eickholdt, Patricia Vitale-Reilly, 2023-10-10 Ask teachers about their biggest challenges in elementary and middle school and many will say the teaching of writing It is often difficult for students find the joy discovery and satisfaction writing can yield What Lisa Eickholdt and Patricia Vitale Reilly have found is that adherence to genre studies can get in the way of student collaboration Believing writing instruction should be more authentic they want students to have more choices develop better collaboration and sustain a sense of community all through the implementation of writing clubs In their book *Writing Clubs Fostering Choice Collaboration and Community in the Writing Classroom* you ll discover ways to Collaborate throughout the process of writing Choose what to write and how to write it Examine mentor texts and study craft techniques across genres Develop speaking and listening skills Celebrate classmates accomplishments through publication Collaboration is widely recognized as a vital life skill Eickholdt and Vitale Reilly present a plethora of ideas on how gratifying it can be right now as well as in the future There s an old proverb that says If you want to go fast go alone If you want to go far go with others In *Writing Clubs* we discover that there is no limit to how far young writers can go when teachers show them what it means to collaborate *Practical Steps Toward Culturally Responsive K-12 Literacy Instruction* Christy Howard, Mikkaka Overstreet, Anne Swenson Ticknor, 2024-08-22 Howard Overstreet and Ticknor build on the framework they established in their first book *It s Not One More Thing* They extend their practical how to strategies for enacting culturally responsive and affirming literacy instruction in K 12 classrooms specific to literacy assessment engaging texts used for literacy instruction and navigating and resisting barriers They build on their experiences and research of CRP to offer vignettes of literacy instruction that may be common in K 12 classrooms These examples are offered to situate how teachers may use research based and effective literacy practices while ignoring the identities and experiences of their students They then disrupt the vignettes using theories and concepts presented in the chapter to make visible how each practice could be reimaged to integrate more culturally responsive strategies Example lessons and activities are provided in each chapter that offer readers glimpses into CRP thinking and decision making Guiding prompts are also included for readers to use the chapter topic and

example lessons to consider ways to be more culturally responsive teachers for their students and in their local communities

**Day by Day** Ruth Ayres, Stacey Shubitz, 2023-10-10 Have you ever wanted your own personal writing coach to help improve your teaching of writing? How about two personal writing coaches? In *Day by Day*, Stacey Shubitz and Ruth Ayres, creators of the popular blog *Two Writing Teachers*, guide you through the trials and tribulations of a whole year of writing workshop. *Day by Day* is organized around six fundamental components of writing workshop: routines, mini lessons, choice, mentors conferring, and assessment. Each component is broken down into ten day sections. Each section includes a detailed discussion, a challenge that teachers can apply immediately, and questions to help teachers assess the process to see what went right, what went wrong, and most importantly, why. Ruth and Stacey also provide daily encouragement, support, practical strategies, tips, advice, and everything you need to run an effective writing workshop that meets the needs of all the different writers in your classroom.

*Across Cultures* William Smalzer, Phyllis L. Lim, 1993

*Turning the Page* Rachel Slaughter, 2021-03-05 There is a dearth of multicultural literature in schools since few schools offer a curriculum that promotes multicultural education. However, by the year 2050, ethnic minority children will make up the majority of the United States' public school classrooms. Multicultural literature is the building block of a multicultural education which reflects our nation's diversity and helps all students learn by providing help to bridge the cultural gap and promote racial awareness. Teachers often find it difficult to identify or find quality multicultural literature that adheres to the standard curriculum.

*Turning the Page: The Ultimate Guide for Teachers to Multicultural Literature* helps educators find and evaluate multicultural books that are suitable for the classroom and align with the standard curriculum. The book includes a peer-reviewed metric that shows teachers how to substitute biased books with multicultural literature that endorses the same themes. Second, the book includes reviews, lesson plans, and curated book lists of multicultural books. Finally, the book offers a stepwise plan on how to create a task force of school stakeholders who can implement a comprehensive multicultural program. In 2018, The National Association for Multicultural Education released standards for multicultural education to encourage school staff to become culturally competent and linguistically diverse.

*Turning the Page: The Ultimate Guide for Teachers to Multicultural Literature* moves educators in that direction.

*Encounters With Archetypes* Tamra Stambaugh, Emily Mofield, Eric Fecht, Kim Knauss, 2021-09-09 *Encounters With Archetypes* integrates the study of archetypes with the concept of encounters. This unit, developed by Vanderbilt University's Programs for Talented Youth, is aligned to the Common Core State Standards and features accelerated content, creative products, differentiated tasks, engaging activities, and the use of in-depth analysis models to develop sophisticated skills in the language arts. Through the lens of encounter, students will examine the patterns, symbols, and motifs associated with common archetypes by analyzing fictional and informational texts, speeches, and visual media. Students will follow various archetype encounters with conflicts and challenges to explore questions such as: How do archetypes reflect the human experience? and How do archetypes reveal human strengths and weaknesses? Ideal for gifted



classrooms or gifted pull out groups the unit features texts from Sandra Cisneros Louis Untermeyer Rudyard Kipling Emily Dickinson and Maya Angelou biographies of Oprah Winfrey Mother Teresa Jackie Robinson Sally Ride and Lin Manuel Miranda a speech from President Ronald Reagan a novel study featuring Wonder by R J Palacio and or Counting by 7s by Holly Goldberg Sloan and art from Pieter Bruegel Grades 4 5

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