Indiana Academic Standards 2014 Lesson Plan Alignment Template

Subject(s): English Language Arts  Period(s): ___________ Grade(s): 8-12

Teacher(s): ______________________________________ School: __________________

The lesson plan alignment tool provides examples of the instructional elements that should be included in daily planning and practice for the Indiana Academic Standards. The template is designed as a developmental tool for teachers and those who support teachers. It can also be used to observe a lesson and provide feedback or to guide lesson planning and reflection.

<table>
<thead>
<tr>
<th>LESSON ELEMENT</th>
<th>PROVIDE STUDENT-FRIENDLY TRANSLATION WHERE APPLICABLE</th>
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<tbody>
<tr>
<td>1. Grade level Indiana Academic Standard(s) 2014 the lesson targets include:</td>
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<tr>
<td>• 9-10.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.</td>
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<td>• 9-10.RL.2.2: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.</td>
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<td>• 9-10.RL.2.3: Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
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<td>• 9-10.RL.3.2: Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony)</td>
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<tr>
<td>• 9-10.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.</td>
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<td>• 9-10.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</td>
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<td>• 9-10.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</td>
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Link to lesson plan: http://lessonplanspage.com/lapeobloggingaboutteenstress712-htm/
2. **Learning Target(s):**

This lesson will allow students to better understand the themes of *Catcher in the Rye* by relating the events and characters in the novel to their own adolescent life experiences. They will identify, analyze, and evaluate character behaviors and motivations and compare/contrast them with appropriate examples from their own lives. They will understand how to draft and revise a piece of writing that is of high enough quality to be published on the class blog.

3. **Relating the Learning to Students:** (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Knowing how to process and interpret literature supports critical thinking skills and also teaches students to derive meaning from literary works, allowing students to explore how themes and messages found in stories might apply to their own lives. Having students analyze and evaluate their own personal reactions and behavior through writing also encourages healthy mental and emotional development.

4. **Assessment Criteria for Success:**

Students will have successfully met the prescribed outcomes if:

- They compose a blog entry of at least 800 words that combines reflective elements of personal narrative with the critical analysis and formal tone of academic interpretive writing
- They make logical connections between their own lives and the characters’ based on cited textual evidence
- Their blog entry addresses the question “What similarities and differences exist between myself and Holden Caulfield?” with clear reasoning to back up their assertions
- Their blog entry is free of spelling, grammar, and mechanical errors and is properly formatted and submitted to the classroom blog

5. **Content Area Literacy Standards for History /Social Studies, Science, & Technical Subjects:**

N/A

6. **Academic Vocabulary:**

Students should understand what these words mean with respect to literary interpretation:

- compare
- contrast
- analyze
- evaluate
7. Examples/Activities/Tasks:

Students begin this lesson with the independent task of writing down stressors that they face in their own lives, and then elaborating by describing what sort of effect this has on them, with the teacher reminding them that stress can manifest itself in a variety of ways. This broadens into a classroom poll/discussion about the common things that students their age might be stressed over, e.g. grades, sports, getting into college, family issues, etc. After accumulating a list of class stressors, the teacher writes Holden Caulfield on the board, and the students generate a list of the stressors he faces in the novel and his reaction to them. The reflective compare/contrast blog entry is then assigned.

8. Resources/Materials:

Supplementary resources include StageofLife.com’s Teen Stress List and LearntoBeHealthy.org’s Mental Health Activity Kit for Teens. Notecards or paper should be used by the students in the initial class discussion, while the teacher takes notes along with them on the blackboard/whiteboard/overhead. Students should each have access to a 1:1 device or computer lab in order to draft and submit their blog entries.

9. Access and Engagement for All:

Students who may feel uncomfortable talking about their personal life stressors can have the option of writing a similar compare/contrast essay that compares Holden to another character in another approved novel/film/narrative work. If students do not have access to a school-issued 1:1 device, time should be taken to visit a school computer lab to ensure that students have access to necessary technology.

10. Differentiation/Accommodations:

Students who are English language learners may have the opportunity for conferences with the teacher to go over multiple drafts of the blog entry before making a final submission, in conjunction with the school’s designated ELL services if possible/necessary. Teacher can go over aspects of English composition that the student may be struggling with and provide mini-lessons over those topics. High-achieving students who require more challenge may have the assignment augmented to make an additional argument over whether or not Catcher in the Rye is still relevant to modern teenagers based on their comparisons. Students with disabilities can have individual instruction time as appropriate for clarification and guidance.

Indiana Academic Standards Aligned Lesson: Reflection

➢ How did this lesson cognitively engage students?

This lesson engaged students by forcing them to interact with the text and characters of the novel on a personal level by taking into consideration how the events of the novel are similar (or dissimilar) to their own lives. This is a fundamental component of fictional literature, learning how to analyze a story and characters and take something meaningful away from it. This lesson not only required the critical cognitive processes of analysis and evaluation, but it also required students to back up their claims about the text with textual evidence. Claims might come from direct assertions within the text or students may go further and make inferences based on the text. This assignment has the added benefit of making students think equally as critically about how they react to things in their own lives and recognize the different stressors that they have in common with their peers and know they are not alone.