Instructions: This lesson plan template provides a space for you to plan lessons around the Education Connections model of Sheltered Instruction (SI), which includes four strands—*define, modify, cultivate, apply*. (See page 4 of this document for more information on the four strands). Fill out the information about your lesson plan in the space provided in the left-hand column, *Lesson Information and Activities*. While you plan, list which strand(s) relates to this portion of your planning in the right-hand column, *SI Strand(s)*, along with any notes about how the strand can be implemented effectively in this lesson.

Lesson Information and Activities	SI Strand(s)
Lesson Title: *The Road Not Taken* with the Say Something Reading Strategy **Content Area:** English Language Arts **Grade Level(s):** 8 **Unit Description:** _____ _____ **Length of lesson:** Two 45- minute class periods **Number of ELs:** _____	**DEFINE**

Proficiency Levels						
ELs (numbers and/or names)						

Lesson Information and Activities	SI Strand(s)
Program Model: _____ **Other relevant student information:** _____	

Standards and Objectives

DEFINE

	Language Objectives	English language proficiency standards
1	Students will be able to engage in structured discussions to reach a deep understanding of a classic American poem.	TESOL Standard 1: English language learners communicate for social, intercultural, and instructional purposes within the school setting. CA ELD Standard 8.2.1.1: Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.
2	Students will be able to analyze the language of a poem and explain how the author crafts language to convey meaning.	TESOL Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts. CA ELD Standard 8. 2.1.8: Explain how phrasing or different words with similar meanings (e.g., describing a character as stubborn versus

		persistent) or figurative language (e.g., Let me throw some light onto the topic) produce shades of meaning and different effects on the audience.
	Content Objectives	**Content Standards**
1	Students will be able to analyze stanzas in a poem to determine their relationship to each other and to the overall meaning of the poem.	CCSS.ELA-LITERACY.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
2	Students will be able to understand the literal and figurative meanings of a poem.	CCSS.ELA-LITERACY.RL.8.4 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.
3	Students will be able to engage in a structured discussion, contribute appropriately, and gain insights from group members in order to come to a deeper collective understanding of the poem.	CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

	Written	Oral
Receptive	Reading Students will read the poem three times to unlock literal and figurative meanings	Listening Students will engage in structured conversation where they must target their responses to something their partner says
Productiv	Writing Students will engage in a quick- write and exit ticket as a means of a formative assessment	Speaking Students will engage in structured discussion of a text using sentence starters

Incorporating all four language domains

Identify how the language demands of the tasks are related to each language domain.

MODIFY

Key language for students (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)

General academic language	Language specific to the content area
Wear, diverged, undergrowth, claim, sigh	Hence, trodden

Key characteristics of teacher talk (ways to make the content comprehensible for all students, ways to model key language, etc.)

Define key vocabulary words: wear, diverged, undergrowth, claim, trodden, sigh, hence.
Annotate the poem on the white board to show students what these words mean in the context of the poem. The teacher will model use of synonyms, phrases, and pictures

How the lesson will incorporate bilingualism/students' native languages as resources

Students will be paired homogeneously based on native languages to encourage discussion of the poem in the language with which they are the most comfortable.

CULTIVATE

Materials and Texts

Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)
"The Road Not Taken" by Robert Frost	Poetry	8	Discuss how decisions, both positive and negative, impact our lives and the lives of others. Discuss the role of peer pressure in making decisions.

Supplementary Materials and Realia

Photo of two paths

Photo of undergrowth

	MODIFY
Estimated Time: Two 45-minute class periods	

Language Domains: x Reading   x Writing   x Listening   x Speaking

Grouping:

   x Independent Work   x Pair   x Small Group   x Whole class
   Reason for grouping:

x First language	x English proficiency	□ Reading level	□ Content understanding	□ Interest	□ Other:

Preview: Connections to past learning or the larger unit sequence

1. **Quick write:** Tell students that they will have ten minutes to write about a time when they had to make a choice. Prompt: Have you ever had to make a choice that wasn't popular? What were the alternatives to the choice you made? Why did you choose the option you did?
   a. (Optional) Pair- Share: Tell students that they will choose a partner and share what they wrote about.
2. Tell students that they will read a poem by the famous author, Robert Frost, titled "The Road Not Taken."
3. Venn Diagram: Draw a Venn diagram on the board and tell students that reading poetry is different than reading prose. Label one side of the diagram "prose" and the other side of the diagram "poetry." In the prose circle, write "stories." Ask students to contribute to the Venn diagram. List examples of poetry and prose as well as the defining features of each.
4. Tell students that poems can have literal and figurative meanings. Literal language means exactly what it says, but figurative language paints a picture for the reader using similes, metaphors, hyperbole, or personification. This handout has great examples of literal and figurative language.
5. Tell students that as they read the poem, they will think about both meanings of the poem- the literal, and the figurative meanings- in order to understand and interpret the poem.

Presentation: Primary activity steps associated with lesson implementation
Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for the EL students

1. Project the poem on to the white board and read the poem as a whole class. On the white board, draw pictures or define words that the students might struggle with: wear, diverged, undergrowth, claim, wear, trodden, sigh, hence.

2. *Say Something Reading Strategy*: Model the strategy with a student from the class. Read the first stanza of the poem. One person holds the talking piece. The person with the talking piece says something about the first stanza, using one of the sentence starters. Give the talking piece to the other person. The person with the talking piece comments on what his/ her partner said.

3. Post the say something rules in the classroom. Place students into pairs. Distribute copies of the poem (2 copies per group), sentence starters (2 copies per group) and talking pieces (one per group).

4. Explain that students will take turns reading a stanza (show students a stanza in the poem). At the end of each stanza, the person with the talking piece will say something about what they read. Then, give the talking piece to the other person. The other person will comment on what was said. They should use the sentence starters to guide their conversation. 5. Combine two sets of pairs (so each group will have 4 students total) to form a group. Assign each group a leader. The leader will monitor progress toward discussing the questions and make sure that the talking piece is used throughout the discussion. Give each group a copy of the Text-Dependent Questions for "The Road Not Taken." Tell students that they will read the poem one more time and discuss ONLY the first and second reading questions. **Assessment**: Activities for formative and summative assessment during and after primary lesson activities. How does assessment account for the language demands embedded in core content for ELs? 1. Come back together as a whole group. Share out questions that came up during discussion. Share out what they discovered about the poem. 2. Come back to the idea of literal and figurative meanings. Tell students that the questions they will discuss will help them to unlock the figurative meaning or "underlying meaning" of the poem. Read the text- dependent questions for the third reading. Read the poem as a whole group. Facilitate the whole- group discussion of the questions for the third reading. 3. Exit ticket: Each student will respond to this question: What is Frost's main point of the poem? How do you know?	
How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson? Students may choose to engage their parents or guardians in a discussion around this question: What is the path you want for me and why? How will you support me in taking that path, if I choose it? **Materials:** Copies of the poem, "The Road Not Taken" by Robert Frost Say Something Rules and Sentence Starters Text- Dependent Questions for "The Road Not Taken" Talking Pieces for each group Projector and electronic copy of poem (LCD, overhead, or document camera)	**CULTIVATE**

Education Connections' Four Strands of Sheltered Instruction

Sheltered Instruction is an approach that makes academic content, as well as language development, more accessible for EL students. The Education Connections activities are based on **Four Strands** of Sheltered Instruction. They are: Define, Modify, Cultivate, Apply.

Define

- **Develop, define, refine, communicate, and assess *content objectives* for every lesson**
- **Develop, define, refine, communicate, and assess *language objectives* for every lesson**
- **Ensure objectives derive from, and are aligned with, English language proficiency (ELP), as well as content standards**

Modify

- **Differentiate instruction through lesson adaptation and instructional modifications**
- **Scaffold instruction in response to students' individualized language and content learning needs**
- **Identify the language demands and domains embedded in lessons and explicitly address language use and needs for both teaching and learning**

Cultivate

- **Explicitly identify and acknowledge the cultural competence, human capital, knowledge, experiences, and resources students bring to the classroom**
- **Invite parental and/or familial involvement in the school and classroom and make connections that extend beyond the core curriculum**
- **Support native language maintenance, additive bilingualism, and biliteracy development**

Apply

- **Directly promote language use through interaction with peers, teachers, as well as the core content**
- **Encourage and facilitate language use in both English, as well as students' home languages**
- **Develop and implement activities that require use of all four language domains**