

# 3–7 Grade ELA Lesson Plan

## *Sol Goes for Goal* by Julio Anta

### Grade Levels

3–7

### Time

45–60 minutes

### Common Core State Standards (CCSS ELA)

- **RL.3–7.1:** Ask and answer questions using evidence from the text.
  - **RL.3–7.2:** Determine the theme or central message.
  - **RL.3–7.3:** Describe how characters respond to challenges.
  - **RL.3–7.6:** Analyze how a character's point of view develops.
  - **RL.3–7.7:** Explain how illustrations contribute to the meaning of the story.
  - **W.3–7.3:** Write narratives using descriptive details and clear sequences.
  - **SL.3–7.1:** Engage effectively in collaborative discussions.
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## Learning Objectives

Students will:

- Analyze Sol's character development throughout the story.
  - Examine themes of identity, friendship, self-acceptance, and courage.
  - Use text and illustrations as evidence to support responses.
  - Reflect on personal growth through narrative writing.
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## Essential Questions

- How do our feelings affect our decisions?
  - What does it mean to be true to yourself?
  - How do friendships change as we grow?
  - Why is self-acceptance important?
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## Materials

- *Sol Goes for Goal*

- Character Growth Graphic Organizer
  - Sticky Notes
  - Chart Paper
  - Writing Paper or Journals
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## Vocabulary

- Identity
  - Acceptance
  - Confidence
  - Perspective
  - Conflict
  - Inference
  - Dialogue
  - Theme
  - Graphic novel
  - Empathy
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## Before Reading (10 minutes)

### Activate Prior Knowledge

Ask students:

- Have you ever felt nervous around someone you admired?
- Is it difficult to balance what others expect with what you want?
- What makes someone a good teammate and friend?

Students complete a **Think-Pair-Share**, then discuss as a class.

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## During Reading (25 minutes)

### Character Growth Tracker

As students read, they record evidence of Sol's growth.

| Event | How Sol Feels | Evidence from Words & Pictures | What Sol Learns |
|-------|---------------|--------------------------------|-----------------|
|-------|---------------|--------------------------------|-----------------|

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Encourage students to notice:

- Facial expressions

- Body language
  - Dialogue
  - Soccer scenes
  - Color and mood
  - Relationships with teammates, friends, and family
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## Class Discussion

Discuss:

1. What pressures does Sol feel throughout the story?
  2. How do Sol's feelings affect her actions?
  3. How do the illustrations help readers understand Sol's emotions?
  4. What role do friendships play in Sol's growth?
  5. What does Sol learn about being herself?
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## Mini-Lesson

### Reading Emotions in Graphic Novels

Explain that graphic novels often show emotions through both words and illustrations.

Readers should pay attention to:

- Facial expressions
- Body posture
- Panel size
- Background details
- Color choices
- Dialogue and thought bubbles

Ask students to identify one panel where the artwork communicates Sol's emotions without needing many words.

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## Writing Activity (20–25 minutes)

### Writing Prompt

**Everyone discovers new things about themselves as they grow. Write about a time when you learned something important about yourself, or imagine you are Sol trying to balance school, friendships, soccer, and your own feelings. Describe the**

challenges you face, how you respond, and what you learn about confidence, honesty, and being true to yourself. Use descriptive details to explain your thoughts, feelings, and actions.

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## Extension Activities

### Grades 3–4

#### Soccer Snapshot

Draw a comic showing an important moment when Sol gains confidence.

Include:

- Speech bubbles
  - Captions
  - Facial expressions
  - A lesson learned
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### Grades 5–7

#### Personal Identity Reflection

Write an essay explaining how Sol changes from the beginning to the end of the story.

Support your ideas with evidence from both the text and illustrations.

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#### Graphic Novel Activity

Create a four- to six-panel comic illustrating a time when you overcame a challenge or learned something important about yourself.

Include:

- Dialogue
  - Captions
  - Visual details
  - A clear beginning, middle, and end
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# Assessment

## Formative

- Participation in discussions
  - Character Growth Organizer
  - Close-reading notes
  - Exit Ticket
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## Summative Writing Rubric

| Criteria      | 4                       | 3                | 2                 | 1                   |
|---------------|-------------------------|------------------|-------------------|---------------------|
| Ideas         | Insightful and detailed | Clear            | Developing        | Limited             |
| Organization  | Logical sequence        | Mostly organized | Some organization | Difficult to follow |
| Text Evidence | Strong evidence         | Some evidence    | Minimal evidence  | No evidence         |
| Conventions   | Few errors              | Some errors      | Frequent errors   | Many errors         |

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## Exit Ticket

Students answer one question:

- What did Sol learn about herself?
  - Which illustration best showed Sol's emotions?
  - How did friendship help Sol grow?
  - What advice would you give Sol at the beginning of the story?
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## Differentiation

### Support

- Sentence starters
- Graphic organizers
- Partner reading
- Teacher-guided discussion

- Visual vocabulary cards

## Extension

- Compare Sol's character growth to another graphic novel protagonist.
  - Rewrite a key scene from Lily's point of view.
  - Create an alternate ending that shows another way Sol might respond to her challenges.
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## Social-Emotional Learning (SEL) Connection

Students reflect on:

- Self-awareness
- Empathy
- Confidence
- Friendship
- Respect for others
- Accepting yourself and others

## Big Idea

*Sol Goes for Goal* reminds readers that growing up means learning who you are, embracing your true self, and understanding that real confidence comes from authenticity—not from trying to meet everyone else's expectations.