

REDEFINING THE ARCHITECTURE OF A ROMANIAN LANGUAGE LESSON: A DIGITAL PEDAGOGY PATTERN GEARED TOWARD TEACHING SIMPLE AND EXTENDED IDEA PLANS

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ABSTRACT

In our contemporary educational settings, the shift from traditional literacy to a digital-based understanding of the main literary concepts requires changes in the instructional design. This paper proposes an innovative pedagogical framework that uses Information and Communication Technologies (ICTs) to help students understand simple and extended idea plans. Moving beyond linear, paper-based routines, this approach uses ICT tools to transform seemingly abstract "plans of ideas" into visual and navigable structures. This digitalization of textual architecture enables students to be dynamically engaged in content, fostering deeper cognitive connections between the information they interact with and real-world problems. Furthermore, the paper illustrates how the proposed digital strategy reshapes the teacher-student relationship, shifting the teacher's role toward facilitating students' understanding of a supportive text from simple patterns to extended ones, by including characteristic elements of digital pedagogy. Preliminary findings suggest that students demonstrate increased autonomy, improved logical sequencing, and a real increase in creativity when the outlining is mediated through digital tools. In this respect, digital pedagogy can be considered essential for developing students' relevant literacy competencies in the 21st century.

Keywords: *literacy competencies, simple idea plan, complex idea plan, ICT tools, digital pedagogy pattern, students' feedback*

INTRODUCTION

The study of *simple* and *extended* plans of ideas represents an essential step for developing students' logical thinking, structuring texts, and improving the ability to synthesize information. In this respect, students identify main ideas (simple plan) and detail relevant information (extended plan), facilitating deep understanding, memorization, and the correct writing of summaries or compositions.

In general, for understanding what the simple idea plan means, students follow the following steps (Crăciun, 2023): (a) read the indicated text; (b) briefly summarize the content of the text; (c) formulate the main ideas; (d) turn each idea into a sentence; (e) write the main ideas in the order in which they were identified in the text, using the verbs at the same tenses.

The extended outline consists of the main ideas and secondary ideas of a given text (Roșca, 2023). To find the main ideas, the students: (a) read the text several times; (b) define the subject of the text by asking questions - “*What is the subject of the text?*” / “*What is it about?*”; (c) formulate the main ideas by answering the question - “*What is the most important information in the text?*”. To find the secondary ideas, the students (a) read the text several times; (b) determine other important information that details the main ideas, asking - “*What is the subject/ character like?*” / “*What does it do?*”; (c) formulate the secondary ideas based on the question - “*What additional information details the main ideas?*”.

The process of studying the simple idea plan starts in the third grade, when students are just learning to divide text into fragments and extract ideas. The emphasis is on the sequence of events, most often in the form of titles or short sentences that answer the question: “*What is happening?*”. In fourth grade, they move to the next level, developing the ability to summarize text without losing the elements that animate the action. Then, in middle school, the outline is no longer just an exercise in reading and understanding the narrative thread, but becomes the basis for compositions and commentaries, defining the key pillars in understanding the extended outline.

The reasons why both concepts are studied in school, beginning with primary education, are (Molan, 2016):

- developing students’ structured thinking and analysis - students learn to analyze a text, distinguish essential information, and organize it hierarchically;
- improving students’ synthesis skills - the simple plan helps extract the essence of a text, while the extended one helps detail it;
- facilitating correct writing - both types of outlines provide the necessary framework for writing coherent summaries, reports, or essays;
- increasing students’ memorization skills - by organizing information, students can more easily remember the structure and content of a text;
- respecting logical order - both plans ensure that the sequence of events or ideas is respected, contributing to narrative or argumentative coherence.

Teaching simple and extended plans of ideas remains important for developing the ability to understand texts and structure thinking. The necessary didactic methods involve the transition from identifying main ideas - simple plan, to enriching them with secondary information - extended plan. (Programa școlară pentru disciplina “Limba și literatura română”. Clasele a III-a - a IV-a, 2014; Programa școlară pentru disciplina “Limba și literatura română”. Clasele a V-a - a VIII-a, 2017)

1. DIDACTIC APPROACHES

In the Romanian educational landscape, the didactic approaches to the teaching of the *simple idea plan* and the *extended idea plan* have long been a cornerstone of the Romanian Language and Literature discipline. Historically, teachers have approached this through a linear, manual process - students read a text or fragment, identify the main action - *main idea*, and then refine those points with specific details - *secondary ideas* (Parfene, 1999). However, especially after the pandemic, this routine has started to be challenged by the need for more dynamic and cognitive mapping.

Currently, many Romanian teachers are moving away from simple dictation toward *visual scaffolding*. For introducing a simple idea plan, educators often use interrogative

methods, prompting students to answer “*Who? / What? / Where? / When?*” (in general), for most of the text paragraphs. The shift to an extended idea plan occurs when the teacher asks “*How?*” and “*Why?*”, forcing students to look for the nuances between the main events. Increasingly, teachers started to incorporate digital tools and even templates for *dragging and dropping ideas*, helping students physically see the hierarchy of a text rather than just listing sentences in a notebook.

For students, the struggle often lies when abstraction is present. While a simple idea plan feels like a basic summary, the extended idea plan requires an important volume of *analytical synthesis*. Many students initially find it difficult to distinguish between a *secondary idea* and a mere *unimportant detail*. By introducing digital tools, it is expected that students become accustomed to rapid, non-linear information, so the rigid, chronological nature of a traditional plan of ideas can feel disconnected from how they actually process the content, using ICT facilities.

An important approach designed by the teacher may involve the highlighting of the commonalities and differences between the two types of outlines. In this regard, the following *similarities* have to be emphasized: (a) logical structure - both types of outlines aim to organize ideas logically and coherently, facilitating students’ understanding of the text; (b) identification of main ideas - both plans of ideas (simple and extended) include the main text ideas, ensuring that the text’s essence is clear. At the same time, the *differences* should also be mentioned: (a) the simple outline focuses on the main ideas, presenting them concisely and directly; (b) the developed outline includes both the main and secondary ideas, providing additional details, examples, and arguments for each point. In terms of *complexity*: (a) the simple idea plan is shorter and easier to create, ideal for a quick overview of the text; (b) the extended idea plan is more complex and detailed, requiring more time to create, being used for in-depth text analysis.

On the other hand, modern pedagogical features help students, who are no longer just passive recipients of a correct plan of ideas. Instead, they are more encouraged to use *collaborative tools* where students build the extended idea plan in real-time groups. For example, by using *interactive hotspots* - where clicking a main idea reveals the extended secondary points - students begin to understand that a text is an *architecture*, not just a list. This shift from *reading to memorize* to *reading to map* represents one of the most important key points of the digital pedagogy, making the information feel more relevant and easier to understand. (Fauziah et al., 2025)

2. METHODOLOGY

The concepts of *simple idea plan* and *extended idea plan* have been introduced to primary and secondary school students (third, fourth, and fifth forms), by exploiting an iconic text: “*The Linden Tree Hoopoe*” (“*Pupăza din tei*”) by Ion Creangă, who is considered more than just a writer - the most prominent figure of Romanian storytelling and a foundational figure in the history of national education. The selected text offers a pleasant opportunity to bridge traditional Romanian storytelling with elements of modern digital pedagogy. However, implementing the transition from a *simple idea plan* to an *extended idea plan* with young students presents several specific methodological barriers:

- the archaic language barrier - Creangă’s regionalisms (frequently encountered in the text) can distract students from the logical structure of the text. If a student does not

understand the vocabulary, there is a risk of not identifying the main action - in this case, students may get stuck on the words rather than the narrative arc. Thus, before attempting the plan, students had at their disposal an *Online Dictionary* (<https://dexonline.ro/>), where students can check the archaic words to see an actual synonym. Once the language is decoded, the simple idea becomes clear.

- the trap of linear summarizing - young students often confuse a simple idea plan with a summary of what is happening in the analyzed text. In this respect, students are asked to identify the *core verb* of each fragment. Some digital interactive artefacts (included in two *Open Educational Resources* - found in LIVRESQ library) help students to define correct main ideas.

- the distinction between dialogue and action - in general, Creangă's work is *dialogue-heavy* for young students, and they often want to include what people said in the plan, which makes the plan too long and disorganized. In this sense, students are asked to transform the direct speech into an action description.

- the assuring of logical coherence - students often treat each point in the plan as an isolated issue, misunderstanding the cause and the effect. The teacher must help students to explain the link between the simple idea and the detailed expansion.

Trying to overcome the aforementioned barriers, ICT tools have been developed and introduced in the didactic demarche, providing students with multimedia support and facilitating the teacher's explanation, exemplification, and transmission of main concepts, having also several advantages like: (a) directly familiarizing the students with a reality more difficult to access; (b) allowing the use of tools which cannot be brought into the classroom, in real time; (c) improving the students' learning performances; (d) increasing students' motivation and creativity with a real gain in learning autonomy; (e) raising the interactivity during and after the lesson.

In this respect, the teacher designed and produced the following digital artefacts:

- a short *educational videoclip* oriented on discussing the main aspects concerning the literary narrative text - "*Childhood memories*" ("*Amintiri din copilărie*"), by Ion Creangă, with the role of (a) introducing students into the atmosphere of subsequent discussions and capturing attention; (b) fast viewing and information synthesizing; (c) effective starting of discussion based on video images and problematizing concrete situations.

- an *educational presentation* related to simple and extended idea plans, having the following advantages: (a) communicating new concepts and related information in an interactive format mediated by the teacher; (b) synthesizing the information; (c) launching discussions based on the information included in the presentation; (d) associating the illustrated information with relevant one posted in the blog, for properly understanding of the terms and taught notions.

- an *educational blog*, that: (a) facilitates the easy finding and solving of tasks; (b) facilitates the assimilation of new information and practice of acquiring knowledge; (c) together with the *wikisource* (https://ro.wikisource.org/wiki/Amintiri_din_copilărie), offers real help for accessing the text and solving the tasks proposed during the lesson.

The teacher also uses digital artefacts included in two *Open Educational Resources* (hosted by the LIVRESQ library) and proposes to students to work with the *Online Dictionary* (<https://dexonline.ro/>), for explanations related to the unknown words, especially for those archaisms, fully used by Ion Creangă in "*Childhood memories*".

The entire demarche was designed to consolidate the following specific competencies (as those are mentioned in the curriculum):

- 1.2. Oral presentation, based on some guidelines provided by the teacher, of some information and some ideas, expressing opinions, emotions, and feelings, by participating in discussions on familiar topics of interest, or starting from the listened/ read text;
- 3.1. Writing a short text on familiar topics, taking into account the stages of the writing process and the specific structures, to communicate ideas and information or to relate lived or imagined experiences;
- 4.2. Application of basic lexical and semantic acquisitions, in the process of understanding and correct expression of communicative intentions.

3. LESSON DESIGN

The 50-minute lesson starts with an *organizational moment* (2 minutes) when the teacher greets the students, ensures an appropriate climate, and prepares the didactic material. The students respond politely to the greetings and prepare their notebooks, textbooks, and writing instruments necessary for the lesson.

In the following moment - *(re)updating of previously assimilated contents* (3 minutes), the students resume the definitions of main and secondary ideas, based on what they have formulated from the given text of “*Charlie and the Chocolate Factory*”, by Roald Dahl. In this respect, the teacher checks previously acquired knowledge and asks several questions to the students: (a) “*How do you define the concept of main idea?*”; (b) “*What about the secondary idea?*”; (c) “*What ideas did you extract from the supporting text?*”

Then comes the sequence of *capturing attention and ensuring the affective climate* (5 minutes), designed to stimulate students’ engagement and establish a positive affective climate. This moment is designed to stimulate student engagement and establish a positive affective climate. During this stage, the teacher screens an educational video, requiring students to extract key information from an audio fragment of “*Childhood memories*”. Through structured dialogue, the teacher facilitates a discussion focused on identifying the literary source and decoding the specific keywords (including archaisms - for clarifications, they use the *Online Dictionary* - <https://dexonline.ro/>) presented in the digital content. This interaction transitions into the core instructional segment, where the teacher exploits the video to differentiate between main and extended ideas. By defining these as the structural components of simple and extended idea plans, the teacher provides a conceptual foundation for subsequent activities, trying to evaluate students’ comprehension based on their justifications and real-time feedback. Finally, in the video, with the help of AI (figure 1), both characters (*Nică* and the *Linden Tree Hoopoe*) invite students to explore fragments from the text available on the educational blog - “Welcome, my dear ones! I am the *Linden Tree Hoopoe* from Ion Creangă’s story... And I am *Nică* from Humulești! We invite you to discover the stories of my childhood on the *educational blog*. Please, *read the texts carefully and try to identify the main and secondary ideas!* Then *try to make a simple plan and an extended one!* We look forward to seeing you on the educational blog! Happy reading!” That invitation contributes to increasing motivation for reading and integrating the AI-generated characters into the learning process.



Figure no. 1. AI-generated characters (Nică and the Linden Tree Hoopoe) from the educational videoclip, inviting students to identify the main and secondary ideas, and consequently, to make a simple plan and an extended one!

It is time to *announce the discussed topic and operational objectives* (2 minutes). The teacher asks students to write the title of the lesson in their notebooks, while also writing it on the board (*Simple and extended plan of ideas* - Supporting text: “*The Linden Tree Hoopoe*”, by Ion Creangă), and presents the lesson operational objectives in an accessible format. In this respect, at the end of the lesson, students are able:

O1 - to identify the main ideas in the selected texts from “*Childhood memories*”, by Ion Creangă;

O2 - to create a simple plan of ideas by selecting the essential information from the narrative text.

O3 - to develop an extended plan of ideas, by completing each main idea with relevant details from the texts;

O4 - to use digital tools with the view to organizing and presenting the ideas extracted from the texts;

O5 - to actively participate in discussions about the content of the literary work by expressing opinions and personal interpretations related to events and characters.

Moving to the following sequence - *conducting the learning process* (25 minutes) - the teacher tells the students that they are going to watch an educational presentation (pptx) called “*Simple plan of ideas. Extended plan of ideas*”, having as supporting text “*The Linden Tree Hoopoe*”, by Ion Creangă. The students listen to the teacher’s instructions, participate actively, and acquire new knowledge from the presentation. The teacher introduces the concept of “*plan of ideas*”, to which the following questions are addressed: “*How do you define a plan of ideas?*”; “*What comes to your mind when you hear this concept?*”; “*What do you think it consists of?*” Students formulate answers, and with the help of the teacher, name the concept: “*A plan of ideas contains several important pieces of information, organized according to a certain criterion. It is made up of important/ essential ideas from a text*”.

The teacher presents the classification of the plan of ideas (simple, extended), and asks the students classification questions: “*What do you think is the difference between the simple and the extended one?*”, receiving as possible answer: “*The simple plan of ideas contains main information, and the extended one has more details than the simple one*”. Together with a suggestive image related to the classification of the plan of ideas, the retention of information is facilitated by stimulating the students’ visual memory.

In the following slides, the teacher presents and explains the simple plan of ideas - “*The simple plan of ideas consists of its main text ideas, chained in the order of their appearance in the text. The main idea of a text is a sentence or a phrase that includes the essential information extracted from a paragraph or passage*”. For a better consolidation, the

teacher presents a fragment, explaining - step by step - how to proceed to realize the simple plan of ideas - the text is read very carefully, underlining it for important information, and dividing it into fragments/ paragraphs, after which the main or most important ideas are extracted. Then, students are asked to design a simple plan of ideas, based on a given fragment.

In the next slides, the extended plan of ideas is detailed, in terms of: (a) composition - “it consists of the main ideas and their corresponding secondary ideas, chained in the order of their appearance in the text”; (b) defining the concept of secondary ideas - “those constitute a development of the main ideas”; (c) capturing details and providing clarifications regarding the actions of characters - place and time of the actions, circumstances in which the events take place. To facilitate the consolidation of new concepts and deepen comprehension, the teacher instructs students to systematically construct both a simple and an extended plan of ideas based on Creangă’s “*The Linden Tree Hoopoe*”. After a brief session dedicated to clarifying student inquiries and providing necessary scaffolding, the teacher implements a collaborative learning strategy - students are organized into pairs for a 13-minute session, fostering peer-to-peer dialogue as they translate the narrative into structured hierarchical plans. Finally, starting from the events encountered in the text, a short case study is introduced, appealing also to students’ life experience. In this respect, students are asked to make a parallel between similar characters found in reality (or in other books) with those met in “*Childhood memories*”.

In the *achieving performance* sequence (10 minutes), the teacher asks students to split into 5 groups and open two *Open Educational Resources* (from the *LIVRESQ* platform) related to the “*The Linden Tree Hoopoe*” story, with the intention of answering the questions and completing the quizzes (<https://library.livresq.com/details/681287d9df992800090090e4>, <https://library.livresq.com/details/60efd9997992070007be0e87>). The digital interactive artefacts, included in the open resources, help students review the main and secondary ideas from the text (figure 2).

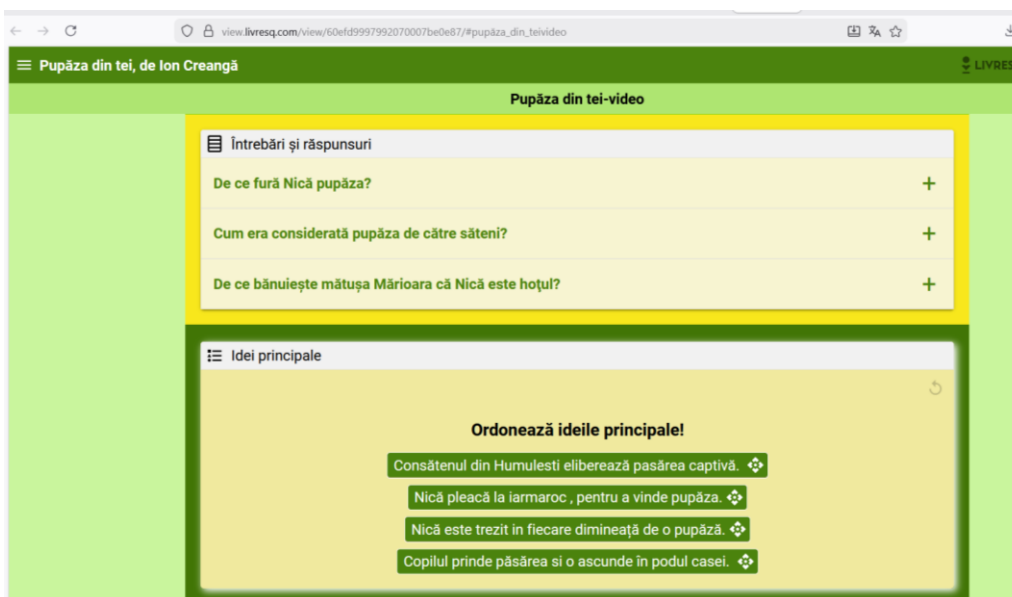


Figure no. 2. Example of Open Educational Resource interface that helps students to answer questions and organize the main ideas of “*The Linden Tree Hoopoe*” story (author: Antonia Dimieru)

In the last sequence - *ending of activity* (3 minutes) - the teacher, together with the students, summarizes the discussions held for the preparation of their homework. In this sense, to complete the topic “*Stories from yesterday and today - Simple and extended plan of ideas*”, students must access the content of the *wikisource* https://ro.wikisource.org/wiki/Amintiri_din_copilărie and the *educational blog* designed for the lesson. Their tasks are: (a) to identify similar characters from other books, and make comparisons with the ones illustrated in “*Childhood memories*”; (b) to offer various endings of the “*The Linden Tree Hoopoe*” story, to which they must include two main ideas and 2-3 secondary ideas for each of the main ones (contributing in this way to the extended plan of ideas). The presentations have to be included in posters, designed by each group of students.

The students’ assessment session will be organized in the last hour dedicated to the topic: “*Stories from yesterday and today - Simple and extended plan of ideas*”. The evaluation is based on *rubrics (assessment criteria and performance descriptors)* - a format considered beneficial, transparent, and objective, bringing significant advantages for both students and teachers, and transforming the entire process from *grading* to *learning*. The designed criteria are set as follows:

A. *Evaluation of teamwork:*

- accepting the responsibilities and work inside the team: (a) carrying out the exercises according to the stated requirements; (b) fulfilling the role established before the team activity; (c) using new concepts in formulating the presented ideas; (d) accepting and assuming the roles inside the team;
- expressing personal intervention: (a) by exposing situations from personal life to answer the questions regarding the concepts of simple and extended plan of ideas; (b) by formulating main and secondary ideas from a fragment, to realize the requested plans;
- developing relationships with colleagues, and showing involvement and dynamism;
- proving involvement in the formulation of ideas presented within the activity.

B. *Evaluation of teamwork presentation and individual engagement:*

- understanding the meaning and proving correct use of concepts - main idea, secondary idea, simple/ extended plan of ideas;
- expressing correct and logical argumentation of answers;
- expressing correct grammatical phrases and opinions;
- presenting the information in a free mode;
- planning and finalizing the tasks at the mentioned time.

4. RESULTS AND DISCUSSION

The integration of various ICT tools during the lesson that proposed the study of *simple* and *extended* plans of ideas recorded significant improvements in students’ learning performance. Throughout the activity, several digital artefacts were introduced step-by-step: an *interactive pptx presentation*, a partial *AI-assisted videoclip*, a dedicated *blog* and *wiki*, and two *Open Educational Resources*. Preliminary findings indicate that the use of those tools specifically enhanced the following issues:

- a visible increasing of students’ autonomy - the use of digital artefacts shifted the students from passive recipients to active contributors, allowing them to navigate the lesson at a personalized pace.

- a better approach in logical sequencing - the interactive nature of the materials provided a structured scaffold that helped students distinguish between primary and secondary ideas, leading to a more coherent simple and extended plan of ideas.
- an enhanced creative expression - the video segments (some of them generated by AI) served as a powerful sensory catalyst, prompting students to move beyond literal summaries and engage in more imaginative interpretations of the text.
- a real gain in managing information - students demonstrated a major increase in their ability to synthesize information (including that which derives from multiple digital formats), bridging the gap between traditional literary study and modern media literacy.

The activities proposed within the lesson have been designed to stimulate students' engagement and increase their creativity by valuing the literary text and exploiting various digital resources. Reading fragments from "*Childhood memories*", and detailing on "*The Linden Tree Hoopoe*" offer students the opportunity to discover the universe of childhood depicted by Ion Creangă, and to interpret the events and characters' behaviors in a personal way. By formulating the main and secondary ideas and trying to design a simple and extended plan of ideas, students develop their analytical skills and their ability to express themselves creatively.

The integration of the educational blog and digital tools contributes to the creation of an interactive and stimulating learning environment. Students are encouraged to explore the text, select relevant information, and organize it in their own way using digital means. This process supports creative thinking and the development of communication skills, as students are invited to formulate ideas, provide arguments, and collaborate during the proposed activities. Furthermore, the introduction of a videoclip (with the characters introduced by AI) in which one of them invites students to read the proposed fragments, contributes to increasing students' motivation and engagement in the learning process. As soon as Nică's animated face appeared on the screen and started talking to students directly, the class fell silent in amazement, quickly followed by enthusiastic giggles. The students were fascinated to see that a character from almost 200 years ago could be *alive* and *relevant* today.

At the end of the clip, many students asked: "*Which character will speak to us next time?*" - a sign that the barrier between the archaic text and the modern student had been successfully overcome. In this sense, the creative use of technology facilitates students' connection with the literary text and stimulates their imagination, transforming even reading into an attractive and modern learning experience.

CONCLUSION

Nowadays, ICT resources act as a true link between generations, transforming the classroom from a space for unilateral information transfer into a collaborative ecosystem. In this respect, the entire approach presented above represents proof for successful implementation in the classroom of important notions: *simple* and *extended* plans of ideas.

The integration of ICT tools in the lesson transformed it from an abstract activity into a kind of dynamic workshop. The presentation resumed the main topic concepts, the videoclip acted as a magnet for students' attention, the blog and wiki provided the necessary support, and the use of Open Educational Resources structured students' ideas and offered a logical and orderly way of working. Not only did the students identify the key points of the

topic more easily, but they also perceived the literary analysis process as a modern activity, correlating reading skills with digital skills.

ICT can be considered an intergenerational bridge - the integration of technology changes the role of the teacher from *sole source of information* to *mentor* and *guide*. It allows the teacher to remain a relevant actor in the student's universe, transforming the educational act into an interactive, attractive experience deeply connected to the present realities.

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