

Personal Literacy LESSON PLAN Writing 1

Name: Jonni Hovan writerteachercoach@gmail.com

GENERAL INFORMATION Writing Activity 1

Subject(s): ELA

Topic or Unit of Study: Memoir / Personal Narrative

Grade/Level: 7

Instructional Setting:

Inclusion, English language learners, and NoJP. Regular instruction (not honors/AIG). 1:1 Chrome on Google Docs using and saving template, or hand written on lined outline.

CONNECTICUT STANDARDS AND OBJECTIVES

Your State Core Curriculum/Student Achievement Standard(s): (click for link)

CCSS.ELA-LITERACY.W.7.2.E

Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Lesson Objective(s):

Learners will produce a five paragraph essay.

Learners will draw upon personal experience and reflection for information.

Learners will revise a document based on feedback.

Learners will compose complete coherent sentences.

Learners will revise according to peer direction and feedback by sharing documents.

Learners will use the terms: coherent, central idea, thesis, proof, evidence, attribute, feature, interview, classification, ascending order, illicit, idnicate and include them in their personal glossaries.

MATERIALS AND RESOURCES

Instructional Materials:

Access to Google docs for sharing, editing and feedback.

Chrome Books.

Paper copies of outline as/if needed.

Resources:

<http://www.corestandards.org/ELA-Literacy/W/7/>

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events (provide description and indicate approximate time for each):

1. Identification of Student Prerequisite Skills Needed for Lesson:

WRITING WARM UP: Based on your interviews last class, choose the most important attribute you identified and spend 3 minutes on a quick-write about yourself.

DEBRIEFING WARM UP: What is the central idea you see forming in what you have written. Spend another 3 minute quick-write formulating what is “the most important thing about you”.

2. Presentation of New Information or Modeling:

READ: Projected copy of “The Important Book”.

<http://www.slideshare.net/ruthdemshick/the-important-book-ppt>

Debrief: What does each section keep referring to? What is the central idea of this text? Is there any other idea the author might be trying to show us? Why is this text “important” for us to read before writing about ourselves? What are some of the important attributes exposed in the story? If the thesis is that everyone is important, does the author provide evidence of this?

3. Guided Practice:

ASK & ANSWER:

Learners will be able to ask me three questions to help me formulate my model outline. Here is my thesis: ***The most important thing about me is that I am a talented writer.*** Using this statement, learners will assist me in creating my copy of the outline on the Smartboard.

Learners will ask questions to help guide the process. Modeling will include forming complete sentences, avoiding slang or trying to impress friends.

Learners will write a thesis statement: The most important thing about me...

Learners will ask questions to discover and share three things about themselves.

4. Independent Student Practice:

Learners will present their thesis statement/ “I am” statements to receive permission to open the document for the outline.

Teachers will

1. share the outline in Google Docs to prepared students.
2. provide feedback while viewing what students write.

5. Culminating or Closing Procedure/Activity/Event:

Learners will share their outlines with two other students for feedback.

Learners will stand and share their final topic sentence: “The most important thing about me is that...”

Learners will use vocabulary words to conclude and summarize their learning in the notes summary section.

Pedagogical Strategy (or Strategies):

Direct instruction, cooperative modeling, cooperative learning groups, peer feedback.

Differentiated Instruction:

English Language Learners will draw their first drafts and complete with teacher/peer guidance. Inclusion learners will be assigned capable peers for feedback, sentence stems provided semi-complete, glossary for second level terms. Dictation to scribe permitted. Tangible copy of “The Important Book” to read after projection if needed. Tangible outline copy.

Student Assessment/Rubrics:

Learners have met the objective(s) for this lesson if there is evidence that they have formed a thesis or topic statement, evidence that three complete topic sentences are written, evidence that three complete sentences for details are attempted.

Learners will attach their interviews from the previous class, warm up writing and brainstorming pages to their final draft to show process growth.

Learners’ outlines will be graded on this scale:

10 15 to twenty complete and descriptive sentences showing a coherent thesis statement and proof that this is true (I am a devoted daughter). The outline fully describes the learner to a specific identifiable audience. The learner has enough information that can be easily blended into an essay.

8 15 or less sentences showing an explanation of the thesis. The outline adequately describes the learner. The audience is identifiable. The learner has enough information to for adequate paragraphs.

6 11 required sentences only. Has a statement that may be defended. Outline is incomplete. Details are sparse and vague. Information is not adequate to create an essay.

4 Not all statements and sentences are included. Information is incomplete. Learner must provide evidence that he or she can produce coherent sentences and explain him or herself in detail. Learner must repeat the assigned tasks.