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| Teacher: | Date(s): Day 7 of Multi-Genre Unit |
| Grade Level or Course: English 4 | Topic of Lesson: Argumentation |

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| **STAGE 1: Desired Results - What will students be learning in the unit?**  *While this unit—like all good units—addresses standards from the SOL reading, writing, research, and communication domains,*  *we will only deal with the ones directly connected to writing to improve elaboration & tone in these lesson plans.* | |
| **SOL/Curriculum Framework.** *Indicate the main SOL; the a, b, c level; and the Essential Understandings, Knowledge, Skills, and Processes in the SOL Curriculum Framework (CF). Plan for a challenging cognitive level, such as apply, analyze, or create.* | 4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.  i.Elaborate writing by including details to support the purpose.  l.Utilize elements of style, including word choice and sentence variation.  m.Revise writing for clarity of content using specific vocabulary and information.  ***Essential Understandings***  *All students should*   * understand that writers use the writing process including planning, drafting, revising, editing, and publishing * understand the domains of writing include composing, written expression, and usage/mechanics.   ***Essential Knowledge, Skills, and Processes***  *To be successful with this standard, students are expected to*   * write focusing on the composing domain feature of elaboration * write focusing on the written expression domain features of word choice, specific vocabulary * use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic * elaborate to construct an effective, cohesive message for the reader * select specific information to guide readers more purposefully through the piece |
| **Essential Question.** *Essential questions help guide the unit, promote conceptual thinking, and add coherence to a series of lessons. They help make sense of seemingly isolated facts.* | How can students debate the impact of humans on the environment? |
| **Bloom Verbs.** *List exactly what you expect students to know and be able to do as a result of this lesson.* | Enhance, Outline, Analyze, Compare, Contrast, Assess, Choose, Discuss, Demonstrate |
| **Authentic Applications.** *How can people use the skills in the real world?* | To persuade others around you and effectively communicate. Political debates, Research papers, persuasive essays, and everyday conversation. |
| **STAGE 2: Assessment Evidence - What is evidence of mastery for the unit & for the day’s lesson?** | |
| **Unit Summative Assessment.** *Start with the end in mind! What will students need to do to prove they have mastered unit objectives?* | Students will create a multi-genre project that allows them to practice, employ, and demonstrate their ability to use specific vocabulary, diction, and details to improve elaboration in their writing. |
| **Daily Formative Assessment.** *Plan a < 5 min. assessment that shows concretely what students mastered**today. Ex: Exit card, short quiz, seatwork/practice sheet collected, written response to a prompt, oral responses. Include the complete assessment in materials.* | Students will turn in an exit ticket where they define the parts of an argument. |
| **Key Vocabulary.** *Look in the Curriculum Framework and other resources. Include everything!* | Debate Elaboration Argument  Counter argument Tone Rebuttal  Affirmative Negative Closing statement |
| **Possible Misconceptions or Learning Gaps.** *Look at the texts, and complete the tasks yourself. What might be hardest for students to grasp?* | SSt Students might struggle with writing counter arguments because they have to think like their opposing team would. |
| **Differentiation.** *Some ideas: flexible grouping, tiered instruction, interest-based activities, varied products, task cards, personal agendas, graphic organizers* | * *Interest-based activities* * *Varied products* |
| **STAGE 3: Lesson Plans - What strategies and activities do you plan to use in the day’s lesson?** | |
| [**One-sentence Lesson Plan**](https://www.cultofpedagogy.com/one-sentence-lesson-plan/)**.** | Students will be able to effectively use argumentation skills by observing a mentor text and conducting their own debate so that they can effectively communicate their ideas to their peers. |
| **Student Learning Target(s).** | I can analyze information and outline an effective argument that discusses relevant facts  I can enhance my argument by comparing and contrasting the information researched and assessing and choosing the information that will best fit my argument |
| **Intro/Motivational Device.** *Activate prior knowledge, get students thinking & excited about the day’s lesson; < 5 mins.* | Tell students we think they should get Fridays off, and we need their help convincing the Principal. Talk about how we might convince them to make that happen. |
| **Teaching & Learning Activities.**  *Model skills, using the “to, with, by” method. Include examples, guided practice, discussion ques., independent activities. If you use a PPT, refer to slide # with examples. Can a sub follow it?* | To- Youtube video that explains step by step how to conduct a debate  With- We will use a debate outline sheet we created to create a debate.  By- Students will then use the same outline sheet (another copy of it) to create an outline for their debate |
| **Closure.** *Review what students learned or should have learned. Recognize gaps and allow them to help you plan for the next lesson(s). Connect to future learning. < 5 mins.* | **Students now are able to create an argument using an outline that would be helpful in debating.** |
| **Homework Assignment.** | Students will fill out the details section of the handout |
| **Technology Use**: Computer, projector, books, | |
| **Resources Used to Create Lesson and Materials** [Use MLA style] | |
| **Materials:** Writing Arguments Lesson Slide, Debate Worksheet  Reading done for background on science content before this unit starts. | |

**Overall Plan for the 483 M-G Unit**

**Day 1:** Introduce MG project, connect to prior learning (Science content)

**Day 2:** Writing to Learn

**Day 3:** Using the RAFT Strategy to create different genres

**Day 4:** Genre – Narrative Pre-writing

**Day 5:** Genre – Biography Pre-writing

**Day 6:** Genre – Nonfiction Pre-writing

**Day 7:** Genre – Arguments Pre-writing

**Day 8:** Genre – Poetry Pre-writing

**Day 9:** Collaboration to Select Genres for Group and Group Members & Conferences

**Day 10:** Composing & Conferences

**Day 11:** Composing & Conferences

**Day 12:** Revising for Elaboration & Tone

**Day 13:** Composing & Conferences

**Day 14:** Final Revision & Editing

**Day 15:** Presenting M-G Projects at Board of Supervisors meeting, public library, and/or on school TV station

**Lesson Plan Rubric**

***Evaluate your lesson plan using the rubric below***.

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| **STAGE 1: Desired Results ~ What will students be learning in the unit?** | | | | |
| **Elements** | **Exemplary (4)** | **Proficient (2-3)** | **Unsatisfactory (0-1)** | **Points 10** |
| **SOL & CF** | Relevant standards are listed by number and letter and have a direct correlation to objectives; includes relevant Essential U, K, S & P from the CF | Relevant standards listed by number and letter; most CF material is relevant and included | Relevant standards are listed by number and letter; CF material not included or relevant | x 1 = /4 |
| **Essential Ques.** | Includes 1 essential question that guides the unit, engages students, and adds coherence to the unit | Includes 1 essential question that engages students, but may not both guide and add coherence to the unit | Did not remove the instructions or various questions | x .25 = 1 |
| **Bloom Verbs** | Lists all Bloom verbs relevant to understanding and using reading strategies; all are observable; includes upper level verbs | Lists all Bloom verbs relevant to understanding and using reading strategies; most are observable | Bloom verbs are not included or are not observable or relevant | x 1 = /4 |
| **Authentic Application** | Lists ways students can use skills in the real world | Lists applications connected to school | Does not list real world applications | x .25 = /1 |
| **STAGE 2: Assessment Evidence ~ What is evidence of mastery for the unit & for the day’s lesson?** | | | | |
| **Elements** | **Exemplary (4)** | **Proficient (2-3)** | **Unsatisfactory (0-1)** | **Points 12** |
| **Unit Summative Assessment** | Summative assessment is described in detail and aligned with specific objectives | Summative assessment is not aligned with objectives | No summative assessment | 4 x 0 = 0/0  On template |
| **Daily Formative Assessment** | Formative assessment is described in detail and aligned with specific objectives | Formative assessment is not described in detail; aligned with objectives | None included or not aligned with objectives | x 1 = /4 |
| **Key Vocabulary** | Includes all important terms that students need to know | Includes most important terms students need to know | Does not include important, relevant terms | x 1 = /4 |
| **Possible Misconceptions or Learning Gaps** | Lists important concepts or skills that might confuse students and important possible gaps in knowledge to address; Stage 2 addresses these concerns | Lists concepts or skills that might confuse students and possible gaps in knowledge to address; Stage 2 does not address these concerns | Does not include important learning gaps or misconceptions | x 1 = /4 |
| **Differentiation** | Based on context of the learners; strategies are specific, appropriate for diverse learners, and based on current research | Generalized statements of the learners; strategies are appropriate for diverse learners | None listed or strategies may only support one type of diverse learner | 4 x 0 = 0/0  On template |
| **STAGE 3: Learning Plans ~ What strategies and activities do you plan to use in the day’s lesson?** | | | | |
| **Elements** | **Exemplary (4)** | **Proficient (2-3)** | **Unsatisfactory (0-1)** | **Points 38** |
| [**One-sentence Lesson Plan**](https://www.cultofpedagogy.com/one-sentence-lesson-plan/) | Lesson-specific; performance-based; includes appropriate behavior, condition, and criteria | Lesson-specific; performance-based; some behavior, condition, or criteria may be inappropriate or missing | Not specific; not performance-based; many elements are missing. | x = /4 |
| **Student Learning Target(s)** | Uses observable Bloom verbs; includes all skills addressed in day’s lesson; relevant products | Uses Bloom verbs; includes most skills addressed in day’s lesson; relevant products | Verbs not observable, complete, and/or accurate; no products | x 1 = /4 |
| **Intro/**  **Motivational Device** | Device specifically described; appropriate for the purpose of the lesson; links to students’ needs, prior/future learning, and/or authentic applications | Device is indicated and appropriate but not thoroughly described; links to students’ needs and/or prior/future learning. | Intro/motivational device is missing. | x .5 = /2 |
| **Teaching & Learning Activities** | All elements are included; usable by substitute teacher; includes discussion questions; learning activities support objectives and progress in a logical order; all clearly labeled | One or two elements missing; usable by substitute teacher; includes discussion questions; learning activities support objectives and progress in logical order; some labels | A list only; unusable by substitute teacher; no questions; activities do not support objectives or lack logical order | x 3 = /12 |
| **Closure** | Explains how lesson will be reviewed; connects to the day’s objectives and future learning and/or student needs | Explains how lesson will be reviewed; may not connects to the day’s objectives or future learning and/or needs | No closure or does not connect to future learning or needs | x .5 = /2 |
| **Homework** | Includes homework appropriate in language and length for grade; reviews the day’s topics; connects to next day’s work | Includes homework that reviews the day’s topics; connects to next day’s work | No evidence of a homework assignment or does not connect to work | 4 x 0 = 0/0  On template |
| **Technology** | Technology integrated into the lesson; appropriate for learners and objectives | Uses technology, but not appropriate for learners and/or objectives | Minimal or no use of technology, weak connection to lesson | x .5 = /2 |
| **Resources** | List is complete; follows MLA style | List is complete; may be problems with MLA style | No list | x 1 = /4 |
| **Materials** | Content of all materials is accurate, appropriate, and effective for objectives; progress in a logical order; samples provided; directions clear | All materials accurate, appropriate, and effective for objectives; progress in a logical order; samples may be lacking or directions may be unclear | Materials inaccurate; do not support objectives; lack logic; no samples; unclear directions | x 1 = /4 |
| **Rubric & Editing** | Accurately completed this rubric, showing understanding of the rubric; mechanics and usage are edited to professional standards | Completed parts of this rubric; all parts may not be accurate; mechanics and usage are edited | Did not complete rubric; mechanics and usage may not be edited | x 1 = /4 |
| **Total: /60** | | | | |
| **Another 40 points will come from pre-writing, collaboration, and process activities** | | | | |

**Comments**