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| Teacher: Jessie Sawyer and Abby Souder | Date(s): November 7th, 2018 |
| Grade Level or Course: 8th grade English | Topic of Lesson: Revision |

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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.* | **8.7** The student will write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on expository and persuasive writing.  B.Choose intended audience and purpose**.**  J.Organize information to provide elaboration..  K.Develop and modify the tone, and voice to fit the audience and purpose.  L.Revise writing for word choice  ***Essential Understandings***  *All students should*   * understand that vocabulary and tone must be selected with awareness of audience and purpose * understand that effective writing has been elaborated   ***Essential Knowledge, Skills, and Processes***  *To be successful with this standard, students are expected to*   * use written expression to explain, analyze, or summarize a topic with attention to purpose and audience   + a central or controlling idea   + voice   + tone   + coherent selection of information and details   + embedded phrases and clauses that clarify meaning and increase variety   + vivid and precise vocabulary   + figurative language   + sentence variety   + transitional words and phrases * apply revising procedures, including   + rereading   + reflecting   + rethinking   + rewriting   + including vivid vocabulary   + combining sentences for variety and rhythm   + providing transitions between ideas and paragraphs |
| **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 much elaboration and which tone would be beneficial for certain writings? |
| **Bloom Verbs.** *List exactly what you expect students to know and be able to do as a result of this lesson.* | * examine and revise their own work to change tone * develop effective elaboration and tone |
| **Authentic Applications.** *How can people use the skills in the real world?* | by revising their own work, they can build on whatever writing they are doing, whether a proposal, lesson plan, etc. having a strong tone and details in their writing presents their message clear and entices readers. |
| **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 elaboration and tone skills. |
| **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.* | As an exit ticket for the day, students will revise one of their pieces of writing to strength the tone with elaboration and turn it in. This will show that they understand how elaboration and tone can enhance writing and revision is a very important step to the writing process. |
| **Key Vocabulary.** *Look in the Curriculum Framework and other resources. Include everything!* | Tone  Voice  Elaboration |
| **Possible Misconceptions or Learning Gaps.** *Look at the texts, and complete the tasks yourself. What might be hardest for students to grasp?* | b students may not be able to expand on their work using details while revising. Another learning gaps is not fully comprehending what to look for when revising. |
| **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** identify the most effective tone for their work and revise it **by** applying details demonstrating how changing or adding details can affect the tone **so that they develop** writing that contains specific details for elaboration that will support the tones they have chosen. |
| **Student Learning Target(s).** | I can revise my own work to change the tone throughout my writing  I can elaborate on details and specific verbs to be more effective in my writing |
| **Intro/Motivational Device.** *Activate prior knowledge, get students thinking & excited about the day’s lesson; < 5 mins.* | Do a KWL (Know about the topic, What they want to learn, and Learned in the lesson) chart on what students know about elaboration and tone as well as what they know about revision and its process. |
| **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?* | * Present the novel to the class and say “ as we have been working on our multi-genre project, today’s lesson is going to be about Revision which is important to the writing process.” * Introduce the book, *As I Lay Dying,* to the class * As the teacher, show them sentences I have taken from the book and how revising them by changing or adding details effect the tone of the sentence * as a class, use the class handout to revise the sentences presented on the handout to see how changing or adding details effect the tone of the sentence * Start discuss how it helps the sentence * Put them in groups, using the group handout, and have students revise the sentences by changing or adding more details to effect the tone of the sentence. * Individually, the students will take one of their multi-genre pieces of writing and revise it by changing or adding details to sentences to enhance or change the tone of their work. |
| **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.* | For the last few minutes of class, talk with students about how their revision is going to see if they are having trouble or understanding it. Start a discussion like we did in the beginning of class to talk about what we have learned and what else the students need help with. |
| **Homework Assignment.** | Have students take a passage out of their favorite book to identify tone and pull out some sentences to add elaboration in order to practice what we have learned. |
| **Technology Use**:   * powerpoint (for Substitute) | |
| **Resources Used to Create Lesson and Materials**   * Novel AS I Lay Dying by William Faulkner * Textbook Robb, L. (2010). *Teaching middle school writers:* *What every English teacher needs to know.*  Portsmouth, NH: Heinemann. ISBN: 9780325026572. | |
| **Materials:**   * Novel *As I Lay Dying* by William Faulkner * students Journals * letter and handout with paragraphs on it from the novel (For Substitute) * teacher model handout * class handout * group handout | |

**Overall Plan for the 479 M-G Unit**

**Day 1:** Introduce MG project, connect to prior learning (American Dream reading)

**Day 2:** Using the RAFT Strategy to create different genres

**Day 3:** Creating a Routine for the M-G Writing Process (Chap 4)

**Day 4:** Collaboration Training; Selecting Genres & Working in a Group (Chap 7)

**Day 5:** Mentor Texts for Pre-writing (Chap 3)

**Day 6:** Conference Training (Chap 8)

**Day 7:** Composing & Conferences

**Day 8:** Writing Craft Lesson—what topic? (Chap 5)

**Day 9:** Composing & Conferences

**Day 10:** Composing & Conferences

**Day 11:** Composing & Conferences

**Day 12:** Revision Training (Chap 6)

**Day 13:** Composing & Conferences

**Day 14:** Final Revision & Editing

**Day 15:** Presenting M-G Projects on public library website and sending to American Evolution Contest

**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**