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| Teacher: Lindsey, Carissa, and Naomi  | Date(s): Day 4 (?) of Multi-Genre Unit  |
| Grade Level or Course: English 8 | Topic of Lesson: Tone and Elaboration  |

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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. | English 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 writing should be purposefully crafted, with attention to deliberate word choice, precise information, and vocabulary
* understand that vocabulary and tone must be selected with awareness of audience and purpose
* understand that effective writing has been elaborated

  Essential Knowledge Skill and Processes:* To be successful with this standard, students are expected to apply the elements of composing (i.e., central idea, elaboration, unity, and organization)
* use written expression to explain, analyze, or summarize a topic with attention to:
	+ purpose and audience
	+ voice
	+ tone
	+ vivid and precise vocabulary
* elaborate the central idea, providing sustained unity throughout the writing
* choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
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| **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. | 1. How do you know which form of writing to use and when?2. What do you think makes effective writing?3. How do you know what audience to write for?4. Describe what tone and voice means to you and what does tone and voice look like in your writing?5. How did you self-reflect on your writing skills and style after this lesson? |
| **Bloom Verbs.** List exactly what you expect students to know and be able to do as a result of this lesson.  | * explain tone
* explain strategies used to develop a specific tone and overall effect
* identify audience for a written work
* identify tone in a written work
* evaluate effectiveness of tone in a written work
* create a specific identified tone using by selecting specific details
* choose language that expresses ideas precisely and clearly
* revise writing to add vivid vocabulary and to remove elaboration that does not contribute to the intended tone and overall effect
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| **Authentic Applications.** How can people use the skills in the real world? | It is important to be able to self-evaluate your writing in order to make sure you sound professional, get your information across, and just be able to communicate with others. |
| **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 be able to create a multi-genre project that allows them to practice, employ, and demonstrate different styles of writing, develop certain tone, and help them elaborate on their purpose/topic of the writing, which is the American Dream, keeping in mind the audience.  |
| **Daily Formative Assessment.** Plan a < 5 min. assessment that shows concretely what students masteredtoday. Ex: Exit card, short quiz, seatwork/practice sheet collected, written response to a prompt, oral responses. Include the complete assessment in materials. | The formative assessment during the student-teacher conferences would be the oral responses and/or written responses received when given questions about the tone and elaboration of their writing. Second, during our small group assignment a formative assessment will be taken to evaluate the students’ knowledge. Lastly, in cases of a substitute, the students will have a collected practice sheet on tone and elaboration with a peer group. If this sheet is not used for the substitute then it will be a homework assingment.  |
| **Key Vocabulary.** Look in the Curriculum Framework and other resources. Include everything! | * Writing:
	+ Tone/Voice
	+ Purpose and Audience
	+ Elaboration
	+ Central idea
	+ Vocabulary
	+ Organization
	+ Unity
* American Dream:
	+ Constitution
	+ Democracy
	+ Civil Rights
	+ Discrimination
	+ Culture/Ethnic
	+ Feminism
	+ Minority Group
	+ Migration/Immigration
	+ Prejudice
	+ Racism/Sexist
	+ Segregate
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| **Possible Misconceptions or Learning Gaps.** Look at the texts, and complete the tasks yourself. What might be hardest for students to grasp?  | 1. One of the learning gaps could be the students not understanding the difference between tone and voice, because on first glance it looks like they could be interchangeable words.
2. Beings that the project has multiple genres, the students could have trouble deciding if it should have one overall tone or if it should have multiple tones.
3. Too much elaboration could be a problem for students as well. For an activity such as this, the only elaboration students should have would be on vocabulary or a subject-topic that not many people would know about.
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| **Differentiation.** Some ideas: flexible grouping, tiered instruction, interest-based activities, varied products, task cards, personal agendas, graphic organizers | There would be a varied of products, because this a multiple-genre project I will not dictate what genres they have to use in order to get their points across. Plus, this helps with differentiating on their learning styles, their creative licenses, and their interests in the American Dream.  |
| **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/)**.** | The student will be able to evaluate their writing and identify tone and elaboration by completing the evaluation of the mentor text and answering questions in the teacher conference so that they can better evaluate their writing in the future.  |
| **Student Learning Target(s).**  | I can identify the tone in my writing.I can identify the elaboration in my writing. I can explain the meaning of tone in the writing process.I can explain the meaning of elaboration in the writing process.  |
| **Intro/Motivational Device.** Activate prior knowledge, get students thinking & excited about the day’s lesson; < 5 mins. | We would have the students gather in our reading corner and say, “We know that everyone has dreams of what they want their lives to look like. What would you like to see your life look like? Now, let’s look at some historical figures to see what they wished their lives would look like.”  |
| **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: Read selected paragraph of Mentor Text #1, then the teacher will show the class how they find tone and elaboration. * Tone is the author’s attitude towards a subject. Where is the author developing an attitude?
* Elaboration is using vivid description. Where is the author using vivid description to describe something?

With: Read selected paragraph of Mentor Text #2, then the class will work together to find tone and elaboration in the paragraph. * Tone is the author’s attitude towards a subject. Where is the author developing an attitude?
* Elaboration is using vivid description. Where is the author using vivid description to describe something?

By: Read selected paragraph of Mentor Text #3, then the students will work as individuals to find tone and elaboration in the paragraph. * Tone is the author’s attitude towards a subject. Where is the author developing an attitude?
* Elaboration is using vivid description. Where is the author using vivid description to describe something?

While kids are individually finding tone and elaboration, the teacher will pull kids to have a teacher-student conference about their American Dream paper.  |
| **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. | The closure activity will be student-teacher conferences where we will be talking about the specific tone and elaboration questions the students may have before they complete their homework assignment.  |
| **Homework Assignment.** | As a homework assignment, the students can pick a paragraph from their paper and find tone and elaboration, using the same essential questions that we used in class. They will bring it back to class the next day and they can peer review in their groups. (use the attached sheet)  |
| **Technology Use**: Laptop, Projector  |
| **Resources Used to Create Lesson and Materials** “Short Stories About The American Dream Online.” Short Story Guide, [www.shortstoryguide.com/short-stories-about-the-american-dream/](http://www.shortstoryguide.com/short-stories-about-the-american-dream/).America and IThe First Seven YearsThe Egg |
| **Materials:** Powerpoint Presentation, American Dream Papers for Multi-Genre Project  |

**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  |   4 x 1 = 4 /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 | 2 x .25 = .75 / 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 | 3 x 1 = 3 /4 |
| **Authentic Application** | Lists ways students can use skills in the real world | Lists applications connected to school  | Does not list real world applications  | 4 x .25 = 1 /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 =0/0On 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  | 2 x 1 = 3/4  |
| **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  | 4 x 1 = 4 /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 | 4 x 1 = 4 /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.  |  3 x 1=3 /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 | 4 x 1 = 4 /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.   | 3.5 x .5 = 1.5/2  |
| **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  | 4 x 3 = 12 /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 | 4 x .5 = 2 /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 = 0/0On 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 |   4 x .5 = 2/2  |
| **Resources** | List is complete; follows MLA style | List is complete; may be problems with MLA style | No list  | 3 x 1 = 3 /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  | 4 x 1 = 4 /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  | 4 x 1 = 4 /4 |
|  **Total: 55.25/60** |
| **Another 40 points will come from pre-writing, collaboration, and process activities** |

**Comments**