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| Teacher: Mx. Whit | Date(s): Day ? of Multi-Genre Unit |
| Grade Level or Course: English 4 | Topic of Lesson: Writing to Learn  Elaboration and tone |

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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. Express an opinion about a topic and provide fact-based reasons for support.**  **M. Utilize elements of style, including word choice and sentence variation.**  **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.   *To be successful with this standard, students are expected to*  A. write (III) focusing on the composing domain feature of elaboration  B. write(III) focusing on the written expression domain features of word  choice, specific vocabulary  C. Use (III) facts, definitions, opinions, quotations, details, or other examples and information to develop the topic  D.elaborate (VI) to construct an effective, cohesive message for the reader  E. select (V) 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 build their writing skills to allow for readers to fully understand the topic with word choice, details, and tone? |
| **Bloom Verbs.** *List exactly what you expect students to know and be able to do as a result of this lesson.* | **Apply (III)** their previous knowledge on the effect of human impact on the environment.  **Create (VI)** and maintain a journal with each entry building on their understanding of human impact on endangered and extinct species.  **Use (III)** descriptive words and phrases with vivid word choice in their journal entries  **Evaluate (V)** their progress on their understanding of the topic using the KWL chart. |
| **Authentic Applications.** *How can people use the skills in the real world?* | Precise word choice and tone are essential in any professional or casual setting in order to communicate clearly and effectively with others. The ability to employ the appropriate tone in a piece of writing is to demonstrate a mastery of language and belie intelligence as the meaning is clearly communicated to the reader. Precise word choice and elaborating with details also serves this skill. |
| **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 specific vocabulary, word choice and details to improve elaboration and tone. |
| **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.* | (Cycles through the weeks. Example: vocabulary/prompt OR Venn diagram/oral response)  **Creating** an exit card based on prompt.  **Using** their KWL chart to identify what they have learned  **Evaluating** their progress on their KWL chart  **Creating** Venn diagram to compare different texts (such as comparing environments for endangered animals)  **Remembering** one important fact of the day’s topics and reporting it to the class orally.  **Applying** what they’ve learned in a journal entry |
| **Key Vocabulary.** *Look in the Curriculum Framework and other resources. Include everything!* | Elaborate, express, utilize, apply, details, tone, create, evaluate |
| **Possible Misconceptions or Learning Gaps.** *Look at the texts, and complete the tasks yourself. What might be hardest for students to grasp?* | Ssk Students may fail to understand the difference between picking out key details and instead elaborate on off-topic information. |
| **Differentiation.** *Some ideas: flexible grouping, tiered instruction, interest-based activities, varied products, task cards, personal agendas, graphic organizers* | * *Interest-based activities* * *Varied products* * *Task cards* * *Small groups* * *Personal journals* |
| **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 key concepts in the day’s topic **by** maintaining a journal alongside a KWL chart **so that** they will be able to recognize details, expand their vocabulary and utilize tone to polish their writing abilities to adequate standards for their age group. |
| **Student Learning Target(s).** | I can. . . .**create** and maintain a journal as I learn about human impact on endangered and extinct species.  I can. . . .**use** descriptive word choices in my journal entries.  I can. . . **evaluate** myself and my progress on learning about human impact on endangered and extinct species with my KWL chart.  I can … **apply** my previous knowledge of human impact in my early journal entries in the K portion of my KWL chart.  I can… **remember** what I learned this class and apply it to my exist card or journal when necessary. |
| **Intro/Motivational Device.** *Activate prior knowledge, get students thinking & excited about the day’s lesson; < 5 mins.* | Discussion of last class’ topic & finish up any work from last class, followed by introduction of today’s topic and continued work on KWL charts (moving what they wondered about to what they know about before moving on to the next thing they’re wondering about) |
| **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?* | <Open with discussion about last class (Intro)  <Begin with model of what I’ve written about last class’s topic (To)  <Ask students to identify what they learned last class via journal entries and mark it off in their KWL. (With)  < Ask students to write about their class’ topic that day and discuss in groups—guided discussion questions (With)  <With group feedback, ask them to rewrite journal with more details based on prior discussion or from a different perspective (By) |
| **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.* | Today **we started a KWL chart** so that we could **practice identifying what we already know** about human impact on endangered and extinct species, next week we will be **making a journal entry** as an endangered species **to practice using descriptive words and applying** what we learned about them today. |
| **Homework Assignment.** | Draw an illustration to go along with that day’s journal entry |
| **Technology Use**:   * Composition notebooks * KWL charts * Online database/computers | |
| **Resources Used to Create Lesson and Materials**  Hicks, Troy. *Crafting Digital Writing: Composing Texts across Media and Genres*. Heinemann, 2013.  Tompkins, Gail E. *Teaching Writing: Balancing Process and Product*. 7th ed., Merrill, 2019 | |
| **Materials:**  Reading done for background on science content before this unit starts.  KWL charts (attached)  Teacher model (attached)  Exit card (attached)  Substitution Letter (ZIP file) | |

**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 9/10** |
| **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 (I have I, L, M?) | 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 = 3/4 |
| **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 = 1/1 |
| **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 = 4/4 |
| **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 = 1/1 |
| **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 10/12** |
| **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 = 4/4 |
| **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 = 2/4 |
| **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 = 4/4 |
| **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 31/38** |
| [**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 /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 = 4/4 |
| **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 = 2/2 |
| **Teaching & Learning Activities** | ~~All elements are included~~; usable by substitute teacher; incudes discussion questions; learning activities support objectives and progress in a logical order; all clearly labeled | One or two elements missing; usable by substitute teacher; incudes 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 = 9/12 |
| **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 = 2/2 |
| **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 = 0/2 |
| **Resources** | List is complete; follows MLA style | List is complete; may be problems with MLA style | No list | x 1 = 4/4 |
| **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 = 3/4 |
| **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 = 3/4 |
| **Total: 50/60** | | | | |
| **Another 40 points will come from pre-writing, collaboration, and process activities** | | | | |

**Comments**

**Math is not my strong subject so despite doing the math three times I’m not sure if I totaled correctly.**

**Technology is highlighted and given a zero because most of the material is discussion and journal based, ergo no need of technology.**

**Maddie, Patrick and I all have different templates.**

**(To) Intro Teacher Model:**

**Last class we learned about human impact on how bees live, how many bees there are, and how honey packaging impacts the bee population. [Details on flower pollination, what kinds of plants bees are attracted to and how humans can help save the bees]**

**(By) Exit card: Name two different types of species we talked about today and how humans can help them live better.**

KWL Chart

