**ELA LESSON PLAN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OVERVIEW** | | | | |
| **Lesson Title: Personal Essay** | | **Unit Title: College and Career Exploration** | | |
| Lesson #: 3 | CCRS and GLE Range: GLE 6-8, D | Class Level: Intermediate | | |
| Length of Lesson in # of Hours: 2.5 hours # of Classes: 1-2 | | Teacher(s): | | |
| **STAGE 1 – PLANNING for DESIRED RESULTS** | | | | |
| **LESSON OBJECTIVES** | | | | |
| **Lesson rationale:** Students will be able to write a personal essay that is reflective, clear, and organized using a genre based approach (how genres and its features relate to their contexts). The majority of higher education institutions require a personal essay. This lesson is meaningful to students because it continues to support their writing development, but most importantly, gives them an authentic forum to reflect on a personal event that has impacted their lives. Students will exam model personal essays, write a collaborative essay, and compose a personal essay individually. This lesson connects directly to the grit lesson and career exploration activity.  ***By the end of this lesson, students will be able to:***  **Academic and Critical Thinking Skills**   * analyze and evaluate an authentic text * identify linguistic patterns and features * construct a personal essay both collaboratively and individually * develop vocabulary | | | | |
| **CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES** | | | **KEY INSTRUCTIONAL SHIFTS**  *addressed in this lesson* | |
| W.3.D  R.3.D, R.5.D  L.3.D, L.6.D | | | |  |  | | --- | --- | | **X** | **Practice with complex text and its academic language** | | **X** | **Ground reading, writing, and speaking in evidence from literary and informational texts** | |  | Build knowledge through content-rich nonfiction | | |
| **ESSENTIAL QUESTION(S)** | | |
| Why do we write?  How is writing influenced by a specific genre?  Why do we need to approach individual genres differently?  Why is my writing style and voice important? | | |
| **PRIOR KNOWLEDGE NEEDED** | | | | |
| Students have already practiced the genre based writing approach with previous essays (e.g., persuasive, expository, descriptive). Students are familiar with the linguistic patterns and features specific to each of these essay types. Students have compared and contrasted how and why these specific linguistic patterns and features are used for specific essay types (e.g., verbs, adjective and noun groups, genre specific vocabulary-e.g., nominalization). Students will use their prior knowledge to support their analysis, evaluation and composition. | | | | |
| **STAGE 2 – EVIDENCE of LEARNING** | | | | |
| *Ways that students and I will know the extent to which objectives have been met:*   * whole class participation * small group work * individual personal essay | | | | |
| **STAGE 3 -- ACTION** | | | |
| **Introduction (30 minutes):**  Teacher (T) explains to students (Ss) that they will compose a personal essay that can be used for a college application. Prior to explaining objective, T has Ss complete a free write. Ss will answer the following prompt (chosen from the Common Application: <http://www.commonapp.org>), writing freely for 15 minutes  *“Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.”*  Ss then transition into their writing groups. Ss share their response. Ss then work together to identify the similarities and differences. Ss prepare to share as a whole class.  After group work, group spokesperson shares findings. T takes notes. Ss will use the compiled lists to help them with their personal essays later on in the lesson. | | | |
| **Model Text Analyses (25 minutes) :**   * T projects a model personal essay text. T and Ss read, analyze, and evaluate model text. Ss identify, negotiate, and discuss the linguistic patterns and features they identify. * T makes list of identified linguistic features on chart paper. Ss will use these linguistic features to help support their group analyses and individual composition.   **Group Text Analyses (25 minutes):**   * Ss work in small group (3-4 Ss). Ss work collaboratively to read, analyze, and evaluate their text. * After their evaluation and analyses, groups join with the other group that shares their text. Ss work in their larger group to share their findings and negotiate understanding with each other. * Larger groups compile their notes on chart paper. * Larger groups present their model text and analysis to the class. Ss negotiate and discuss.   **Whole Class Text Construction (30 minutes):**   * T and Ss collaboratively construct a personal essay using the compiled notes from the writing warm-up and the whole class and small group analyses. * Ss indentify the linguistic features as they use them and the reason why.   **Individual Writing (45 minutes):**   * Ss work individually. * Ss choose one of the following prompts to compose their personal essay:   + *Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.*   + *Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?*   + *Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?* * Ss use the whole class charts to help compose their personal essay. * Ss complete their first draft. * T walks around to support and assess understanding. | | | |
| **Closing Reflection (20 minutes):**  To close, Ss discuss the essential questions. T takes note on chart paper.   * Why do we write? * How is writing influenced by a specific genre? * Why do we need to approach individual genres differently? * Why is my writing style and voice important?   **Key vocabulary:**   * genre, personal, narrative, linguistic, form, purpose * additional vocabulary will be chosen by students and added to their personal vocabulary lists and the class vocabulary list | | | |
| **Resources:**   * <http://www.commonapp.org> * student generated model essays | | | |
| **POST-TEACHING REFLECTION --** To be determined after lesson is conducted. | | | |