**ELA LESSON PLAN for Unit: Setting Directions**

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| **OVERVIEW** | | |
| Lesson Title: **Writing Process Introduced** | | Unit Title: **Setting Directions** |
| Lesson #: **3** | CCRS and GLE Range: **A/B, GLE 0 – 3.9** | Class Level: **ABE100** |
| Length of Lesson in # of Hours: **1.5** # of Classes: **1-2** | | Teacher(s): |
| **STAGE 1 – PLANNING for DESIRED RESULTS** | | |
| **LESSON OBJECTIVES** | | |
| *By the end of this lesson, students will be able to:*   * Identify the meaning of the words process, editing, revision * Review a piece of their own writing by rereading it, answering a series of questions about it, and making changes to it if they think it is necessary. | | |

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| **CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES** | **KEY INSTRUCTIONAL SHIFTS**  *addressed in this lesson* |
| CCR W.5.A,B  CCR SL.1.A,B  CCR l.1.A,B | |  |  | | --- | --- | |  | 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)** *(optional)* |
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| **PRIOR KNOWLEDGE NEEDED** | |
| * Concepts taught in lessons one and two * Written draft from lesson 2 | |
| **STAGE 2 – EVIDENCE of LEARNING** | |
| *Ways that students and I will know the extent to which objectives have been met:*   * Through group activities and class discussion, students will discuss, sort and defend their decisions about whether or not a piece of writing requires a revision. * Students will, with help as needed, read, answer questions about, and revise their own first draft | |
| **STAGE 3 -- ACTION** | |
| **MATERIALS** | Writing Activity Strips  Example of a first draft to revise together  Revision questions on the board or on a chart paper  Student writing from previous assignments |
| **INTRODUCTION**  *Why is this important for students to learn? (hook, connection, relevance)* | 1. Hold up several of the texts that we have used in class, and discuss with the class how it was written, with questions such as: did the author do it alone? What kind of help might they have gotten? Did they just sit down and write the whole thing at once? |
| **BODY**  *Guiding Questions*   * *What text(s) will be the basis of this lesson?* * *What academic and content vocabulary will students learn?* * *What questions should I pose to engage students, elicit comprehension, and foster thinking and reasoning?* * *What opportunities will students have to practice ELA skills (Reading, Writing, Speaking and Listening, and Language)?* * *What opportunities will students need for scaffolding and differentiation?* * *How are the CCRS Instructional Shifts for ELA evidenced in student performance?* | 1. Introduce the writing process. Discuss the writing process as the path that writers follow on their way to their completed product. Remind students that they did a draft, which is often the first step in the writing process. Talk about how some writing might not go past a draft, but that some might require some more steps to get to a completed product. Introduce and discuss the term **revise** (and **revision**). 2. Hand out strips with examples of different types of writing (such as a grocery list, a journal entry, the constitution, a letter to a friend, a letter to your landlord. Ask students to sort the writing into a pile for items that may need revision and a pile of items that do not, and then discuss their answers. 3. Using an example of a first draft (based on the same questions that the students used for their drafts and projected on the board), model how someone might revise the writing. Explain that revision can be helped along by asking questions. Sometimes the questions can come from a teacher, sometimes from someone else who has read the piece, and sometimes from yourself. Note that we will start with questions that everyone will use:  * Do my sentences make sense, or should I change parts to make them clearer? * Is there any information that I want to take out because it does not fit with what I want to say? * Is there any information that I can add to the writing to make it clearer or more detailed?  1. Work with the class to revise the piece, based on these questions. Keep the questions from the original assignment on the board for students to reference if necessary:  * What is your name? * Are you named after someone or does your name have a special meaning? * What is something that you would like us to know about you that we might not know just by looking at you? * Are you new to this area, or have you lived here for a while? * Would you like to tell about your family?  1. Let students know that during the process of revision it is okay to cross things out and add things in on the side or at the bottom. The final copy will come later. 2. Students who are able to read and write at a high enough level can work either independently or with a partner to revise their own writing from the previous lesson. Lower level students can work with a partner, the instructor, or a tutor and give verbal revisions that can be transcribed. |
| **CLOSING**  *How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)?* | 1. Some students may require further class time to complete the assignment. |
| **POST-TEACHING REFLECTION**  *Guiding Question*  *What changes or adaptations would I make?* |  |