

GPB Project: English Language Arts Lesson Plan
April 29, 2015
Ashley Michelle Morris (Lindley Middle School)
Lesson Length: Approximately 1 hour and 15 minutes

Standards:

-ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

-ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

-ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

-ELAGSE7SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Lesson Title: Who's Better Equipped to Run the World?

Essential Question: How will evaluating the evidence I've collected support my argument as a writer?

Opening-Approximately 15 Minutes

Students will analyze data about leadership traits that women and men possess. In their collaborative groups, students will answer the following questions?

1. What data is shocking?
2. What data is confusing?
3. Does the data support or refute your opinion(s)? Elaborate.

Students will share their thoughts with the whole group. Accountable talk will be encouraged.

Standards & Essential Question: Student leader will read aloud: **Write arguments to support claims with clear reasons and relevant evidence.**

a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Activator

Let's Kahoot! Students will participate in a Kahoot activity. Students will respond using their cellphones. After responses have been recorded students will lead a 4 minute discussion using the evidence that they've began collecting regarding female vs. male leadership. (Take a Stand)

Work Session Mini Lesson (Reading)-Approximately 15-20 minutes

Text: Blog Posts (Male versus Female Leadership)

Teacher will begin reading by modeling fluency and thought provoking statements about previous understandings that support or refute the information presented in the text.

During reading students will add ideas to their "Key Ideas" tracker. (Evidence Collection)

Checking for Understanding: Each leadership group (differentiated based on student data) will review all and organize them based on priority. Teacher will circulate and serve as a facilitator.

Work Session (Writers' Workshop)-Approximately 20-30 minutes

Students will respond to the following prompts. Prompts will be displayed on a choice board. Students will select at least two. During writer's workshop, small group conferences will take place at the conferences table. Argumentative writing prompts will be used to support students with elaborating on their ideas and producing sound arguments.

Argument Checklist (Used During Writer's Workshop)

- ✓ Claim
- ✓ Supporting Evidence (Opposing Views Acknowledged)
- ✓ Implications to the Real World

Checking for Understanding (CFU): Midway during the work session, the teacher will display exemplar writing. The teacher will highlight her claim, supporting evidence, opposing views, and ask the students what still needs work? (Anchor charts will be posted that students can compare their work to.)

Differentiation

Challenge Prompt (Indicated with an asterisk.)

Small Group Conferences (Argumentative Prompts)

Leader Groups (Established by students based on their argument.)

Closing-Approximately 10 -15 minutes

Collaborative Sharing

Leader groups will select one peer to share their product with the entire class. Students will

share their products orally. Students will use accountable talk prompts to celebrate their peers' work.

Collaborative Sharing Accountable Talk Prompts:

It is obvious that....

I appreciate the fact that....

I was excited to hear that...

Did you consider...

Video Guide (Items highlighted should be considered as video “pop up” information!)

Context: Lesson	Film/Video/Interview Highlights
Prepare to share. Refer to accountable talk prompts	<p>Students will demonstrate their understanding of the texted they'd analyze and effective speaking skills.</p> <p>Accountable talk prompts supports various types of students. Accountable talk prompts provide structure for students in a collaboratively setting (TKES 3)</p>
Student leader will read focus standards aloud	<p>Standards based instruction reinforces learning goals throughout the lesson (TKES 3)</p>
Students will become engaged by responding to the Kahoot prompt using their own devices.	<p>Students will respond and prepare for evidence based supported arguments.</p> <p>Students via technology use is a vital 21st century instructional strategy that enhances student learning (TKES 3)</p>
Take a Stand (4 minute discussion)	<p>Students will take a stand when they feel they have something they'd like to add to the 4 minute discussion. Students will use evidence collected from previous lessons to support their arguments.</p> <p>Leader groups were differentiated by student choice. This innovative grouping strategy supports flexible grouping practices.</p> <p>Purpose of Leader Groups: Promote collaborative conversations with peers who share the same ideas (TKES 4)</p>
Text: Blog Post	<p>Teacher will model while a whole group discussion about the author's thoughts occurs. The information discussed will</p>

	<p>support the students with their argument.</p> <p>Relevant and challenging tests communicate high expectations for student learning (TKES 8)</p>
<p>Checking for Understanding</p>	<p>Students will organize their evidence by priority before moving into the work session (Writers' Workshop)</p> <p>This will remind the students of their current evidence and how it can be used effectively to be successful during the work session (TKES 3).</p> <p>Checking for understanding reinforces learning goals.</p>
<p>Writers' Workshop: Small Group Conferences</p>	<p>Writers Are Picky! Select at least two writing tasks.</p> <p>Writing task will vary in rigor and genre (i.e. literary, explanatory, and argumentative)</p> <p>Challenge prompt will provide academic rigor and critical thinking that will push students (TKES 8)</p> <p>Students will be called back for individual writer conferences. Teacher can have one on one conversations that meet the students where they are.</p> <p>Writing prompt resources will be used to enhance and challenge students' writing and thinking.</p> <p>Small group instruction allows a teacher to address individual learning differences immediately (TKES 4).</p>
<p>Checking for Understanding: Exemplar Anchor Charts</p>	<p>Students will be encouraged to peruse the room and use the anchor charts as a writing resources.</p> <p>Exemplar anchor charts encourages students to monitor their own progress (TKES 5).</p>
<p>Collaborative Sharing: Accountable Talk Prompts</p>	<p>Students will share their products orally. They will receive feedback from their classmates who will utilize accountable talk prompts.</p> <p>Peer feedback encourages effective speaking and listening skills.</p>