Name Emily Mitchell_____

Lesson Plan Template

Learning Segment Focus English Language Arts – Writing **Lesson** _____**of**_____
Topic Argumentative Writing/Media **Date**_____ **Grade** _8__

Student Outcomes

Specific learning **objectives** for this lesson.	TSW establish a claim. TSW thoroughly research a topic to form their own opinions. TSW evaluate and choose evidence from a text to support their claim. TSW use reasoning to tie their evidence back to their claim.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	The students are all familiar with writing, but they have mainly been writing narratives and informative essays. The argumentative style is more difficult to grasp, so this will broaden their writing skillset by offering them a new mode of writing and enhancing their already-established skills.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**W.8.1:** Write arguments to support claims with clear reasons and relevant evidence. **W.8.1.A**: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **W.8.1.B**: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **W.8.1.C**: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **W.8.1.D**: Establish and maintain a formal style. **W.8.1.E:** Provide a concluding statement or section that follows from and supports the argument presented. **W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **SL.8.1**: Engage effectively in a range of collaborative discussions ● one-on-one ● in groups ● teacher-led with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Argumentative, claim, evidence, counterclaim, audience, purpose

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the	Students will practice their writing in addition to connecting their learning to the real world. Students can

active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	use peer support and teacher guidance to ensure that they are learning the material for the lesson.

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	*Blackout, Unplugged,* Google Slides, Computer, Internet access, Graphic Organizers
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Computer or iPad or iPhone, Internet access, writing utensil

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	Introduction: Introduction to argumentative writing	To begin, I will explain that we will be beginning our argumentative writing. I will show the students mentor texts using a Google Slideshow that I have created. The slideshow has various examples of argumentative writings and other texts, such as videos and commercials. I will ask the students what they know about argumentative writing and if they have ever practiced it before. I will also ask why they think argumentative writing is important. They will discuss this with their shoulder partner.
	Instruction: Topic introduction Resources and book integration Discussion and notetaking (formative assessment)	I will introduce our topic: technology use. The main question I want students to answer is, "Is there such a thing as too much technology use?" Next, I will read aloud to the class. The first book is *Blackout* by John Rocco. The second book is *Unplugged* by Steve Antony. I will ask the students what they think the central message of the books is. Students will then pair up and discuss which side of the issue they will take. Once each student has made his or her initial decision, they will start their research/brainstorming. I will have resources available to them – links to websites, books, and the mentor text slideshow. They will take notes on a computer or on paper.

		Each student will receive a graphic organizer (at end of lesson) so they can organize their thoughts. They are welcome to take this home and continue working on it, or they can leave it with the teacher to ensure that it does not get lost.
	Closure: Practice of concept	To close, we will have an informal argument to show students that "arguing" is something they already know how to do! I will introduce a lighthearted topic such as, "Vanilla ice cream is better to have at birthday parties than chocolate ice cream." Students will stand on either side of the room, depending on what position they take on the topic. Then, we will have a discussion using evidence and supporting statements!

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students. **Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	Google Slides and the books about technology are the technological tools that I have integrated. Google Slides is a great way to present a topic in a fun and engaging way! Students can take notes as they read the slides, and pictures/graphics will be incorporated to keep student attention. The books I chose, *Unplugged* and *Blackout* are about what can happen when technology is no longer available. The message of the books is that everyone should take breaks from technology to enjoy their hobbies, their friends, and the world around them.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	All student needs will be met as outlined in individual IEPs. The Slideshow will be broadcast so that all students can see, and I can provide a paper copy if needed so that students can take notes on it.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	Scaffolding – graphic organizer to provide structure and a clear outline before the assignment begins. Thoughtful pairing – ELLs with strong English speakers

Assessments: Formative and/or Summative

Describe the **tools/procedures** that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	X Formative /☐ Summative	Partner discussions
	X Formative /☐ Summative	Graphic Organizer
	X Formative /☐ Summative	Argument practice

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;
http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf;
https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf; https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx;
https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx;
https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx

Name: _____   Teacher: _____   Date: _____

Persuasive Argument Essay Planner

Audience:

Issue:

Claim:

Reason #1:	Reason #2:	Reason #3:
Supporting Evidence:	Supporting Evidence:	Supporting Evidence:
1._____	1._____	1._____
2._____	2._____	2._____
3._____	3._____	3._____
4._____	4._____	4._____

Summary Statement:	Call to Action:	Clincher:

Definitive Language Word Bank

Definitely,	Of course,	It is a fact that,	Without a doubt,
Absolutely,	Surely,	Clearly,	Undoubtedly,
Certainly,	Undeniably,	Positively,	Unquestionably,
Naturally,	Obviously,	Irrefutable	Indisputable