教案 Direct Instruction Lesson Plan Template

General Information

Lesson Title: Persuasive Writing, introduction and workshop

学科 **Subject(s): ELA**

班级 **Grade/Level/Setting: Pre-AP, 10ᵗʰ grade, Classroom**

Prerequisite Skills/Prior Knowledge:

   Students are expected to be aware of how logical writing leads up to a conclusion through the use of premises and causative reason, based on course studies around debate and rhetorical practices in previous classes. Also, students should be aware and conscious of how the audience to whom one is writing or speaking effects both tone and content of one's production in a variety of ways.

Standards and Objectives 教学目标

State/National Academic Standard(s): CCSS: WS, 9-10, 1:

1.   Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

Learning Objective(s): 教学目标

   Given the challenge of making a statement about something they feel strongly about in a newspaper's opinion page, students will be able to write arguments that support claims they have, including considered counterclaims and connective reasoning, to the effect that they can create a concluding, logical statement in a complete and formal way. This should be measurable through a rubric associated with the standards of CCSS.WS.9-10.1, such that they score at least 21 out of a possible 28 points based on the rubric (IRA/NTC 2013).

Materials 教学用具	Technology 教学电用具
*Student-desk-based and teacher's **markerboards** and **pens**.* ***Printed exit slips** with noted questions written on them. See Culminating section for details.*	*Students should have personal **computers** so they can both research and type their work.* ***Video** display is needed, to show web pages and the like from*

Below handouts should be printed on reverse sides of each other **Handouts** *of Transition words (To be collected. See notes below concerning variations. [Univ. Wisconsin n.d.])* **Handouts** *of rubrics (To be collected but make extras because some students will want them and what they don't want can be reused.)*	*the teacher's computer.* **Internet connectivity** *for the classroom is also required.*

Language Demands 教学重点&难点

Language Function(s):

Students will **research** the basis for both their own opinions and those who do not agree, in a fair and direct way. Students will **create** written discourse in a manner that both states their own position and that of an opposing viewpoint in a way that is even and yet compelling. Students will **show** the logical progression of their positions to readers through using connective language so that their positions can be understood with the intention that it will be agreed with in the end.

Vocabulary:

Thesis statement, Introduction, Counterpoint or Counterargument, Support Paragraphs, Conclusion (Rassmussen U. 2024)

Also, see link to <u>Transitional words and phrases</u> *with headings of: Addition, Time, Place, Exemplification or Illustration, Comparison, Contrast, Clarification, Effect, Purpose, Qualification, Concession, Summary, Conclusion, etc. This page is the source for three dissimilar worksheets to make the volume of terms more accessible. The example below from the page could be reduced by half, effectively.*

E.g., Effect: therefore, consequently, accordingly, thus, hence, as a result…

Discourse and/or Syntax:

Students will consider the exemplar articles. They'll then consider the rubric that applies to them in their own production, as if applied to the model, to be able to see all the main sections from these models. Separately, students will workshop using connective-language in groups by sharing a free-talking time that is precluded by the challenge that they comically over-include words from the pages that are in their hands. Notable mention, the conversations are to be kept in the genre of friendly nature, remaining creative, kind, and stream of consciousness.

Planned Language Supports:

While brainstorming around creating persuasive writing, some students will do well to imagine this project to ultimately be spoken as a result of its creation. Indeed, many famous examples of persuasive writing have been speeches. This augmentation, next to the goal of writing an Op-ed in a newspaper as an alternative product of the class, can act as differentiation for students who imagine themselves to verbalize well and are able to create on that level. A showcase can be planned for a later class period for those who wish to perform in that way.

To vary the input of language, the connective words should be shared in various formats (Univ. Wisconsin n.d.). Making three dissimilar pages representing all the words from that set allows for a diversity of pages and reduction of volume per each. These should be printed on the reverse side of the rubrics to save paper and simplify the process, and distributed to table-groups. After class, they are to be collected and can be handed out another day. By retrieving them, the students are not responsible for something to carry around, but getting it in their hands will get it in their eyes, which gets it in their minds. This layering of learning will lend to the gradualistic nature of the learning process. Some students may wish to keep them, and that should be allowed. Replace as needed for future classes.

Separate handouts can be created to assist EL and students who need extra support with basic vocabulary. Various levels of topics, made available through exposed websites during class (as noted below), will allow for students of various capabilities to approach the main notion of writing persuasively from their own level of capacity.

By having students read out the details of the rubric and having a class discussion around it, audible learners are assisted by the alternative presentation of the topically central information that is present in the expectations laid out in the rubric.

Instructional Strategies and Learning Tasks

Anticipatory Set: 7 minutes	
Activity Description / Teacher	**Student Actions / 学生主导课堂活动**
Be sure to have connective language/rubric handouts on the groupings of desks before class begins. If time does not allow for this, they can be distributed as students are settled. Begin the class with the question on the board: "Should we have more time between classes?" As students answer, be sure to ask follow up questions using "Why…" both for their opinions and for why they think the system is as it is. While this is going on, put on the board any connective language that is heard from them.	Students are getting settled, maybe some are coming in late. As the question is pertinent, it allows them to transition to the room by letting off some steam from their hustle through the halls by sharing their feelings about the short time that is allowed for them. Meanwhile, they are unknowingly adding to the substantive material of the class by using particles of speech that will be topically informative, later, through their answers to the questions posed by the teacher.

Presentation Procedures for New Information and/or Modeling: 18 minutes	
Activity Description / Teacher	**Student Actions / 学生主导课堂活动**
Alert the students to the handouts. Invite them to have a round-robin of conversation that pointedly uses the vocabulary terms. Any new words on the pages should be asked about, let them know this. Note: topically, this round-robin can be completely free in nature, but must include the terms provided, as the challenge. After sufficient time for involved use (no more than ten minutes), have students turn the pages over to inspect the rubrics on the back.	Students will take hold of the handouts and inspect them for material awareness. As the pages are not all the same, there will be a bit of shuffling of papers, as per design. Students then begin talking about whatever they wish, with the caveat that they infuse their chatting with the terms on the page in an almost comically high proportion. Students then turn their pages over to read and consider the rubrics, asking any questions they may have initially.
Find a pair of students who will read from the 4 and the 3 columns. Have each example read and after each parallel reading, as the rest of the students to describe the difference and how they feel it could turn up in class. Repeat until the page is finished.	Students volunteer to participate and read the separate sections for students to hear, along with reading, the aspects that are expectations and goals as defined in the rubric. Students volunteer their interpretations of the differences with the points in the rubrics.
Guided Practice: 20 minutes	
Activity Description/Teacher / 教师主导课堂活动	**Student Actions…**
Have students open their laptops and go to: https://www.weareteachers.com/persuasive-writing-examples/ From there, they are to pick a piece of writing to consider. Remind them that they are focused on language within it that seems like it is of a convincing nature, or helps support the main idea. As they will only be given ten	Students open their computers and go to the page to choose an article they will inspect for veracity and style. Students spend ten minutes reading their chosen example, focusing on the introductions, conclusions, and skimming for how the author used supporting information to solidify their position.

Activity Description/Teacher / 教师主导课堂活动	Student Actions
minutes to read, they will not be able to read the entire passages, so encouraging them to <u>focus on the introduction and conclusion, then skim to pick out sections that seem poignant</u> will allow for the students to get the main ideas of the authors' works and will give them the exposure to powerful examples of successful persuasive writing. Give a 5 minute break for reflection on what they might write about. Teacher puts sites on the display in parallel: https://www.weareteachers.com/persuasive-essay-topics/ https://www.collegetransitions.com/blog/good-persuasive-speech-topics/ This is a position for students to differentiate, so lead students to understand that they should focus on topics that feel appropriate. Tell students to input the drafts of their thesis statement into the student portal (where they can be reviewed as a formative assessment).	Students are able to settle after reading such powerful writing. Students observe ideas, in case they need inspiration from outside sources, to create a topic for themselves. Students decide on a topic of their own design or from the options shown. Students input their topic to the student portal as a turning point in their process.

Independent Student Practice: 35 minutes	
Activity Description/Teacher / 教师主导课堂活动	**Student Actions**
Instruct students to begin writing by sketching ideas, then using their computers to research supporting material, if necessary. After ten minutes, be sure that all research is complete and students are focused on writing their work. Have students reflect on their papers after 20 minutes, isolating parts such as their thesis, is it clear – intro/conclusion, etc. They can use the rubric as a guide.	Students begin writing and finding support for their work. Students review their work and consider what they've written in a direct and thoughtful way.

… Activity Description/Teacher	Student Actions …
Apply thoughts from reflection to more writing.	Students apply their reflection to more writing.

Culminating or Closing Procedure/Activity: 10 minutes	
… Activity Description/Teacher	Student Actions …
With about ten minutes left in the class, have students send their papers to the online class portal.

Distribute exit slips with questions:

From today's writing exercise, what was something new or challenging that you ran into?

Do you feel that you were able to use language in a new way today? If so, how?

Have students leave exit slips in basket upon departure. | Students log into the class portal to upload their work from the day.

Students take a few minutes to write what they garnered from the day.

Students leave exit slips in basket as they leave. |

Differentiated Instruction 分层教学

Consider how to accommodate for the needs of each type of student. Be sure that you provide content specific accommodations that help to meet a variety of learning needs.

Gifted and Talented: When choosing topics for the writing. These students should be encouraged to choose from the more complicated list, or to write within the scope of the same. Through the use of the technological innovation of providing these options, the students can be encouraged to consider their production for both written and spoken venues, and to add comments about how the two variations might differ (Jacob, et al. 2016).

EL: Extra handouts can be created with explicit definitions of baseline vocab (of introduction, body paragraphs, etc.), using their L1 in parallel so they are able to more easily and quickly cognify what Rassmussen University offers as the general terminology of persuasive writing in order to advance towards conceptualizing the broader context of the effort (Rassmussen U. 2024, Otwinowska et al. 2023).

Students with Other Special Needs: Students with more limited capabilities can be encouraged to use

the topic list provided by the displayed option set from the two web pages that represents lighter ideas so they are not forced to do heavy research but can express their own opinions with broader sway (Jacob, et al. 2016).

Having a verbal option where students are encouraged to create for public speaking is also an opening for students who express themselves in alternative methods more easily. Similarly, the presentation of the rubric in a format of discourse allows students with stronger leanings towards auditory learning to have an additional support. "There is substantial evidence that phonological memory influences both grammar and vocabulary acquisition" (Myers 2003).

Assessment 课后小结及作业
Formative *By having students input their thesis statements into the portal, I am able to quickly see who is on task and who is not. By quickly assessing the submissions, I can address any student input that may need attention before they get further into their work.*
Summative *The final submission will be reviewed in my office time for how it measures up against the given rubric (Ozfidan & Mitchel 2013).*

Citations

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Evaluator's initial reply, sans the notes about APA formatting addressed in present version:

Your tenth-grade lesson plan is created to help students successfully compose a persuasive essay using engaging topics, such as "Should we have more time between classes?" The guided practice is particularly strong as you explain the teacher and students practice brainstorming topics together, which nicely represents the prewriting step. Also, you have commendably provided a copy of the rubric to demonstrate how the objective's criterion of 21 will be determined.
Please read the comments below for details explaining the needed revisions.