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

|  |
| --- |
| **OVERVIEW** |
| Lesson Title: **Starting on the Path** | Unit Title: **Setting Directions** |
| Lesson #: **1** |  CCRS and GLE Range: **A/B, GLE 0 – 3.9** | Class Level: **ABE100** |
| Length of Lesson in # of Hours: **1** # of Classes: **1** | Teacher(s): |
| **STAGE 1 – PLANNING for DESIRED RESULTS** |
| **LESSON OBJECTIVES** |
| *By the end of this lesson, students will be able to:** Identify and write a definition of the difference between formal and informal writing
* Identify different uses for writing, and whether or not these would require formal or informal writing
* Identify the meaning of the words: anthology, response, selection (in terms of a reading selection
* Identify parts of a reading that have meaning for them, and participate in a group reading response activity
 |

|  |  |
| --- | --- |
| **CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES** | **KEY INSTRUCTIONAL SHIFTS***addressed in this lesson* |
| CCR W.2.A,BCCR W.4.BCCR SL.1.A,BCCR 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)* |
|  |

|  |
| --- |
| **PRIOR KNOWLEDGE NEEDED**  |
| * Personal experience
 |
| **STAGE 2 – EVIDENCE of LEARNING** |
| *Ways that students and I will know the extent to which objectives have been met:** Students will contribute to class discussions and, with the teacher’s guidance, create a chart that defines the purposes for writing.
* Students will contribute to a whole class discussion about the selection from the VOC student anthology and to a teacher guided reading response activity.
 |
| **STAGE 3 -- ACTION** |
| **MATERIALS** | Chart paper, Student anthologies |
| **INTRODUCTION*** *Why is this important for students to learn? (hook, connection, relevance)*
 | 1. Why do people have to write? Why is it important? Class discussion about writing, and times that we see writing used throughout the day and in different circumstances. This can be writing the students do or writing that they see. Teacher creates a chart listing student responses to these questions.
 |
| **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. Look at the chart that has been created. Introduce the idea of formal and informal writing. Look at the first few ideas on the chart, and decide as a class whether they might be formal or informal types of writing.
2. Give each table a few of the other ideas from the list (the chart paper can be cut up after a photo is taken to preserve the complete list to be posted later). Each group reads their part of the list and decides whether it is formal or informal.
3. Class then discusses each group’s findings and what they used to make their decisions. Together, class comes up with a basic definition for what might make writing formal and what might make writing informal.
4. Introduce the term anthology – identify an anthology as a collection of writing by different authors and as a type of formal writing. Tell students about the process of how our anthology comes to be every year.
5. Distribute anthology and give students a minute to take a look at it. Then, introduce “I Love School” (p. 6). Students who are able to can read the selection independently; students who are non-readers can read either with a partner or with the instructor or tutor.
 |
| **CLOSING***Guiding Question**How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)?* | 1. After everyone has a chance to read, come together as a class again. Introduce the word response, and discuss its meaning. Then, introduce the phrase ‘reading response’ and what this means. Discuss the story that the students just read and create a class reading response.
2. Review the response together to be sure it is complete. Post the response in class.
3. Follow up – Students will complete several additional “read and response” assignments (first with guided practice and then independently) based on readings from the student anthology.
 |
| **POST-TEACHING REFLECTION***Guiding Question** *What changes or adaptations would I make?*
 |  |