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

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| **OVERVIEW** | | | | |
| Lesson Title: **Autobiography** | | | Unit Title: **Setting Directions** | |
| Lesson #: **2** | 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 the meaning of the word autobiography, autobiographical, and draft * Review the meaning of the words: anthology and selection (in terms of a reading selection) * Compose a piece of writing that is autobiographical (either by writing it themselves or by working with the instructor or a tutor) | | | | |
| **CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES** | | | | **KEY INSTRUCTIONAL SHIFTS**  *addressed in this lesson* |
| CCR R.2.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 lesson one * Practice with read and response activities (lesson one follow up) | | | | |
| **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 about the readings from lesson one, their own writing, and about autobiographies. * Students will read aloud (or have the instructor read aloud) from the reading reflections that they have done. * Students will compose a piece of writing that is autobiographical. | | | | |
| **STAGE 3 -- ACTION** | | | | |
| **MATERIALS** | | Wall chart of formal/informal writing definition  Student reading responses  Prepared questions for individual writing (on the board or on a handout)  Sentence Starters | | |
| **INTRODUCTION**  *Why is this important for students to learn? (hook, connection, relevance)* | | 1. Briefly review our discussion about the reasons people write and the difference between formal and informal writing, looking at the charts and definition that we created. | | |
| **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. Briefly review the different stories that we read from the student anthology. Discuss what the stories were about and what ideas might have stood out. Also, invite students to read one of their own reading responses to the class (students can read their own aloud, or ask that theirs be read by the instructor). 2. Ask the students if they notice any way that the stories are alike or somehow connected. Guide the students to the idea that many of the stories that were written were personal (autobiographical). 3. Introduce the term autobiography (and also the related word form autobiographical). Explain that this is a form of writing that they will come across in both formal and informal writing. Discuss any autobiographies that students are familiar with through print or movies. 4. Introduce the term draft (do not go into detail about the writing process yet, just explain the idea of a draft as a way to get some ideas down on paper, and that it is not a place where one has to worry about grammar details), and explain that today students will be doing some autobiographical writing. 5. Explain that students can write about whatever ideas are important to them, but if they would like some help getting started, they can consider and write about some of the following questions:  * 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. For students who are able to read and write at a high enough level, these questions can be on a chart paper or on the board. Some students may benefit from sentence starters that they can complete either independently or with a partner. Lower level students can work with a partner, the instructor, or a tutor and give verbal answers that can be transcribed. 2. Remind reluctant students that this writing will be helpful as a way for their instructor to learn about them, and for themselves, as they think about what is important to them. 3. Allow students time to work independently on their writing. Some students may require further class time to complete the assignment. | | |
| **CLOSING**  *Guiding Question*  *How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)?* | | 1. Inform the students that we will be using this writing again, and talk about places where the writing can be kept safely. | | |
| **POST-TEACHING REFLECTION**  *Guiding Question*  *What changes or adaptations would I make?* | |  | | |