

Figure 2.2 Lesson Plan for Seventh-Grade Organization in Writing

<p>Assessed Need: I have noticed that my students need: <i>To clarify their purpose in narrative writing and include specific details.</i></p>
<p>Standard(s) Addressed: TEKS Grade 7: <i>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.</i></p>
<p>Text(s) I Will Use: <i>"The People Could Fly"</i></p>
<p>Learning Intention for This Lesson: <i>We will reverse outline this story to examine how the structure helps establish a clear purpose.</i></p>
<p>Success Criteria for This Lesson: <i>We will make our own outline for our class folktale.</i></p>
<p>Direct Instruction: Model: Strategies/skills/concepts to emphasize <i>Model and think aloud about what I expect to learn from this book, based on the text features. They have read this story before and are familiar with the content. I will model the reverse outlining process with a section or two.</i> Guide and Scaffold: Questions to ask <ol style="list-style-type: none"> <i>1. What would our readers expect to learn in folktale titled "The People Could Fly"?</i> <i>2. How can I be sure my readers know what natural phenomena my story is trying to explain? When should I establish this?</i> Assess: These are the students who will need further support <i>Pair Victor with Brian, as they speak the same dialect and can broker language.</i></p>
<p>Dialogic Instruction: Teacher-Directed Tools <i>Assigned partners share ideas and write them on their whiteboards.</i> Student-Enacted Tools <i>Partners will first verbally compose their sections, and then write on their assigned topic in the next segment of this lesson. I will need to review the rubric for narrative writing with them.</i> Assess: These are the students who will need further support N/A</p>
<p>Feedback Opportunities: <i>We will analyze our story outline to see if we have met the learning intention of planning our class book. I will also meet with Arjun, Nicholas, Sarah, and Lola to look at the items they generated for this lesson.</i></p>
<p>Independent Learning and Closure: <i>Students will meet with their writing partners to begin composing their sections for the class book. They will also review their drafts and compare them with the learning intentions.</i></p>