

Figure 2.3 Lesson Plan for Eleventh-Grade English

<p>Assessed Need: I have noticed that my students need: <i>To develop agreed-upon norms for civil discourse in our class.</i></p>
<p>Standard(s) Addressed: <i>CCR SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i></p>
<p>Text(s) I Will Use: <i>Key phrases from the standards:</i></p> <ul style="list-style-type: none"> • <i>"Civil, democratic discussions and decision-making"</i> • <i>"Thoughtful, well-reasoned exchange of ideas"</i> • <i>"Ensure a hearing for a full range of positions on a topic or issue"</i> • <i>"Clarify, verify, or challenge ideas and conclusions"</i> • <i>"Promote divergent and creative perspectives"</i>
<p>Learning Intention for This Lesson: <i>To develop a list of class norms to reflect how we will achieve these ideals.</i></p>
<p>Success Criteria for This Lesson: <i>We will come to consensus to develop a list of norms for civil discourse.</i></p>
<p>Direct Instruction:</p> <p>Model: <i>Strategies/skills/concepts to emphasize</i></p> <p><i>Read the standard (display on document camera) and highlight key phrases. Then watch a short film clip of two politicians engaged in an insult-laden argument (a nonexample), and ask the class to compare it to our standard.</i></p> <p>Guide and Scaffold: <i>Questions to ask</i></p> <ol style="list-style-type: none"> 1. <i>How is a discussion different from a verbal confrontation?</i> 2. <i>What can happen in a discussion where the norms are disregarded?</i> 3. <i>What do you consider to be the most essential elements of each norm, and why?</i> <p>Assess: <i>These are the students who will need further support</i></p> <p><i>Nya may need redirection to gain her attention.</i></p>
<p>Dialogic Instruction:</p> <p>Teacher-Directed Tools</p> <p><i>After the gallery walk (below) we will return to the tables and review each of the charts. I will facilitate the discussion to help the group arrive at consensus, and I will record their evolving ideas on a displayed Google Doc to capture ideas.</i></p> <p>Student-Enacted Tools</p> <p><i>Use a gallery walk process so that students can meet in small groups in front of each poster. Students will be given colored markers to write statements they consider to be essential.</i></p> <p>Assess: <i>These are the students who will need further support</i></p> <p><i>Check in with Nasir frequently to make sure he is following the discussion.</i></p>
<p>Feedback Opportunities: <i>Students will write a short exit slip about the process we used, so I can address any individual concerns.</i></p>
<p>Independent Learning and Closure: <i>Students will apply norms with my assistance for the next week, and we will revisit these after this time period to revise as needed. For closure, students will be asked to review major aspects of the lessons and identify what they learned from each.</i></p>

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