

Integrated Learning Maps

Writing Team Lesson Plan

Career Cluster: Legal Field, and/or Marketing

Writing to Justify Your Position: Day 4

What **Academic Skills** will the student know and be able to do?

Standard(s):
CCR L-2, L-3
CCR W-5
DOK 1, 2, 3

What **Work Readiness Skills** will the student practice?

speaking with intention
active listening
computer research & applications

Learning Tasks

Academic Work Readiness

Learning Target:

I can use transitions to improve my writing.

Learning Steps:

DOK 1: Circle or Quick Write – Do you like to debate or fight for your opinion? Why or why not?

DOK 1: Explain that some body paragraphs should acknowledge the counter-argument before refuting it by using a transition.

DOK 3: In café students differentiate words “but” “although” and “however” and find patterns in how they are used.

DOK 1: Teach the difference between coordinating contraction (but), subordinating conjunction (although), and subordinating adverb (however)

DOK 2: Categorize numerous words from flashcards into these three categories as a group

DOK 2: Teacher dictates sentences with target words to show understanding of punctuation

Methodology:

Circle/quick write, flashcards, café

Resources: words & patterns for flashcards (below)

Academic Work Readiness

Learning Target:

I can proofread using a computer.

Learning Steps:

DOK 3: Based on essay map outlines, begin W of POWER: type rough draft essays into Microsoft Word and notice any highlighted text

DOK 1: Right click and select the best correction

DOK 2: Incorporate transitions into essay using knowledge of punctuation learned in café groups

DOK 1: Circle: Describe the argumentative writing process you just learned. How can it be useful in your career path?

Methodology:

Copy and type, independent work with teacher guidance, circles

Resources:

Computers, rough drafts

Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

Dictation (commas)

Final Essay (rubric)

Next Steps??

Write down any questions or concerns you have with how to write to justify your position. We will discuss and wrap up before moving to a new topic tomorrow.

Expanded Integrated Learning Map Lesson Plan

Lesson Description

Unit Name: Legal Writing

Lesson Title and Lesson #: Justifying Your Position Day 4 of 4

CCR (College and Career Readiness) Standards and Webb's Depth of Knowledge:

CCR L-1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (differentiate conjunction types)
CCR L-2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (comma usage)
CCR W-5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOK 1-3	1: Recall; 2: Skill/Concept; 3: Strategic Thinking

Learning Targets (Goals and Objectives)

Academic Target(s): Students will be able to use transitions such as coordinating conjunctions, subordinating conjunctions, and subordinating adverbs in argumentative writing.

Work Readiness Target(s): Students will be able to practice using a word processor and understand how to edit within it.

Materials and Tools (Resources)

Words to create flashcards (below), large tablet paper, computers, student rough drafts

Learning Tasks (Procedures)

Activities and DOK (Webb's Depth of Knowledge)

Time	Procedure	DOK
5 min.	Anticipatory Set: Circle or Quick Write – Do you like to debate or fight for your opinion? Why or why not?	1
1 min.	Explain that some body paragraphs should acknowledge the counter-argument before refuting it by using a transition – remind students of counter-claim vocabulary	1
20 min.	In café groups, students differentiate words “but” “although” and “however” and find patterns in how they are used. Change groups every 5 minutes.	3
5 min.	Teach the difference between coordinating contraction “conjunction” (but), subordinating conjunction “subordinator” (although), and subordinating adverb “transition” (however) – use chart	1
10 min.	Gather students together around one table with large tablet paper. Ask them to divide paper into three areas and organize flashcards into the three categories: for ease of vocabulary refer to terms as conjunction, subordinator and transition.	2
5 min.	Demonstration of Mastery: Dictate sentences with target words (below). Check for correct punctuation.	3
10 min.	Break, brain gym, drink water	
40 min.	Students bring essay map outlines to begin the W of the POWER process: Writing (use Microsoft Word or other word processor)	3
	During the writing process, instruct students to be aware of the red or green underlining that comes when grammatical or spelling errors occur. Teach them to right click in order to select the best correction but be aware that the human correction may be superior to the computer correction.	1
	Instruct students to incorporate conjunctions, subordinators, and transitions into the essay.	2
	Have students print essays. If time allows, encourage peer editing with use of rubric in pairs.	1-2
5 min	Reflection: What is still confusing about the argumentative writing process? How can it be useful in your career path?	3

Transitions:

Students may not be comfortable sitting at a computer for 40 minutes typing. They may need frequent breaks for processing the writing.

Demonstration of Mastery:

Collect dictations and score correct use of commas. Make notes of other errors (e.g. use of apostrophe, spelling, etc.) to incorporate into future lessons. If comma understanding still unclear, plan future lessons to give more practice.

The rubric for argumentative essay is included below.

Trouble shooting: Some students may need to write their essays on paper before typing on the computer. Allow for different learning styles, but be sure to include time at the computer for all students. If the writing is not complete, it can be given as homework. For lower-level students, instructors may assign only 3 paragraphs rather than the expected 5 paragraphs. Alternately, they can collaborate on their essay, but be sure they share the computer time evenly. For higher-level students, encourage expansion of body paragraphs so that paper is longer than 5 paragraphs.

Reflection for Instructor: Be sure to record the student-generated ideas that come up during class. As soon as class ends, write the successes and changes for the lesson.

Coordinating Conjunction (conjunction)	Subordinating Conjunction (subordinator)	Subordinating Adverb (transition)
<p>Patterns:</p> <ul style="list-style-type: none"> • Word <u>conjunction</u> word • word, word, <u>conjunction</u> word • word, word <u>conjunction</u> word (Note: patterns 2 with comma and 3 without comma are both acceptable) • Sentence 1, <u>conjunction</u> sentence 2. 	<p>Patterns:</p> <ul style="list-style-type: none"> • <u>Subordinator</u> sentence 1, sentence 2. • Sentence 1 <u>subordinator</u> sentence 2. 	<p>Patterns:</p> <ul style="list-style-type: none"> • Sentence 1. <u>Transition</u>, Sentence 2. • Sentence 1; <u>transition</u>, sentence 2. • Words, <u>transition</u>, finish sentence 1. Sentence 2. • Sentence 1. Sentence 2, <u>transition</u>.
<p>Think: conjunctions join, they don't begin sentences</p>	<p>Think: subordinators can't stand to be next to punctuation marks</p>	<p>Think: transitions are trapped between punctuation marks.</p>
<p>Examples: BOYFANS</p>	<p>Examples: WWW.ASIA.BECAUSE</p>	<p>Examples: Prepositional Phrases, -ING words, and more</p>
but	although	however
or	though	whereas
yet	when	in contrast
for	because	nevertheless
and	while	in addition
nor	as	accordingly
so	whenever	furthermore
	since	also
	if	moreover
		likewise
		as a result
		therefore
		for example
		finally

Note: In the patterns, I use the term “sentence” to indicate “independent clause” to make it easier to learn the patterns and not worry about the grammatical terms.

Words to cut out (or copy) for flash cards:

but	although	however
or	though	whereas
yet	when	in contrast
for	because	nevertheless
and	while	in addition
nor	as	accordingly
so	whenever	furthermore
	since	also
	if	moreover
		likewise
		as a result
		therefore
		for example
		finally

Dictations to practice commas with conjunctions, subordinators, and transitions (warn students to watch out for apostrophe use also – apostrophe use covered in different lesson):

Repeat each sentence slowly to give students a chance to copy words with the most accuracy.

1. Unfortunately, when we don't learn the rules, we make mistakes.
2. If you're coming to my class, I need your attention.
3. Scott borrowed the school's books and didn't return them.
4. Mollie loves to teach, but she hates to test students.
5. Their family loves to travel; in fact, they just got back from Mexico.
6. I have four cats; unfortunately, the cats' litter is always full.
7. All my library books' pages are brown because I spilled coffee on them.
8. Sorry, he's busy right now, but he'll call you later.
9. Since our flag is red, white, and blue, it doesn't look good in black and white pictures.
(note: "white and blue" with no comma is also correct)
10. Whenever you study, your skills and knowledge improve, so study hard.

Argumentative Essay Grading Rubric (100 points possible)

1 = 5 points	2 = 10 points	3 = 15 points	4 = 20 points	5 = 25 points
Has no introductory paragraph, and no thesis statement.	Has an introduction, but no thesis statement.	Bland introduction & a simple thesis statement. The claim is present, but may be unsupported.	Interesting opening statement and a clear thesis statement. The claim is supported by data.	The introduction has an interesting hook, and a strong thesis statement. The claim is well supported by a logical warrant, and data.
The claim, warrant and evidence are not clear, and the argument fails to hold up. Or the paper is too short to judge.	The claim is not logical given the evidence presented. The warrant may not hold up to a challenge.	The claim is fair, and the evidence is present, but without enough details to be well supported. The warrant may be lacking backing.	The claim is reasonable, and supported by evidence. The warrant is evident.	The claim is strong, and backed up with solid evidence. The warrant is backed up. The opposition is recognized, and rebuttal statements are supported with evidence.
Has no concluding paragraph, the essay stops abruptly.	Has a weak conclusion that gives new information, or does not have a concluding statement	Has a concluding paragraph that summarizes main idea, but may not have a concluding statement	The concluding paragraph summarizes the main idea with no new information. Has a concluding statement	Summarizes main ideas without giving new information. Has a strong closing statement
The writing lacks a clear sense of direction, or is too short to have any organization. Or the paper is too short to judge.	Shows some minor skill but has major flaws e.g., no controlling idea; poor paragraphing; redundant sections.	The paper is organized, but lacks some elements The reader can read the text without confusion.	Organizational structure of this paper enhances and showcases the central idea or theme of the paper	Paper is organized by logic. Each paragraph has a topic sentence, relevant details, and transitions to the next paragraph smoothly.
No quotes or paraphrases cited in the essay	Has one quote or paraphrase cited. Or quotes are not relevant to the topic.	Has two quotes or paraphrases cited that are relevant to the topic.	Has three relevant quotes or paraphrases, but may not be cited correctly.	There are at least three relevant quotes cited correctly in the paper.