

Module 2: Workshop 6 Lesson Plan

<p>Overall Learning Goals Strategies for Developing Common Core Skills in Content Areas (Reading/Writing): to train administrators and adult educators to develop instructional strategies for developing Common Core skills in content areas to better serve their ESOL, ABE, and pre- HSE student constituency.</p>	<p>Lesson Topic Developing writing skills in response to non-fiction literacy materials, i.e., how to identify main ideas and key themes for interpretation and analysis, including citing claims and evidence in a persuasive essay format.</p>
<p>Curriculum Developer Jeanne Pope</p> <p>Workshop Trainer</p>	<p>Date</p> <p>Location</p>
<p>Intended Audience</p> <ul style="list-style-type: none"> • Students (content was designed as a student lesson). • Note: Tips for instructors to consider as they are planning to teach this lesson are included where appropriate (refer to Teacher Focus sections). 	
<p>Standards Alignment The Common Core CCSS ELA/Literacy Standards:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. • CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. • CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly. ○ CCSS.ELA-Literacy.W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ○ CCSS.ELA-Literacy.W.6.1.d Establish and maintain a formal style. ○ CCSS.ELA-Literacy.W.6.1.e Provide a concluding statement or section that follows from the argument presented. 	
<p>Goals and Objectives (SWBAT)</p> <ul style="list-style-type: none"> • Participants will collect details that support the author's point of view to design analysis of the text. • Develop a thesis statement based on evidence from a text to construct a persuasive essay. • Trace and evaluate the argument and specific claims while reading a text and taking a position and writing a response. • Examine how a persuasive essay is formatted and critique the writing multiple choice questions on the TASC exam. 	
<p>Warm-Up/Review</p> <ul style="list-style-type: none"> • Explain how the TASC exam requires the applicant to respond in formal writing to two documents they will need to read, analyze, and formulate an opinion on. • Gather relevant information to be included in a persuasive essay. • The applicant is only given 50 minutes for this entire task on the TASC exam. • What strategies may be used to support participants to comprehend, analyze, and extract information from nonfiction documents in order to construct an effective response in writing to meet TASC requirements? 	
<p>References (APA Style)</p> <ul style="list-style-type: none"> • Globe Fearon. (1996). <i>Writing to Persuade</i>. Parsippany: Pearson Education, Inc. 	



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- Pathways To Graduation. (2015, June). *p2g*. Retrieved June 2015, from www.p2g.org: <http://www.p2g.org>
- Scoreboost. (2014). *Essay Writing and Organization Skills*. Syracuse: New Readers Press.
- Scoreboost. (n.d.). *Essay W*.
- Staffweb. (2015, June). *Waterforduhs*. Retrieved June 8, 2015, from www2.waterforduhs.k12.wi.us/staffweb/sereno/mainpages/infolit/microsoft%20Word%20-%20Writing%20the%20Persuasive%20Essay.pdf: <http://www2.waterforduhs.k12.wi.us>

Technology and Handouts

Technology Needs

- AV cart with projector, laptop, and speakers will be provided.
- Laptop or tablet computer for each participant with access to Internet.
- Latest version of Adobe Flash installed on laptops.

Presentation Needs & Handouts

Each item listed below will be available in PDF format:

- Is a College Education necessary for success in today's world?
- The Changing Face of America.
- Draft and Cluster Diagram.
- Sample Essays.
- Writing the Persuasive Essay.
- Argumentative Essay Sample.

Lesson Plan Activities

Part 1: Nonfiction Prose and Author's Point of View

Lesson Content

Examine details of nonfiction prose that support the author's point of view.

- Participants will study passages similar to those found on the TASC exam and decipher vocabulary embedded in the text to promote comprehension and analysis of the documents in order to discern the different points of view presented.
- A questionnaire organizer will be administered to provide focus to outline the author's point of view. The chart delineates authors' point of view assisting students to shape their own opinions and create a thesis statement, a skill necessary to complete an essay on the TASC exam.

Lesson Materials

- Selected reading passages with a prompt similar to the TASC exam.
- A detailed writing graphic to collect supporting details.
- Related vocabulary.
- Ruled paper.

Teacher Focus

- How can students be supported when writing persuasive essays?
- How does a thesis statement anchor a writer's opinion?
- The prompt on the essay portion of the TASC exam must be addressed in order to receive a passing score. (A thesis statement includes a writer's opinion about a particular topic, revealing the position the writer has taken.)

Student Focus

- What is a thesis statement and how does this relate to point of view? (A thesis statement includes a writer's opinion about a particular topic, revealing the position the writer has taken.)
- The prompt in today's lesson asks, "Is a college education necessary for success in today's world?" It is important to address this question when writing your thesis statement. (The prompt must be addressed in order to receive a passing score on the essay portion of the TASC exam.)

Lesson Activities

- Activity 1: A preliminary discussion will be led by the instructor regarding the requirements of the essay portion of the TASC exam.
 - o He/she explains that a student receives 50 minutes to read through two documents for which each has a different point of view.
 - o In response to a prompt, students must analyze given text, take a position and write a persuasive essay using information they have extracted in order to support their own point of view.
- Activity 2: Participants will receive and individually read each of the following passages: *We Need Better Alternatives to College Education* and *The Value of a College Education*.
 - o They will be asked to consider the essay prompt while reading: Is a college education necessary for success in



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today's world?

- Activity 3: Vocabulary Activity: Participants will divide into groups of 4.
 - A related vocabulary handout will be distributed. They will be asked to highlight 3 – 5 words that appear on the sheet in each of the texts they have read.
 - Think, Pair, Share: Individually write what each word means in context then *Share* with a partner and compare selections, word choice and meanings.
 - Instructor will ask for volunteers to share with the class.
- Activity 4: Questionnaire Organizer Activity: Each member of the group will be given a graphic organizer to be completed with a question to assist them in collecting and writing key details from the excerpts assisting in outlining the different points of view presented in each text.
 - The group will discuss and share their organized information.
 - Each of the groups will identify a “reporter” to share with the class their findings.
- Activity 5: Take a Position Activity: The instructor will ask each of the participants to write down one to three sentences agreeing with one side or the other.
 - He/she will have the correct answers provided to him/her to compare them with the groups’ outcomes.
 - Facilitator will select random volunteers to share their statements.
 - He/she will emphasize the participants’ opinion in each statement and explain how they have just created a “thesis” statement or a “main idea” for the introduction of a persuasive essay similar to what is given on the TASC exam.

Wrap Up/Assessment

- Using the graphic organizers, participants will compose an introductory paragraph which includes a thesis statement using the prompt given in today’s lesson.
- *Facilitator notes:* The answers provided on the graphic organizer will help participants develop an opinion about the excerpts and decide which side of the argument they are on. It will also provide the supporting details needed to write a well scripted thesis statement to begin a persuasive essay for the TASC exam.

Part 2: Establish a Thesis Statement from a Non Fiction Excerpt

Lesson Content

Examine a nonfiction reading excerpt to establish a thesis statement identifying position to be used in preparation for writing a constructed response and/or a persuasive essay similar to what is required on the TASC exam.

- Participants will receive and review related vocabulary to the text.
- Graphic organizers will be utilized to map and organize information from the text for comprehension, analysis, and formulating an opinion/thesis statement that may be used in a written response to the text.

Lesson Materials

- Reading excerpt/prompt.
- Graphic Organizers: Key Ideas/Thesis and Focus Tree.
- Ruled paper.

Teacher Focus

- What difficulties that might arise for students when being asked to comprehend a text, formulate ideas, and write a response in a short period of time and how we can provide strategies to make the task easier?
- What kind of background knowledge is needed to write a response to the prompt?
- How does having a solid thesis statement drive one’s writing?
- Teachers will emphasize the use of graphic organizers to help organize one’s thinking, writing and generating of a thesis statement.

Student Focus

- In what ways can a writer captivate his/her audience when writing a thesis statement in an introductory paragraph? (By writing a general statement about the topic the reader “is hooked” immediately. Additionally, the prompt has been addressed.)
- The following sentences will include your personal opinion creating a fresh new outlook for the reader with a clear thesis statement to begin an essay. A thesis statement takes a topic offered in a text and makes it your own by adding your opinion to it. Doing this introduces what “YOUR” piece of writing will be about.)

Lesson Activities

- Activity 1: Participants will receive and read an excerpt *The Changing Face of America* with a prompt that reads: Is there



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a common value and belief system in the United States, or has the concept of American unity simply always been a myth?

- o Participants will receive a related vocabulary handout to be reviewed and discussed.

- Activity 2: “What is the Excerpt About?”

- o Facilitator will lead a short discussion in order to gather some details from the excerpt read. The answers will be “T” charted by the facilitator.

- o Participants will receive a graphic organizer to support them in creating a thesis statement. A cluster diagram with the center bubble reading “Key word or thesis” will be distributed.

- o Participants will write a key word that relates to the text in the center bubble and details from the text in the connected bubbles. The activity engages the student with the text to generate key concepts using words and details.

- Activity 3: Facilitator will select volunteers to share out and brainstorm various ideas presented in the text.

- o Facilitator discusses: If this question was on the actual exam participants would be asked to use examples from their personal life and knowledge of American history and society to support their written response. (10-15 minutes on the actual exam would be given to plan and answer the question).

- Activity 4: Facilitator will receive a graphic organizer to answer the prompt on the reading excerpt.

- o The focus tree permits the participant to jot down his/her answer/thesis to the prompt in the box marked “thesis.”

- o He/she will complete the graphic organizer by filling in information provided in the text so as to map out whether they are in agreement that there is “a common value and belief system in the United States” or “has American unity simply always been a myth?”

- o By doing this the student has a visual of the argument, clarifies his/her position, creates a thesis and uses the graph to write a constructed response.

- o In the focus tree graphic they may include some of their own experiences and information they know about society to help formulate a personally connected thesis.

- Activity 5: Participant will be asked to create a thesis statement by writing 1 – 3 sentences extrapolating information from their graphic organizers.

Wrap Up /Assessment

- Share out and discuss the process of reading a text first for comprehension, then analysis, and having to gather information to write a response with a well-developed thesis statement.

- o Ask volunteers to share a thesis statement that was drawn from the information organized in the “focus tree” graphic.

- Write down an opinion you have about something you feel strongly about. Now pair up with a partner and try to convince him/her to be persuaded to agree with at least three points you have made about your topic.

- o Now ask your partner to write down “your” point of view. Then he/she will write: agree or disagree and why?

- o The partners will switch roles and complete the process.

- Have each of the participants write a thesis statement about each other’s topic and volunteers will take turns sharing out with the class.

- Based on today’s lesson participants should be able to form strong opinions and back them up with details and examples.

- o By completing this task they will have the opportunity to be in charge of the process by selecting a topic they are passionate about while trying to persuade their partners to see things their way, culminating in writing a thesis such as the one discussed in today’s lesson.

Part 3: Analyze an Argument in a Non Fiction Prose to Write a Persuasive Essay

Lesson Content

Read and evaluate nonfiction prose to trace and analyze an argument in order to take a position to write a persuasive essay.

- Facilitator will review/scaffold what participants have learned about analyzing nonfiction texts, developing a thesis statement and taking a position after reading two opposing nonfiction texts.

- Instructor will address reading and writing TASC exam requirements and discuss timing.

- Participants will compare two nonfiction excerpts guided by a prompt, extract information using an outline or graphic organizer they are familiar with to compose a thesis statement that will be used in an introductory paragraph of a persuasive essay.

Lesson Materials

- Reading excerpts.

- Related vocabulary.



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- Graphic organizer.
- Scrap paper.
- Ruled paper.

Teacher Focus

- What scaffolding strategies can be taught so that students can move from introductory paragraph to persuasive essay?
- What obstacles might students encounter when responding to a prompt in a persuasive essay?

Student Focus

What are the steps necessary to respond to a prompt in a constructed response or persuasive essay?

- Read the essay prompt before reading the nonfiction excerpts? (This guides the reader to support him/her to create a thesis and answer the prompt.)
- How can you proceed when you are not sure of a focus? (Make lists of key ideas; create a cluster, create a focus tree, etc.)
- In regards to the prompt, have you depicted a clear position by agreeing with one side or the other? (Facilitators should strongly emphasize the need to take one clear position when reading and writing a response two texts that oppose one another.)

Opening/Background

- Participants have learned about nonfiction, and have read excerpts similar to what might be seen on a TASC exam.
- They have been engaged in extracting information via graphic organizers, such as cluster diagrams and “the focus tree”, a bubble map to formulate their own opinions/thesis in response to reading a text.
- They have had some experience with writing a thesis statement, a review of which operates as scaffolding for the following activity.

Lesson Activities

- Activity 1: Facilitator will lead a preliminary discussion to review strategies to determine how a thesis statement is written after reading a nonfiction excerpt (similar to what would be given on a TASC exam).
 - Writing a thesis statement is required for both writing components on the TASC exam.
 - A thesis statement must be included in the “constructed reader’s response,” as well as writing a persuasive essay for the Language Arts Writing portion of the exam.
- Activity 2: Facilitator discusses the amount of time that should be allotted to successfully complete the essay: a 50 minute task.
 - 10 minutes to read and plan response.
 - 25-30 minutes to draft the essay.
 - 10-15 minutes to revise and edit.
- Activity 3: Participants will receive a list of vocabulary related to the selected nonfiction texts.
 - Spend approximately 5 minutes reviewing and reading over the vocabulary.
- Activity 4: Participants will receive two nonfiction excerpts: – *The Adventures of Huckleberry Finn Can Help Students Understand The Past* and – *We should Eliminate The Adventures of Huckleberry Finn* and the Essay Prompt.
 - They will read the selections (10 minutes) and on scrap paper jot down key words and make notes about major points.
- Activity 5: Participants will create a cluster diagram to build a focus and a thesis statement with a position.
 - Participants will be reminded of the focus tree they created in a previous lesson and will be encouraged to make a “focus tree” which will include the point of view of one text to compare with the POV from the second text, with their own opinion in the center of the two, including personal experiences to compile a thesis statement.
 - Participants will be asked to write an introduction that includes a thesis statement that clearly shows the position he/she has taken. The information should be drawn from their cluster diagram and/or focus tree.
 - Participants will be asked to share their readings within small groups identifying their thesis statement. Followed by a volunteer from each group to read and share their introductory paragraph with the class.

Wrap Up/Assessment

- What frustrates and confuses you about the text? Why?
- Name three things you found out during this lesson? Two interesting and one question you still have.
- Outline the organization of an introductory paragraph in a persuasive essay. (For example, Answering the prompt and taking a position (thesis statement); Key ideas (using a cluster diagram) to present the argument, etc.



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Part 4: Persuasive Essay's Formatting/Rubrics and Language Arts Writing Multiple Choice Questions

Lesson Content

Examine persuasive essay formatting and rubrics for grading. Analyze Language Arts Writing multiple choice questions.

- Participants will receive guidelines for writing/formatting a persuasive essay.
- They will become engaged with the scoring process of the essay portion of the TASC exam by exploring a rubric, reading and grading student sample essays, and reading/listening to a participant essay receiving a score of 4.
- Participant will delve into sample writing questions that may be encountered on a Language Arts Writing (LAW) portion of the TASC exam.

Lesson Material

- Sample guidelines for writing an expository/argumentative/persuasive essay.
- Sample student essays – graded and ungraded.
- TASC Scoring for Argumentative Essays (rubric).
- Language Arts Writing TASC Sample Writing Questions.

Teacher Focus

- How can using a rubric guide the writing process?
- In what ways can we assist students in writing cohesive, well-written persuasive essays that achieve a passing score on the TASC?

Student Focus

- What information should be included in an effective persuasive essay?
- What can you do to receive a fair grade on the essay? (Stay as focused as possible to the guidelines presented in score point 4 of the rubric when writing your essay. Memorize what you need to do by creating a checklist).

Lesson Activities

- Activity 1: Participants will Think, Pair, Share using guidelines and format for writing in a formal/persuasive style.
 - Read the guidelines and write one or two comments about the format.
 - Share and discuss with a partner.
 - Volunteers will share out with the group comments and concerns about the guidelines for this type of writing.
- Activity 2: Distribute a TASC scoring guide/rubric and sample student essays.
 - First read through the rubric then various essays will be given to each group of 4 and they will score each essay 1-4 in accordance with the rubric.
 - Participants will have time to read the rubric and the sample essay.
- Activity 3: Participants will receive a *graded essay that scored a 4*.
 - A volunteer will read the essay aloud and the facilitator will ask participants to look at the rubric (4) to determine if the grade matches with the criteria.
 - The class will agree that it meets the criteria.
 - Participants will share out *the* scores they gave to the sample essays and compare the various results amongst each other.
 - They will recognize the subjectivity of grading writing even though a clear rubric is provided.
- Activity 4: Facilitator will lead a discussion: *Grading writing and subjectivity*.
 - Although a rubric is the actual scoring guide for the TASC essay, there are many gray areas that might cause a scorer to either grade higher or grade lower.
 - A participant needs at least a score of 2 for it to be considered passing.
- Activity 5: Participants will receive a handout with two LAW questions to gain an understanding of the types of multiple choice writing questions that are asked on the TASC exam.
 - Each group will answer the questions.
 - The facilitator will select volunteers to share. (Answers will be provided to the questions).
- Activity 6: Facilitator will lead a discussion about the Language Arts Writing (LAW) on the TASC test such as, the expectations, time restraints, the types of questions being asked, appropriate answers, and the essay portion of the test and how the essay grade is added onto the points received for correct answers for the multiple choice questions for a final score on the exam.
 - Facilitator will recommend viewing more questions and the entire LAW portion of the TASC exam. The sample Writing TASC practice test may be found online www.CTB.com.



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Wrap Up/Assessments

- Identify the main idea of the lesson. Why is it important? What goes into an effective persuasive essay written for the TASC exam and how is the essay evaluated/graded?
 - The facilitator wants participants to recognize the format of the essay and for participants to be exposed to work that would be considered failing, mediocre, or outstanding.
 - By providing the materials in today's lesson students become aware of what they need to do to be successful persuasive essay writers.
- Quick write: Without stopping, write what most confuses you about today's lesson.
 - Facilitators will be able to evaluate what in this lesson needs clarity. For example, a participant may not understand how many paragraphs to write to receive a passing grade.
 - The facilitator could reiterate the criteria in the rubric or create lessons whereby participants are grading each other's work to get a better understanding of grading.
 - The facilitator will emphasize that a participant will get the highest grade if he/she develops the essay by creating five paragraphs as suggested in all of the essay guidelines reviewed in today's lesson.
- Review what the components of an effective persuasive essay are. (Distribute Parts of the Persuasive Essay).
 - This handout will reinforce how many parts are in an effective essay so that participants may receive the highest grade possible on the TASC exam.

Overall Wrap Up

- What five words would you use to describe writing for the TASC exam? Create list on board.
- Write a letter to someone in your group explaining what you have learned in today's workshop.
- See attachment "provide Access to" for implementation of lessons for ESL, ELL and other varied level learners.

Project/Homework

- Participants will self-grade a previously written persuasive essay then, using the rubric for guidance and will revise it to achieve a higher score.
- Explore the following websites for additional ideas, materials, and activities. Facilitators may go to the following websites to gain ideas to write lesson plans, for nonfiction articles and for classroom activities (other websites provide a great deal of information on writing the persuasive essay and offer study guides, strategies for writing and information on test preparation):
 - www.nytimes.com – go to Learning Network for extensive articles and lesson plans.
 - www.scholastic.com – many activities and free reproducibles available.
 - www.wikihow.com – how to write a persuasive essay
 - www.Time4Writing.com – how to write a persuasive essay
 - www.hamilton.edu – Writing Resources – persuasive essays, the basics – Hamilton College
 - www.2.waterforduhs.k12.wi.us/ -Writing a persuasive/argument essay
 - www.studygs.net – Study guides and strategies for writing, reading, and test preparation



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