**21st Century Lesson Cycle Template**

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| **Subject:** ELA | **Unit:** Persuasive Writing | **Grade:** 9 |
| **Curriculum Outcomes:**  2.1 Participate constructively in conversation, small-group and whole-group discussion and debate,  using a range of strategies that contribute to effective talk  5.1 Independently access and select specific information to meet their personal and learning needs  9.2 Make appropriate choices of form, style and content for specific audiences and purposes  10.3 Experiment with the use of technology in communicating for a range of purposes with a variety  of audience  10.5 Integrate information from several sources to construct and communicate meaning | | |
| **Driving Question:** How can we make essay writing easier? | | |
| **Learning Goal:** Select appropriate material to construct an interactive graphic organizer. | | |
| **Success Criteria:**  I can develop an analogy.  I can determine what resources I need and find them using the internet.  I can create a useful tool for essay writing. | | |
| **Assessment:**  [Open-ended Rubric](https://docs.google.com/document/d/1eUCsqoCcplPmc2e7-Zoz8C2EtFgtpF3xiDDP2GmYg80/edit?usp=sharing) | | |
| **Screencast Link(s) and Online Resources:**  [Screencast: Birthday at my house](https://drive.google.com/file/d/0B4eOu4cKeMCsTUh1UXRSVUdlY0k/view?usp=sharing)  [Interactive Planner](https://my.hrw.com/nsmedia/intgos/html/PDFs/Persuasive_Planner.pdf)  [Assignment: Essays 101](https://docs.google.com/document/d/1eUCsqoCcplPmc2e7-Zoz8C2EtFgtpF3xiDDP2GmYg80/edit?usp=sharing) | | |
| **Expected Duration:** 250 minutes | | |
| **Lesson Procedure (Including Differentiation)** | | |
| **Tools and Tech Required**  [Screencast: Birthday at my house](https://drive.google.com/file/d/0B4eOu4cKeMCsTUh1UXRSVUdlY0k/view?usp=sharing) | **I do:**  What is an analogy?  Teach analogy lesson “An essay is like a birthday cake” | |
| **21C Taxonomy**  ☐ find and validate  ☐ apply and understand  ☐ analyze and synthesize  ☐ evaluate and leverage  ☐ create and publish | **21st Century Skills**    ☐ critical thinking  ☐ communicate clearly  ☐ work collaboratively  ☐ embrace culture  ☐ develop creativity ☐ utilize connectivity |
| **Tools and Tech Required**  paper and writing utensils | **You do:**  Complete own analogy for what an essay is like to you. Include reasoning.  **Differentiation:**  Select specific area of need, for example:  Write down 5 rules for making complete sentences.  Complete analogy for what one complete paragraph looks like to you. | |
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| **Tools and Tech Required**  devices with internet access  [Interactive Planner](https://my.hrw.com/nsmedia/intgos/html/PDFs/Persuasive_Planner.pdf)  [Assignment: Essays 101](https://docs.google.com/document/d/1eUCsqoCcplPmc2e7-Zoz8C2EtFgtpF3xiDDP2GmYg80/edit?usp=sharing) | **We do:**  Critique interactive planner.  Discuss:  What are the strengths of this planner? Weaknesses?  What is still missing that would be helpful?  Introduce and discuss driving question.  Brainstorm ideas for how this could be done.  Review assignment and rubric. Tie in critique of interactive planner. What are you going to do differently?  **Differentiation:**  Focus discussion on specific area of need. | |
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| **Tools and Tech Required**  devices with internet access  [Assignment: Essays 101](https://docs.google.com/document/d/1eUCsqoCcplPmc2e7-Zoz8C2EtFgtpF3xiDDP2GmYg80/edit?usp=sharing) | **You do:**  Create an interactive essay planner (graphic organizer) that would teach someone how to write a well-structured essay.  Analogy becomes framework for students’ graphic organizer, determine the ‘shape’, then other resources/links are added.  \*\*Students may need mini-lesson about how to create hyperlinks\*\*  **Differentiation:**  End product targets specific learning need. For example, make a paragraph planner, instead of entire essay or make an interactive worksheet about vowel sounds. | |
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| **Tools and Tech Required**  devices with internet access  Google Classroom | **We share:**  Post organizers to Google Classroom, so peers can select which one works best for them to plan own essay.  **Differentiation:**  Share created resources with other teachers in the building through a virtual resource library. | |
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| **Wrap Up/Reminders:**  Next steps would be to have students view, select, and use one of the interactive planners created to draft own essay outline. | | |
| **Teacher Reflection:** | | |