

Essay Writing for the GED

Lesson Plan

Lesson Overview

Topic	Lesson Information
Lesson Title:	Essay Writing for the GED
Lesson Author:	Bethany Lezanic
Date Created:	December 15, 2021
Lesson Timeframe:	6hr 15 mins.
Content Area(s):	ELA
General Topics/Skills Covered:	Essay writing, analyzing arguments, organizing facts, writing an outline
NRS Level(s):	-
Prerequisite Skills:	Click or tap here to enter text.

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Standards and Skills Addressed

Topic	Your Standards and Skills Addressed
College and Career Readiness Standards (CCRS):	Reading 8A - Analyzing arguments video and quiz Reading 8D - Writing assignment Reading 9D - Writing assignment Writing 1D - Writing assignment Writing 4D - Writing assignment Writing 5C - Writing assignment Language 1B - Writing assignment Language 2C - Writing assignment
English Language Proficiency Standards (ELPS (if applicable):	N/A
Target Grammar/Language Forms (for ESL):	N/A
Standards for Mathematical Practice:	
Foundation Skills Framework (Workforce Skills):	Click or tap here to enter text.
Digital Literacy Skills (also see checklist below):	Click or tap here to enter text.

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Topic	Your Standards and Skills Addressed
Digital Literacy Skills Checklist:	<ul style="list-style-type: none"><li data-bbox="741 358 1885 467"><input type="checkbox"/> Are students taught how to find--and evaluate the validity of--online sources? Are they given an opportunity to practice doing so with different topics and for different tasks?<li data-bbox="741 496 1885 570"><input type="checkbox"/> Are sufficient instructions given to students around the use of digital tools and is sufficient time provided to practice the use of tools?<li data-bbox="741 589 1885 662"><input type="checkbox"/> Do students use digital tools to create and present products (e.g., papers, presentations, graphics)?<li data-bbox="741 682 1885 755"><input type="checkbox"/> Are students provided with an opportunity to select and use appropriate technology to solve problems in class?

Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching
Lesson Objective(s):	<p>By the end of this course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify the premises of an argument. 2. Evaluate an argument and specific claims in a text. 3. Organize facts (write an outline) that addresses an argument with clear and relevant evidence. 4. Analyze an argument to determine which one is best supported using relevant and specific evidence from the articles. 5. Write, proofread, and edit a five-paragraph essay that addresses an argumentative writing prompt in 45 minutes.
Lesson Objective Tips:	<ul style="list-style-type: none"> • Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)
Texts, Materials, Resources (also see checklist below):	<ul style="list-style-type: none"> • Internet connection • Access to Essay Writing for the GED® course in Canvas • All student materials are located on the course. <p>Notes about Canvas</p> <ul style="list-style-type: none"> • Email blezanic@tiu11.org to request access to the course. • After getting access to the course, make a copy for your own use by following these directions. • Teachers and students who are not currently using Canvas can get their own free accounts.

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Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching
Texts, Materials, Resources Checklist:	<input type="checkbox"/> Are the recommended texts relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?
Lesson Vocabulary:	Click or tap here to enter text.
Culturally Responsive Teaching Notes (also see checklist below):	Click or tap here to enter text.
Culturally Responsive Teaching Checklist:	<input type="checkbox"/> Is it evident that students will connect content to their own lives and to what they already know? <input type="checkbox"/> Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students? <input type="checkbox"/> Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?

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Instructional Activities

Topic	Lesson Information
Lesson Introduction:	Click or tap here to enter text.
Lesson Introduction Tips:	<ul style="list-style-type: none">• Explain how the lesson objectives will be shared with learners.• Make connections to learners' goals and prior and future lessons.
Lesson Body, Direct Instruction:	<ol style="list-style-type: none">1. Students will watch the Analyzing Arguments video. Then, they will complete a quiz which will require them to apply their knowledge of the content presented in the video. (15 min.)2. Students will watch the Five-Paragraph Essay Part 1 - Reading and Organizing video. (30 min.)
Lesson Body, Guided Practice:	<ol style="list-style-type: none">3. Students will complete the outline writing assignment for the articles that address the debate on getting a tattoo. (60 min.)4. Students will watch the Five-Paragraph Essay Part 2 - Writing, Proofreading, and Editing video. (30 min.)5. Students will complete a five-paragraph essay assignment where they will use their outlines from the previous activity to address the argument about the pros and cons of getting a tattoo. (60 min.)6. Students will proofread and edit their tattoo argument essays using the feedback provided by their teachers. (60 min.)

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Lesson Body, Independent Practice:	<ol style="list-style-type: none"> 7. Students will complete a five-paragraph essay assignment where they will analyze the argument about whether or not people should be permitted to carry concealed weapons. (60 min.) 8. Finally, within 45 minutes, students will complete a five-paragraph essay assignment where they will analyze the argument about whether or not video games cause children to commit violent crimes. (60 min.)
Lesson Body Tips:	<ul style="list-style-type: none"> • Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan. • Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated. • Describe where in the lesson sequence, and how, the instructor will model the target skills and/or tasks for the learners.
Differentiation (also see checklist below):	<p>Click or tap here to enter text.</p>
Differentiation Checklist:	<ul style="list-style-type: none"> <input type="checkbox"/> Are teachers cued to adapt instruction for their specific learners? <input type="checkbox"/> Are there adequate supports to help teachers differentiate instruction to meet the needs of individual learners, including English learners and those with learning disabilities? (e.g., texts at different levels, broad topics or compelling tasks that allow teacher/student flexibility) <input type="checkbox"/> What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics or products)?

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Assessment:	<ol style="list-style-type: none">1. Understanding of the Analyzing Arguments videos is assessed via a quiz built into Canvas. The quiz is automatically scored and provides feedback.2. Understanding of the Five Paragraph Essay Part 1 - Reading and Organizing video will be assessed as students complete the outline writing assignment (next activity).3. The outline writing assignment will be evaluated by a teacher who will use a rubric that is available on Canvas. The rubric is also available to students. Students must score 11/15 on the rubric before the assignment will be considered complete.4. Understanding of the Five Paragraph Essay Part 2 - Writing, Proofreading, and Editing Essay video will be assessed as students complete the tattoo essay assignment (next activity).5. The tattoo essay assignment will be evaluated by the teacher (2x) who will use a rubric that is available on Canvas. The rubric is also available to students. Students must score 2/6 on the rubric before the assignment will be considered complete. Once students receive feedback from their teachers on their first draft, they will be required to proofread, edit, and submit a final draft which will be reviewed against the same rubric.6. There are two culminating assignments that require students to write, proofread, and edit two five-paragraph essays that address argumentative writing prompts (concealed carry and violent video games). Both assignments will be evaluated using rubrics built into Canvas. The rubrics are also available to students. Students must score 2/6 on the rubrics before the assignments will be considered complete.

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Assessment Tips:	<ul style="list-style-type: none"> • Describe the ongoing assessments that will be used to check learners' progress toward the lesson objectives. • Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.
Lesson Conclusion:	Click or tap here to enter text.
Lesson Conclusion Tips:	<ul style="list-style-type: none"> • Review lesson objectives. • Provide an opportunity for student reflection. • Connect to prior and future learning.
Lesson Extension, Homework:	https://ged.com/wp-content/uploads/extended_response_classroom_practice.pdf
Lesson Extension, Additional Enrichment/Practice Opportunities:	Click or tap here to enter text.
Key Shifts:	<ul style="list-style-type: none"> • Check to ensure that your lesson addresses the Key Shifts in the CCRS.
ELA Key Shifts (check all that apply):	<input type="checkbox"/> Text Complexity <input type="checkbox"/> Evidence <input type="checkbox"/> Building Knowledge

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Math Key Shifts (check all that apply):	<input checked="" type="checkbox"/> Focus <input checked="" type="checkbox"/> Coherence <input checked="" type="checkbox"/> Rigor

Instructor Reflection Before the Lesson

Instructor Reflection Questions (to be completed before teaching the lesson):

- Are there opportunities to position students as experts on topics?
- What implicit bias might be reflected in the lesson or instructional design of the lesson?
- Were sufficient instructions on the use of digital tools provided and do students have an opportunity to practice?
- Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

Instructor Reflection After the Lesson

Instructor Reflection Questions (to be completed after teaching the lesson):

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? If not, why?
- What changes should be made for next time the lesson is taught?