

Skill-Based Lesson Plan for Assessment

Field Experience Skill-Based Lesson Plan for Assessment – EPI 0020/0940

Student Name: **Melissa Hernandez**

School Name: **Western High School**

Grade Level(s): **College Credit Course for Mostly Sophomores**

Class Size: **32 Students**

Subject Area(s): **English Language Arts**

Time Frame: **85 Minutes (7:45 – 9:10 am)**

CT's Name: **Mrs. Arguello**

Learner Profile: Western High School is currently an above average (A) school located in Davie, Florida. Mrs. Arguello, English Language Arts Teacher at Western High School, has a total of 32 students in her 1st period, or Cambridge's English Language Arts college course. She uses Canvas Network, a third-party tool which allows her to use their platform to create and implement lesson plans that are accessible at school and home (Canvas Network, 2020). This gives her students the opportunity to keep up with deadlines and monitor their progress online. Cambridge's Advanced International Certificate of Education (AICE) program is available to students in grades 9-12 at Western High School (Cambridge International Examinations, n.d.).

Western High School students who are enrolled in the Cambridge's AICE program are required to take one class that marries math and science, one class within the English language arts, and one class in humanities regarding global perspectives (Cambridge International Examinations, n.d.). These students can earn an international diploma after passing AICE exams within a three-year period; additionally, Cambridge's courses are accepted at universities around the world (Cambridge International Examinations, n.d.). Cambridge's Advanced International Certificate of Education (AICE) program emphasizes higher order thinking skills which allows learners to look at the world through multiple perspectives and enables them to think critically, creatively, and innovatively. Hence, this program helps students acquire the 21st century skills (e.g., critical thinking, creativity, collaboration, and communication skills) they'll need to become successful in today's information, or digital, age.

References:

Cambridge International Examinations. (n.d.). [The Advanced International Certificate of Education program \(AICE\) Brochure](https://www.browardschools.com/domain/16651). Retrieved from <https://www.browardschools.com/domain/16651>

Canvas Network. (2020). [OFFER A COURSE](https://info.canvas.net/offer-a-course). Retrieved from <https://info.canvas.net/offer-a-course>

Public School Review. (2003-2020). [Western High School](https://www.publicschoolreview.com/western-high-school-profile/33325). Retrieved from <https://www.publicschoolreview.com/western-high-school-profile/33325>

Bloom's Taxonomy

create	Produce new or original work <i>Design, assemble, construct, conjecture, develop, formulate, author, investigate</i>
evaluate	Justify a stand or decision <i>appraise, argue, defend, judge, select, support, value, critique, weigh</i>
analyze	Draw connections among ideas <i>differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test</i>
apply	Use information in new situations <i>execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch</i>
understand	Explain ideas or concepts <i>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate</i>
remember	Recall facts and basic concepts <i>define, duplicate, list, memorize, repeat, state</i>

Vanderbilt University Center for Teaching

Mrs. Arguello, English Language Arts Teacher for Cambridge's AICE program, applies the principles of Bloom's taxonomy, illustrated by Vanderbilt University Center of Teaching (2019), when she teaches her students how to write/create (e.g., students produce original written work), evaluate (e.g., students justify two different stands/perspectives of an article written from two opposite points-of-view), analyze (e.g., students use their prior/past knowledge to form connections within newly discussed topics), apply (e.g., students implement the basic skills they've learned, such as, grammar, accordingly), understand (e.g., students explain/describe concepts, or ideas), and remember (e.g., students recall basic essential information to later expand on, or utilize). Mrs. Arguello 1st period class is an example of a high-quality classroom, from which, students are receiving the 'ideal' quality education for learners who are passionate about improving their writing in diverse content and enhancing their abstract and critical thinking skills.

Reference:

Vanderbilt University Center of Teaching. (2019). *Thinking Maps: A Common Visual Language - Bloom's Taxonomy*. Retrieved from https://www.thinkingmaps.com/wp-content/uploads/2019/07/Blooms-Taxonomy_Vanderbilt.png

Learning Outcomes:

- I. Students **remember** or *recall* prior knowledge on literacy devices to complete a pre-assessment.
- II. Students **apply** rhetorical devices, such, as, visual imagery, or descriptive words and phrases that depict well-chosen details (e.g., sensory components) in graphic organizers for experiential learning and summative assessments.
- III. Students **analyze** a selected image of their choice online to practice writing with rhetorical devices for experiential learning.
- IV. Students **evaluate** their writings through formative, peer-assessments.
 - Students develop and strengthen their writing skills by planning, revising, editing, rewriting, or trying a new approach.
- V. Students **create** a creative piece of five to ten sentences to demonstrate an understanding of three rhetorical devices/strategies for summative assessments.
 - Students arrive to class prepared to work.
 - Students practice etiquettes (e.g., students are respectful, polite, and knowledgeable) during teacher-directed discussions, and independent and/or collaborative work.

- **Students effectively use their classroom laptops, including the Internet, to help them develop their written works accordingly.**
- **Studently routinely write within specified timeframe(s).**
- VI. Students understand how to use the following three rhetorical devices/strategies prior to creating a dystopian narrative: one, visual imagery; two, metaphors and similes; and three, repetition (e.g., parallel structure and anaphora).**

Instructional Materials and Technology:

- ❑ Teacher’s High & Low Technological Tools:
 - **Teacher’s Laptop**
 - **Multiple Choice Quiz w/Answer Key**
 - **Rubric for Summative Assessment**
 - **Projector**
 - **PowerPoint Demo/PDF**
 - Creative Writing Examples:
 - Visual Imagery/Sensory Descriptions
 - Metaphors and Similes
 - Parallel Structure and Anaphora
 - Summative Assessment Exemplar (e.g., *The Centipede Man*)

- ❑ Students’ High & Low Technological Tools:
 - **Students’ Laptop (for *Diagnostic and Summative Assessments*)**
 - **Thesaurus and/or Dictionary**
 - **Microsoft Word (Optional)**
 - **Sensory Detail Chart**
 - **Loose Leaf Paper**

- **Students’ Enrichment Activity**
 - (1) **Who is the Character? Worksheet**

Reference:

Manis, C. (2010). *Free Graphic Organizers for Teaching Literature and Reading*. Retrieved from <https://www.dailyteachingtools.com/free-graphic-organizers.html#Download>

LAFS.910.W.1.3

NARRATIVE WRITING STANDARDS:

Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

	<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>
<p>LAFS.910.W.2.6</p> <p>NARRATIVE WRITING STANDARDS:</p> <p>Production and Distribution of Writing</p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>
<p>LAFS.910.W.2.5</p> <p>NARRATIVE WRITING STANDARDS:</p> <p>Production and Distribution of Writing</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>
<p>LAFS.910.W.4.10</p> <p>NARRATIVE WRITING STANDARDS:</p> <p>Range of Writing</p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>
<p>LAFS.910.SL.1.1</p> <p>PARTICIPATION: STANDARDS FOR SPEAKING AND LISTENING:</p> <p>Comprehension and Collaboration</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</p>

<p>WIDA Standards (visit https://www.wida.us/get.aspx?id=540; then see Page 3) Select all that apply</p> <ul style="list-style-type: none"> ✓ WS1: For Social and Instructional purposes within the school setting. ✓ WS2: Information, ideas and concepts necessary for academic success in the content area of Language Arts. 	<p>Florida Standards and/or Next Generation Sunshine State Standards (visit http://www.floridastandards.org/Standards/FLStandardSearch.aspx to select the appropriate standards for this lesson.)</p>
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<p>Implementation: 15 Minutes: 7:45 – 8:00 am</p>
<p>Students remember or recall prior knowledge on literacy devices to complete a pre-assessment.</p>
<p><i>Overview:</i> Students get on their laptops (preferably online through Canvas.com) to take a pre-assessment that examines 3-literacy devices. Students take 15 minutes to answer 10 questions. Prior to taking the pre-assessment, students are informed to remain quietly at their seats and are encouraged to read from their assigned reading as they wait (e.g., <i>The Handmaid's Tale</i> or <i>1984</i>). The quiz consists of definitions and examples which requires that students identify the correct rhetorical devices/techniques.</p>
<p>15 Minutes: 7:45 – 8:00 am</p> <ul style="list-style-type: none"> • Students get on their laptops. • Students take 15 minutes to answer 10 questions. • Students were informed to remain quietly at their seats and were encouraged to read from their assigned reading as they wait.
<p>Direct Instruction & Experiential Learning: 40 Minutes: 8:00 – 8:40 am</p>
<p>Students apply rhetorical devices, such as, visual imagery, or descriptive words and phrases that depict well-chosen details (e.g., sensory components) in graphic organizers for experiential learning and later for summative assessments.</p> <p>Students analyze a selected image of their choice online to practice writing with rhetorical devices for experiential learning.</p> <p>Students evaluate their writings through formative, peer-assessments.</p> <p style="padding-left: 40px;">→ Students develop and strengthen their writing skills by planning, revising, editing, rewriting, or trying a new approach.</p>
<p><i>Overview:</i> Direct instruction is given to students in each category, meanwhile, students work in pairs to practice the skill for experiential learning. Students are shown a Power-Point slide/PDF on the three rhetorical devices: one, visual imagery; two, metaphors and similes; and three, repetition (e.g., parallel structure and anaphora). Additionally, students are presented an exemplar (e.g., a paragraph about <i>The Centipede Man</i>).</p> <p>Students are given 3 short presentations on 3 rhetorical devices – visual imagery, metaphors and similes, and repetition – which illustrates each device with examples. Moreover, each rhetorical device will be</p>

demonstrated in chunks, or sections. For example, one device is introduced at a time, then students work on that device with their assigned partner and are given specific directions.

→ PowerPoint/PDF demo will be accessible on the web, so that students can refer to it during classwork, moreover, students can follow along on their laptops during direct instruction.

To reinforce concepts presented during direct instruction students are assigned pairs to collaborate and discuss and expand on their ideas.

- Students get on their laptops and select an image online to assist them with their writings; hence, the image can be used for inspiration.
- Students are given the Sensory Detail Chart; besides the Sensory Detail Chart, students are told to use loose leaf paper to practice writing for visual imagery and metaphors and similes. (If preferable, students also have the option to type on Microsoft Word, opposed to, loose leaf paper.)

➤ **45 Minutes: 8:00 – 8:45 am:**

❑ **VISUAL IMAGERY WHICH INCLUDES COLOR AND ONOMATOPOEIA**

22 Minutes: 8:00 – 8:22 am

- Approximately **10 Minutes** Demo/Direct Instruction
- Approximately **10 Minutes** Work/Experiential Learning
- **2 Minutes** to Transition

Students are told that:

- a. they will fill-in their Sensory Detail Chart with their assigned partner; preferably (if possible) they'll fill-in the chart with ideas that can later be transmitted into their dystopian narrative
- b. they'll need loose leaf paper (or Microsoft Word)
- c. they will be using their classroom laptops, including the internet, to help them develop their written works accordingly
- d. they will work together to develop their written work, and give one another feedback

❑ **METAPHORS AND SIMILES**

12 Minutes: 8:22 – 8:34 am

- Approximately **5 Minutes** Demo/Direct Instruction
- Approximately **5 Minutes** Work/Experiential Learning
- **2 Minutes** to Transition

Students are told to:

- a. reflect on the sentences they wrote on their sensory charts
- b. circle words (such as, the use of color) that represent metaphors
- c. look for concrete works that can be explained further with similes (e.g., there was a bird in the tree, versus the bird in the tree was like a frog in the pond)

□ **DELIBERATE REPETITION (E.G., PARALLEL STRUCTURE AND ANAPHORA)**

11 Minutes: 8:34 – 8:45 am

- Approximately **5 Minutes** Demo/Direct Instruction
- Approximately **5 Minutes** Work/Experiential Learning
- **1 Minute** to Transition

Students are told to:

- a. review their writing for fluency
- b. add anaphora to their written work

Closure: 20 Minutes: 8:45 – 9:05 am

Students **create** a creative piece of five to ten sentences to demonstrate an understanding of three rhetorical devices/strategies for summative assessments.

- Students arrived at class prepared to work.
- Students practiced etiquettes (e.g., students are respectful, polite, and knowledgeable) during teacher-directed discussions, and independent and/or collaborative work.
- Students effectively used their classroom laptops, including the Internet, to help them develop their written works accordingly.
- Studently routinely wrote within specified timeframe(s).

Students **understand** how to use the following three rhetorical devices/strategies prior to creating a dystopian narrative: one, visual imagery; two, metaphors and similes; and three, repetition (e.g., parallel structure and anaphora).

Overview: For the remainder of the class period, students work independently on summative assessments. Students are demonstrated an exemplar and rubric; moreover, they are given clear directions of what's expected.

5 Minutes: 8:45 – 8:50 am

- Students are shown an exemplar on the overhead (e.g., The Centipede Man) to prepare them for the summative assessment.
- Students are told that if they finish early, they can look at the character-building worksheet.
- Students take two minutes to review the rubric and exemplar to themselves prior to commencing their assessment. (Due to the complexity and high creativity of the task the assessment is open notes!)

20 Minutes: 8:50 – 9:10 am

- Students take a post-assessment on the three literacy devices (preferably online through Canvas.com).
- Students are told to use the visualization technique, moreover, picture and remember/recall an event in their minds and illustrate it with words.
- Students write a creative piece of five to ten sentences about a meaningful and personal experience/event using all three literacy devices.
- Students who finish early are recommended to review the character-building worksheet and begin the process of describing their characters for a dystopian narrative.

Varied Assessments		
<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> • 10 Critical Questions, to activate prior knowledge and prepare students for the skill-based lesson. 	<p>Formative Assessments:</p> <p>Students are informally tested through a variety of methods/formative assessments (Wees, 2012):</p> <ul style="list-style-type: none"> • Creating Something, such as, drafts. • Checking for Transfer, knowledge expressed in writing. • Peer Assessment, students work in pairs to discuss gained knowledge, explain specific ideas, and how they would accomplish tasks. • Listening and Teacher Observation; additionally, walking around the room to observe and listen to students' conversations. <p style="text-align: center;">Reference:</p> <p>Wees, D. (2012). <i>54 Different Examples of Formative Assessment</i>. Retrieved from https://www.wdt.edu/assets/docs/uploads/porter/2012/12/Formative-assessment.pdf</p>	<p>Summative Assessment:</p> <p>Students final narratives are measured against the rubric:</p> <ul style="list-style-type: none"> • Creative Writing Rubric