

## Standards-Based Lesson Template

<b>Submission Date</b>	2019-07-19 13:15:05
<b>Teacher:</b>	Alfredo Rivera
<b>Class:</b>	Language Arts 7/8
<b>Lesson/Unit Title:</b>	Writing an effective report
<b>Abstract/summary of lesson:</b>	Students will learn how to effectively and accurately write reports and how important the accuracy of their words is to relaying the message they are trying to deliver.
<b>Students will know...</b>	<ul style="list-style-type: none"><li>*Students will know how to write effective and accurate reports based on scenarios or events.</li><li>*Students will understand the importance of active observation and listening skills and attention to detail.</li><li>*Students will know the difference between factual writing and biased writing</li></ul>
<b>Students will be able...</b>	<ul style="list-style-type: none"><li>*Students will be able to write and edit reports and include all pertinent details and facts.</li><li>*Students will be able to write effective and accurate reports based on facts alone and exclude personal bias or beliefs.</li><li>*Students will be able to see how their writing can influence the reader based on the information they write omit.</li><li>*Students will be able to see how biases influence accuracy of report writing and how interpretation by the reader may be skewed.</li></ul>
<b>Standards/Skills addressed</b>	<p>CCSS.ELA-LITERACY.W.7.2</p> <ul style="list-style-type: none"><li>* Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relative content.</li></ul> <p>CCSS.ELA-LITERACY.W.7.2B</p> <ul style="list-style-type: none"><li>* Develop the topic with relevant facts, definitions, concrete details, quotations or other information examples.</li></ul> <p>CCSS.ELA-LITERACY.W.7.2C</p> <ul style="list-style-type: none"><li>* Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</li></ul> <p>CCSS.ELA-LITERACY.W.7.2D</p> <ul style="list-style-type: none"><li>* Use precise language and domain-specific vocabulary to inform about or explain the topic</li></ul>
<b>Performance tasks/projects:</b>	<ul style="list-style-type: none"><li>*Students will observe 4-5 minute scenarios (either role played or video) and write a report on observations.</li><li>*Students will read a poorly written report on a given situation and determine if the information is accurate and/or sufficient to properly assess the given situation.</li><li>*Students will be given situational notes on a given scenario and they will proceed to write a full report on the scenario. Students will also determine if the notes provide sufficient/accurate information.</li></ul>

**Test and quiz questions or essay prompts:**

\*Students will be provided a scenario with conflict and students will need to write a full report on the observations and then be able to determine if the report is effective in allowing the reader to provide a resolution.  
\*Students will exchange their written reports and determine effectiveness and accuracy.

**Other evidence to be used (e.g., observations, evaluation of work samples, discussion):**

Teacher will observe and check in to ensure biases are not included in the writing. Phrases like, "It seems" or " I think" are not to be used in effective and unbiased report writing.

**Student self-assessments:**

Students will participate in class discussion about how much of their writing is biased by their emotions and beliefs and how this dramatically influences the accuracy of writing.

**Objectives**

\*Students will know how to write effective and accurate reports based on scenarios or events. \*Students will understand the importance of active observation and listening skills and attention to detail.  
\*Students will know the difference between factual writing and biased writing

**Motivation:**

To introduce the lesson I plan on having students play the "whisper" game where I will begin by whispering to one student 4-5 sentence statement and he/she is to whisper it to another student. This will continue for 12-15 students. At the end the original statement and the last statement will be compared for effectiveness and accuracy.

**Presentation:**

The lesson will be presented in a variety of ways as a whole group. I will use written information, videos, and role playing to illustrate and deliver information for students to analyze. Students will also be involved in the role playing situations and students will be allowed to work in partners.

**Application/Activities:**

\*Students will be able to write and edit reports and include all pertinent details and facts from written scenarios or observation of events.  
\*Students will be able to see how biases influence accuracy of report writing and how interpretation by the reader may be skewed.

**Materials needed:**

Handouts, Describe-a-scene worksheets, notepads, computer WORD or other writing application, projector or other class video viewing medium.

**Assessment/Evaluation:**

\*Students will observe 4-5 minute scenarios (either role played or video) and write a report on observations.  
\*Students will read a poorly written report on a given situation and determine if the information is accurate and/or sufficient to properly assess the given situation.  
\*Students will be given situational notes on a given scenario and they will proceed to write a full report on the scenario. Students will also determine if the notes provide sufficient/accurate information.

Teacher will observe and check in to ensure biases are not included in the writing. Phrases like, "It seems" or " I think" are not to be used in effective and unbiased report writing.

Students will participate in class discussion about how much of their writing is biased by their emotions and beliefs and how this dramatically influences the accuracy of writing.

**Closure/Reflection:**

Key points: Active Observation/Listening skills, unbiased writing, pertinent details, organization

Ask students to reflect in class discussion about how much of their writing is biased by their emotions and beliefs and how this dramatically influences the accuracy of writing. Discuss ways that this information helps them not just for informational writing but writing in general. Help students realize that they have all the writing tools they need, and that they just need to be aware of what they write and how it may be interpreted by the reader.