

## Distance Learning Supplemental Lesson Plan

### Title: Essay Writing for the GED

<b>Developed by:</b> Bethany Lezanic
<b>Format</b> <input checked="" type="checkbox"/> Online <input type="checkbox"/> Print-Based <input type="checkbox"/> Other
<b>College and Career Readiness Standards</b> 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
<b>Lesson objectives</b> <i>By the end of this course, learners will be able to:</i> <ol style="list-style-type: none"><li>1. Identify the premises of an argument.</li><li>2. Evaluate an argument and specific claims in a text.</li><li>3. Organize facts (write an outline) that addresses an argument with clear and relevant evidence.</li><li>4. Analyze an argument to determine which one is best supported using relevant and specific evidence from the articles.</li><li>5. Write, proofread, and edit a five-paragraph essay that addresses an argumentative writing prompt in 45 minutes.</li></ol>
<b>Materials/Resources</b> <ul style="list-style-type: none"><li>• Internet connection</li><li>• Access to GED Essay Course on Canvas</li><li>• All student materials are located on the course</li></ul>
<b>Notes about Canvas</b> <ul style="list-style-type: none"><li>• Email <a href="mailto:blezanic@tiu11.org">blezanic@tiu11.org</a> to request access to the course</li><li>• After getting access to the course, make a copy for your own use by <a href="#">following these directions</a></li><li>• Teachers and students who are not currently using Canvas can get their own <a href="#">free accounts</a></li></ul>
<b>Instructional activities (procedures)</b> <ol style="list-style-type: none"><li>1. First, 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.</li><li>2. Second, students will watch the Five-Paragraph Essay-Part 1-Reading and Organizing video.</li><li>3. Third, students will complete the outline writing assignment for the articles that address the debate on getting a tattoo.</li><li>4. Fourth, students will watch the Five-Paragraph Essay Part 2-Writing, Proofreading, and Editing video.</li></ol>

5. Fifth, 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.
6. Next, students will proofread and edit their tattoo argument essays using the feedback provided by their teachers.
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.
8. Finally, 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 within 45 minutes.

#### **Evaluation**

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 available to be viewed by 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 available to be viewed by 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 a five-paragraph essay that address argumentative writing prompts (concealed carry and violent video games). Both of these assignments will be evaluated using rubrics built into Canvas. The rubrics are available to be viewed by students. Students must score 2/6 on the rubrics before the assignments will be considered complete.

#### **Proxy Time to be Awarded**

- Analyzing Argument video and quiz: **15 minutes**
- The Five Paragraph Essay-Part 1-Reading and Organizing video-**30 minutes**
- Preparing to Write the Five Paragraph Essay-Reading and Organizing (Outline) Writing Assignment-**60 minutes**
- The Five Paragraph Essay Part 2-Writing, Proofreading, and Editing -**30 minutes**
- Writing First of Draft of Tattoo Essay-**60 minutes**
- Proofreading and Editing Tattoo Testing Essay: **60 minutes**
- Concealed Carry Essay: **60 minutes**
- Violent Video Games Essay: **60 minutes**

#### **Additional Practice:**

- [https://ged.com/wp-content/uploads/extended\\_response\\_classroom\\_practice.pdf](https://ged.com/wp-content/uploads/extended_response_classroom_practice.pdf)