SpEd edTPA Lesson Plan 1
Solo Taught Lesson
Template Form

Name: Miss Mendez   Date: February 22, 2016
Subject of Lesson: ELA, Persuasive Writing Editing   Time Estimate: 30 minutes
Grade Level: Grades 5 & 6   Class Description: 6-1-1

PLANNING AND PREPARATION
Academic Primary Learning Target (PLT)
In this lesson, students will describe the different uses for capitalized letters. Students will use this practice on their own writing by editing rough drafts.
Academic Standard for Primary Learning Target – Common Core, NYLS Standard, etc.
CCLS.W.1.1. Write opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. CCLS.L.1.1b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use common, proper, and possessive nouns. CCLS.L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCLS.L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Lesson Objective for Primary Learning Target
Following a lesson on capitalization and given a self-written paragraph, students will accurately correct capitalization errors within their personal writing piece, within 15 minutes, with two or fewer mistakes.
Assessment - this must align with your lesson objective for the primary learning target – will this assessment tell me whether the objective was met?
The assessment of this lesson will include collecting the student's rough draft of their previous writing. The teacher will assess the number of capitalization errors made. I will then compare the number of errors found to the number of errors the student found and edited in their own work.

INSTRUCTION (LESSON SCRIPT)		
	Instructional Strategies/Learning Tasks Procedures of the Lesson Teacher 1	Identified Planned Supports.
Pre-assessment Measurement -	In the previous writing assignment, students were instructed to write a research report on a famous African American figure of their choice. In the rough drafts of these assignments, edits were made by the teacher and/or student before writing their final draft. This included correcting capitalization errors. In Lemar's rough draft,	

	there were a total of 53 letters capitalized out of a total of 70 letters correctly capitalized. This leaves Lemar with a 75.7% accuracy. Although this pre-assessment data comes from a larger writing assignment, the accuracy is still low enough to be a concern.	
A. Introduction – should include: Hook/Motivation	I will ask students what kind of shows they have seen with detectives in it. What do the detectives have to do? (Solve mysteries and look for clues). I will explain to students that detectives need to look for clues to help them solve their mystery. This week, the students will be detectives. They will look at their rough draft (their "crime scene") and detect the errors that they have made. When they are done detecting errors, they will be successful detectives.	
Review of Previous Content	The lesson will start with a review of the definition of persuasive writing (convinces someone to do something, believe in something, buy something, or care about something).	
Purpose of the Lesson Statement	The purpose of this lesson is to review the types of words that need to be capitalized in writing. This will help you as the students edit their persuasive writing for their final draft.	
B. Lesson Body – should include ALL of the following: Direct Instruction of the content/skill taught	I will then move on to explaining an error monitoring strategy and why it is useful in editing writing pieces (error monitoring helps the students edit their own work; it helps detect errors made in their writing). I will then give an example of a mnemonic as a type of error monitoring strategy. I will go over the definition of a mnemonic (a pattern of letters, ideas, or associations that helps remember something). An example of a mnemonic used in another subject in school is PEMDAS. This stands for "Parenthesis, Exponents, Multiplication, Division, Addition, and Subtraction." This mnemonic assists students remember the order of operations when completing mathematic computations.	Pencil grip used through lesson. Breaks as needed (about 4 minutes at a time).
	I will then connect the definition of a mnemonic to help students remember the most common errors in writing: capitalization, punctuation, sense, and organization. I will ask students to	Making connections to other subjects.

	take the first letter of each word on the list. Rearrange the letters on the board to get the word "COPS." I will explain to the students that C.O.P.S. is a mnemonic device that will help them remember what to look for when editing their rough drafts of their persuasive writing. This mnemonic can also be helpful for any writing piece in the future. It helps you *detect* (like a cop) errors in your writing. I will ask students to do a call-and-response to help them remember and pronounce the words that make up the mnemonic C.O.P.S. I will then go into the first common error in the mnemonic: capitalization. The students will be asked to verbally discuss what words need to be capitalized. Some of the answers may include: the beginning of a sentence, the word, "I," and proper nouns (like names, months and days of the year, etc.). I will then explain the difference between proper and common nouns and give examples of proper nouns (days, months, holidays, titles, etc.)	Using jargon relative to the vocabulary
Modeling (I do) of Content/Skill taught	I will correct the first example: "october is my favorite month because i love halloween." I will explain that I need to capitalize the letter "O" in "october" because it is a month in the year; it is also the beginning of the sentence. I will explain that I need to capitalize the word "I" to make a proper first person pronoun. Lastly, I will explain that the letter, "H," in the word "halloween" needs to be capitalized because it is the name of a holiday.	Think aloud modeling
Guided Practice (We do) of the content/skill taught	I will lead a group discussion and group analysis on the examples given on the board. The class will discuss what words need to be capitalized and why.	Forced choices as needed. Extended time for responses as needed.
Controlled Practice (You do) of the content/skill taught	Students will review the rough draft of their persuasive writing pieces. They will look at each sentence and review the words that need capitalized letters.	Visual cues
C. Closure – Summary of the Lesson	I will recap that the purpose of this lesson was to review the uses for capitalization and put their investigative skills to work by editing their own	Stop to check for understanding

	paper.	
Resources and Materials	Teacher-made PowerPoint Student-made rough drafts of persuasive writing topic Assessment sheet
Summary of Assessments:	Students will be assessed based on their completion of their capitalization edits in their rough draft.