Lesson Outline

Candidate		Field Supervisor	
Date	Grade 9 - 10	Mentor	

Lesson Part	Activity description/Teacher does	Students do
Formal/Informal Assessment of Prior Learning or Preassessment (*Sequence start*)	Teacher distributes the multiple choice/short answer debate terminology pre-and post assessment.	Students complete the multiple choice/short answer debate terminology pre-and post assessment.

Title	Lesson 1, Identifying claims used in a piece of writing
Standard	WA ELP Standard 9.12.4: An ELL Can construct grade-appropriate oral and written claims and support them with reading and evidence CCSS Speaking and Listening 9.1.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.
Central Focus (CF)	Debate a controversial topic with appropriate use of strong claims and evidence.
Academic Language	Debate (function), argue, controversy, claim, evidence, identify, persuade

Learning Target (LT)	I can identify a claim in a piece of persuasive writing.	Students read the learning target out loud with the teacher, are given time to ask for the definition of any unfamiliar words, and then explain the learning target to their peers in their own words
Instruction Inquiry Preview Review	Teacher introduces debate sequence. "Have you had an argument with someone recently? What did you argue about? Who 'won' the argument, and how did they do that?" Teacher introduces the idea of evidence; arguments cannot be won without some kind of fact or statistic that helps someone to believe what they are saying. "In this unit, we will learn what makes a good, persuasive argument in writing and in speaking. Our topic is: should parents monitor their child's activity on social media sites like Facebook?" Teacher checks for understanding of the prompt, has students explain the prompt to each other in their own words.	Students answer teacher prompts during direct instruction. Students explain the prompt in their own words.
Informal Assessment	Teacher circulates around the room listening to students talking about the prompt.	Students discuss the prompt in table groups.

Practice Activity Support	"Vote with your feet" activity: Teacher writes prompt on the board ("Parents should monitor their child's activity on social media sites like Facebook.") and instructs students to walk towards the wall if they agree, or to the window if they disagree.	Students walk towards window or wall if they agree or disagree.
	After students have settled in their respective sides, Teacher asks students to walk to the middle of the room and find one peer who believes the opposite of them. Students then have an unstructured argument in which they try and convince the other person to come over to their side. Students should use at least one piece of evidence or example in their argument.	Students have an unstructured argument about the prompt with each other.
Informal Assessment	Teacher circulates around the room as students argue with one another, listening for students who already grasp the concept of bolstering claims with evidence in an argument.	Students have unstructured argument about the prompt with each other, making use of a claim or example when necessary.
Practice Activity Support	Teacher distributes copies of example "For" essay, which calls for parents to monitor the Facebook activity of their children. Teacher gives students a guided reading of the essay.	Students scan copies of the essay for unknown vocabulary, asking the teacher for clarification when necessary.
	Teacher explains tier 3 vocabulary during the guided reading (e.g. access, communicate, assume, boundary, privacy, bolded in materials).	Students note new vocabulary in English class notebooks.
	Teacher then distributes an exemplary "Against" essay, and repeats the guided reading process.	Students scan copies of the new essay, and take note of new vocabulary.
	After finishing, teacher asks students to scan the essays and identify one claim that the author uses to bolster their opinion and persuade the reader.	Students scan Coben's article to identify one piece of evidence, and talk about it amongst their table group.
Closure Assessment of Student Voice	Teacher distributes and collects exit slips concerning the day's activities.	Students complete exit slips.

Title	Lesson 2, Differentiating between strong and weak claims
Standard	WA ELP Standard 9.12.4: An ELL Can construct grade-appropriate oral and written claims and support them with reading and evidence CCSS Speaking and Listening 9.1.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.
Central Focus (CF)	Debate a controversial topic with appropriate use of strong claims and evidence.
Academic Language	Debate (function), argue, controversy, claim, evidence, identify, persuade

Learning Target (LT)	I will categorize three claims in an argument as being "strong" or "weak."	Students read the learning target out loud with the teacher, are given time to ask for the definition of any unfamiliar words, and then explain the learning target to their peers in their own words.
Instruction Review	Teacher reviews the activities of the previous day: asks a student to identify what a "claim" is, and why it is important to an argument.	Students respond to teacher prompts during direct instruction.
	Teacher introduces the idea of "strong" and "weak" claims on the whiteboard (e.g. "green tea is good because it's delicious" and, "green tea is good because it reduces risk for some cancers"), and how they affect the overall strength of an argument. Teacher writes more "strong" and "weak" claims on the board and asks students to infer which one is which.	Students infer which claims on the board are strong and which are weak, asking table group members for help if necessary.
	Teacher outlines that a good claim has a statistic or a specific story attached to it. Weak claims are not specific, and do not encourage people to feel differently about the topic being discussed.	Students note the distinction between a "strong" and "weak" claim in their English class journals.
Informal Assessment	Teacher asks students to quickly come up with one example of a weak claim and share it with their table group.	Students talk with table group members to come up with an example of a weak claim.
Practice Activity Support	Teacher distributes pieces of paper with strong and weak claims written on them, shuffled up into a pile.	Students work together in table groups to categorize claims as "strong" or "weak."
	Teacher asks table groups to sort claims into "strong" or "weak" piles, ready to give justifications for their choices to the teacher.	Students are ready to justify the reasoning behind their choice to the teacher.
Informal Assessment	Teacher circulates around the room, ensuring that students are categorizing claims correctly. Teacher will follow up with students who are having difficulty, or who finish quickly, and ask them to expand on their understanding of what makes a claim "strong" or "weak"	Students finish claim categorization activity in table groups.
Practice Activity Support	Teacher asks students return to exemplary "for" and "against" essays from Lesson 1.	Students take out their exemplary essays.
	Teacher pairs students up into groups of two and asks them to choose one of the essays and analyze the strength of the argument by marking strong claims in green and weak claims in red.	Students mark strong claims in Green, and weak claims in Red.
	After finishing their analysis, students compare the colors on their essays and decide which argument is the strongest in this case.	Students compare their findings with each other and decide which of the two arguments is stronger.
Closure Assessment of Student Voice	Teacher distributes and collects exit slips concerning the day's activities.	Students complete exit slips.

Title	Lesson 3, Social Media Debate	
Standard	WA ELP Standard 9.12.4: An ELL Can construct grade-appropriate oral and written claims and support them with reading and evidence CCSS Speaking and Listening 9.1.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.	
Central Focus (CF)	Debate a controversial topic with appropriate use of strong claims and evidence.	
Academic Language	Debate (function), stance, social media, claim, evidence, identify, persuade	
Learning Target (LT)	I will argue my stance on the social media debate with three strong claims and three debate sentences.	Students read the learning target out loud with the teacher, are given time to ask for the definition of any unfamiliar words, and then explain the learning target to their peers in their own words
Instruction Inquiry Preview Review	Teacher models sentence stems useful for a spoken debate. These sentence stems are broken down into three categories: stating perspectives, introducing evidence, and agreeing or disagreeing with an idea. Special attention is paid to modeling how students can respectfully agree or disagree with an idea or claim presented in the debate. Teacher approaches a few students with obviously incorrect claims (e.g. "I think it is sunny outside" when it is raining), and asks the student to respectfully disagree with one of the sentence stems.	Students repeat sentence stems with the teacher. Select students model sentence stems when approached by the teacher.
Informal Assessment	Teacher asks students to model these sentence stems with one another, having a miniature debate about the weather outside. Teacher circulates around the room while this is taking place.	Students practice using the sentence stems in their table groups.
Practice Activity Support	Teacher pairs students up into groups of two, and shuffles them around the classroom so that they are facing students they have not talked to yet during the lesson sequence. Student teams are assigned to the "for" or "against" side randomly. Students also receive the debate graphic organizer. Students are told that they will be given time to draft three claims with supporting evidence to try and convince the other team that their side is correct. Teacher informs students that they should be ready to speak their claims out loud to one another in a natural way, so some oral practice will be needed.	Students group up and switch seats, if necessary. Students work in groups to draft three *strong* claims from the reading or from individual experience that will help in their debate.
Informal Assessment	Teacher follows up with teams to ensure that their claims are sufficiently strong, and that their claims are relevant to the social media topic, and that students are practicing how they will make their claims to the other team.	Students continue to draft an argument outline with three claims and pieces of evidence.

Practice Activity Support	Teacher tells students to play rock paper scissors to decide which side goes first, after which students start debating. Students will have to listen carefully and fill out the other side of their graphic organizer to note the structure of the other team's argument.	Students decide which group will begin the debate. Students present their argument, and then note the structure of the other team's argument on their graphic organizer.
	Teacher circulates listening for sentence stems, key vocabulary, and on-task, productive conversation.	
	Shortly before it is time to distribute the exit slips (about 15 minutes before class is finished), teacher brings debates to a close and debriefs about what the students think went well and, if appropriate, who "won" their debate and why.	Students reflect on how they performed during the debate.
Closure Assessment of Student Voice	Teacher distributes and collects exit slips concerning the day's activities.	Students complete exit slips.

Formal Assessment or Postassessment (*Sequence end*)	Teacher distributes the multiple choice/short answer debate terminology pre-and post assessment.	Students complete the multiple choice/short answer debate terminology pre-and post assessment.