

Area/Skill	Cognitive Skill Level – Analysis and Application
<p><b>Title –Writing Diagnostic and basic literacy terms</b></p> <p><b>Subjects: Social Studies and Composition</b></p> <p><b>Grades: Low to High-ABE/ASE</b></p> <p><b>Goal/Objective:</b></p> <ul style="list-style-type: none"> <li>• Learn to work collaboratively</li> <li>• Analyze textual information critically (using rhetorical analysis)</li> <li>• Writing clearly and coherently using standard writing conventions</li> </ul> <p>The student will demonstrate their abilities of writing a summary of a newspaper article by analyzing textual information and using rhetorical analysis and any prior knowledge of basic literary terms.</p> <p><b>Description of Lesson:</b></p> <p>The teachers will demonstrate a few articles on overhead projector to survey the text as a whole class. Students will identify article title, subtitles, author’s purpose, intended audience, main idea, and supporting details. Teacher will transition to a discussion about writing summaries using the 5 Ws.</p> <div data-bbox="511 926 755 1144" data-label="Diagram"> </div> <p><b>Activity:</b></p> <p><b>Part 1</b></p> <ul style="list-style-type: none"> <li>• The students will form in groups of 3-4. Each group will get a different type of article (<i>Time, Newsweek, National Geographic, Modern Mechanics, Popular Science, etc.</i>)</li> <li>• Students will assemble a scrambled article into its original order.</li> <li>• As students are assembling the article, the teacher meets briefly with each group, asking them to explain and justify how they are assembling their article.</li> <li>• Each group will present their final product and explain their process to the whole class.</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Paper and pencils</li> <li>• Sample Articles</li> <li>• Two Scrambled Articles</li> <li>• Overhead transparencies</li> </ul> <p><b>Extension Activity:</b></p> <p>Students will be provided with extra article for additional brainstorming.</p> <p><b>SUPPORTING ALL LEARNERS</b></p> <p>These activities are multi- level friendly. The more advanced learners will usually attempt more elaborate writing. Proper differentiated instruction can come in your written comments on their work.</p> <p><b>GED Content Standard Low Adult Secondary Education Level 5</b></p> <p>2.5 Plan and organize a more complex composition (multi-paragraph) using a variety of <b>resources (e.g. websites, dictionary, and encyclopedia)</b> and strategies to produce a legible and comprehensible draft.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>* Organize a <b>multi-paged</b> paragraph <b>themed paper, including introduction and conclusion.</b></li> <li>* Organize a compare <b>and contrast paper.</b></li> <li>* <b>Pre-write</b> newsletter article.</li> <li>* Pre-write letter of recommendation.</li> </ul>

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**Part 1**

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