

## SOAP<sup>®</sup> Lesson Plan Template 2

CLASSROOM

**TEACHER/WRITER CONTACT INFORMATION (PLEASE PRINT):**  
Teacher: **Sharon Wilson, and Co-teacher**  
Institute: **Writing and Composition**  
Address: **10101 17th Street**  
City: **San Francisco, CA 94116**  
Phone: **415-774-3100**

**Course:** 1. Specializing for grammar, usage, mechanics, and style guide writing for  
journalists and reporters

**Lesson Objective:** 1. Use punctuation correctly/accurately, especially after introductory words,  
phrases, and clauses, and correct to avoid comma and semicolon mistakes

**Learning Objective:** 2. The ability to identify and correct comma and semicolon mistakes to enhance their  
writing accuracy

**Learning Objective:** 3. Use comma and semicolon correctly in sentences

**Learning Objective:** 4. Identify correct and incorrect comma and semicolon use

**Learning Objective:** 5. Use correct spelling for frequently used words

**Learning Objective:** 6. Use resources (print and/or online) and feedback to self and others  
writing for journals and reports

**CC - A Comprehensive Language Acquisition Proficiency Standard:**  
Level: **Intermediate**  
Standard: **1.1.1.1**  
Skill: **Writing**  
Standard: **1.1.1.1.1**  
Skill: **Writing**

**Standards:** The student will improve in writing by using the checklist and their  
own resources

**Activities:** Use the writing process to write short pieces of expository/argumentative, narrative,  
descriptive, and persuasive/argumentative essays and address the audience

**Materials:** Language Arts

**LEARNING OBJECTIVE (Learning goal - identify which stage of the lesson)**

**OBJECTIVES:**

- 1. **Understand:**
  - Students will show understanding of vocabulary related to the writing process.
  - Students will use and explain, define, review, paraphrase, and read paragraphs for an  
expository/argumentative essay.
  - Students will demonstrate proficiency in specific expository writing: planning, drafting,  
revising, editing, and publishing.
- 2. **Compose:**
  - Students will compare and contrast writing after writing a paragraph from scratch with  
the student's previous paragraphs for peer review and peer editing.

**LEARNING AND ASSESS EXERCISES:** Delivery, rubric, and assessment, including configurations. Teacher will use a  
variety of resources, including the SOAP system, self-reflection, and peer review. Teacher will use high  
frequency vocabulary, using the semantic process, explicit instruction, and comprehension  
tasks.

**KEY VOCABULARY:** journal, reporter, writing, process, writing, expository, short paragraph,  
high frequency, composing, editing, revise, master, graphic organizer.