Instructional Notes

**Lesson Context:** *The two lessons highlighted in this module are part of a larger writing unit focused on Lois Lowry’s novel The Giver. Within this unit, students have been working on identifying the theme of The Giver and writing an essay analyzing how the author develops the theme through different literary choices and devices.*

Day 1 Lesson Plan: Writing a Literary Analysis Essay

**Learning Goals:**

* Students understand how an author develops and makes clear a theme through different literary choices and devices.
* Students understand that writing an essay that analyzes a piece of literature involves supporting ideas and claims with

 evidence from the text.

**Success Criteria:**

* Identify the theme of the text, *The Giver*
* Determine how this author developed the theme through the use of literary devices
* Use the language of literary analysis to write a clearly organized essay, making a claim about the theme and supporting

 it with evidence

**Related CCSS/ELD Standards:**

**Common Core English Language Arts Practices**

Practice 1: Support analysis of a range of grade-level complex texts with evidence

Practice 2: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**Common Core English Language Arts Content Standards: Literacy**

Literacy.RL.7.2: Determine a theme or central idea and analyze its development over the course of a text

Literacy.W.7.1: Write arguments to support claims with clear reasons and relevant evidence

Literacy.W.7.1B: Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

**Text: The Giver by Lois Lowry**

# Writing prompt for the essay task: *Write an essay communicating what the theme of the text is and how the author, Lois Lowry, develops the theme as the novel progresses.*

**Materials**:

* Introductory paragraph frame
* Graphic organizer that outlines evidence of the theme
* Charts of literary tools derived from class discussions
* Students’ essay drafts and notes
* Copy of the novel, The Giver

**Academic and Content Vocabulary *(Related to processes or skills taught and/or used in the lesson)***

* Theme
* Thematic statement
* Literary devices: personification, character’s actions, dialogue, foreshadowing, narration, characterization, imagery, flashback, metaphor
* Analyze
* Evidence

**Connect:** Review the following withstudents briefly:

* Purpose of writing a literary essay
* Learning goals and success criteria
* Where the students are in the process (draft stage)

**Teach/Model:** The teacher will model how she created her introductory paragraph for students using the document camera. She will point out elements of a strong introductory paragraph in the process. Will show paragraph to students on document camera and have a student read aloud. Will highlight the theme and the types of evidence, i.e., literary devices used.

**Formative Assessment language stems for TEACHER to use with students:**

**CLARIFY**

*“The main criteria (from the rubric/checklist) I will be looking for are…”*

*“A model of what I am looking for is …*

**Task**: First, the teacher asks students to discuss with a partner the evidence they selected to support the theme they have identified for the novel. To do this, students refer to the graphic organizers they have used to gather their evidence. Students are then instructed to talk to each other about how the evidence they have chosen supports the theme of the novel, as well as to identify the types of literary devices or “tools” that are represented in their evidence.

**Language Frames for STUDENTS when discussing each other’s work:**

* I think the theme is \_\_\_\_\_\_.
* I agree with \_\_\_\_ because \_\_\_\_\_.
* I disagree with \_\_\_\_ because \_\_\_\_.
* I do not understand \_\_\_\_\_\_\_\_\_\_. What did you mean to say here?
* Could you elaborate on this point\_\_\_\_\_\_\_\_\_?
* I find this part confusing because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Why did you select this piece of evidence to support your thematic statement/theme

By listening to students’ conversations, the teacher is able to assess their understanding of the novel’s theme as well as ascertain their progress in selecting appropriate evidence to support their claims pertaining to the development of the theme.

**Formative Assessment Language stems for TEACHER to use with students:**

**ELICIT**

*“In order to show your learning (or improvement) in [target skill] I want you to …”*

*I’m going to observe you working in order to see how you’re demonstrating understanding.*

*I’m going to ask you questions or have you demonstrate your thinking in order to see how you understand the concepts.*

When students are done sharing, they will continue drafting their essays. The teacher reminds students that they should use the scaffolds they had completed in the earlier part of the writing process – namely, the supporting evidence graphic organizer and the introductory paragraph frame – as resources for organizing and composing their essays.

The teacher then collects students’ essay drafts so she can use the information gathered from them to inform instructional next steps. Teacher will use the Writing Analysis Tool to assess students’ learning and language in the essay and will provide students with written feedback.

**Formative Assessment Language stems for TEACHER to use with students:**

 *“I’m going to collect your written responses and examine them in order to figure out where we are in our learning and what we need to do differently to meet the success criteria.”*

**Closing/debrief:**

Teacher says: “*Today during your conversations I noticed*…(i.e. share examples of students comments and questions heard during the partner task. Try to use specific language.) *Thank you for your hard work today.”*

Day 2 Lesson Plan: Writing a Literary Essay

***Adjustments from Day 1 Lesson Plan:***

* *REVISED Introductory Paragraph frame*
* *Student grouping according to understanding of content and progress on essay as demonstrated by evidence in WAT and class observations*

**Learning Goals:**

* Students understand how an author develops and makes clear a theme through different literary choices and devices.
* Students understand that writing an essay that analyzes a piece of literature involves supporting ideas and claims with

 evidence from the text.

**Success Criteria:**

* Identify the theme of the text, The Giver
* Determine how this author developed the theme through the use of literary devices
* Use the language of literary analysis to write a clearly organized essay, making a claim about the theme and supporting

 it with evidence

**Related CCSS/ELD Standards:**

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Literacy.W.7.1B: Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

**Text: *The Giver*** by Lois Lowry

# Writing prompt for the essay task: *Write an essay communicating what the theme of the text is and how the author, Lois Lowry, develops the theme as the novel progresses.*

**Connect:** Teacher will explain to class how after reading the student essay drafts, using the Written Analysis Tool and reflecting on class observations from Day 1, she realized a couple of important things.

Teacher will say to students:

1. *“After analyzing your essay drafts using the Written Analysis Tool (WAT), I found out that there were some shortcomings in the introductory paragraph frame that led to confusion among many of you. I realized that the original template I showed yesterday to help you compose your introductory paragraph was not successful in helping you articulate a focused thesis and lay the groundwork for supporting evidence in the subsequent body paragraphs.”*
2. “*I also noticed that there were varying levels of proficiency with regard to the different dimensions of the Writing Analysis Tool as demonstrated by the essay drafts.”*

**Teach/Model/Act on Evidence:**

Teacher will explain that the Writing Analysis Tool helped to focus her interpretation of the students’ writing in order to hone in on where students are in terms of the learning goals and success criteria. This information caused to her to make the following changes in this lesson:

1. Teacher will introduce a **revised** introductory paragraph frame to students in order to help them revise and strengthen their introductory paragraphs and lay the groundwork for the body of the essay (and evidence that supports their thematic statement). Teacher will show revised introductory paragraph frame on document camera and explain that this new version should be less confusing and clearer to students. Teacher will show her own revised and rewritten introductory paragraph and how it fits into the new paragraph frame.
2. Then teacher will explain to students that each student will receive personalized feedback that relates to the dimensions of the Writing Analysis Tool. She will explain that feedback will be on focus, support, and organization (with language use embedded in each dimension.) Teacher will show a sample WAT on the document camera with student name covered. Teacher will explain second instructional change: Students will meet in groups according to needs as shown by WAT analysis so that she can provide more focused and targeted instruction that is appropriate to each student. The teacher will circulate among the groups, answering questions and providing guidance where needed.

**Task:** Students will review WAT feedback and then move into teacher-directed groups. Students will begin to draft new introductory paragraphs using the revised introductory paragraph frame. Students will revise their essays based on the WAT feedback. Students will make changes and move toward finishing their essays.

**Formative Assessment Language Stems for TEACHER**

**INTERPRET**

Prompting students to interpret after reading the feedback: “*OK, now you have some evidence of your learning. What did you do well? What still needs work? What are you going to do?”*

**Feedback:**

*“I noticed that you … An effective way to do this is to…”*

*“One thing that might help you improve your \_\_\_\_\_ at this point is to …”*

**Adjusting Instruction**:

 *“OK, based on what I am seeing, I want to add the following … (change, model, task, frame, scaffold, mini-lesson, etc.)*

*After looking at your \_\_\_\_\_\_\_\_\_\_\_\_ (student work product e.g. exit tickets), I discovered that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. So, today we are going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (describe instructional change/s.)*

**Closing/Next steps:** Teacher will continue to group students according to their needs to allow for more focused support as well as peer support in order to facilitate students’ completion of the literary analysis essay and achieve the learning goals. Teacher also will facilitate peer assessment using the WAT so that students can receive more feedback on their writing. The teacher might incorporate an oral component where students explain the WAT feedback to their partner in addition to writing feedback as well. Might use the following student peer and self-assessment language frame: *“Tell a partner what you are going to do differently next time and why; now I am giving you time to do it.”*

Teacher Adaption of Writing Analysis Tool

|  |  |
| --- | --- |
| **DIMENSION OF WRITING** | **COMMENTS/EVIDENCE FROM STUDENT WORK** |
| **DIMENSION 1: Focus*** **Strong Evidence** A topic, thesis, or argument is clearly articulated near the beginning and remains prominent and consistent throughout the text.
* **Inconsistent Evidence** A topic, thesis, or argument is either partially articulated, (it could be either too vague or too detailed), introduced sometime after the beginning of the text, and/or not prominent throughout the text
* **Evidence of Attempt** The writer makes an attempt to articulate a topic, thesis or argument somewhere in the text, but it is muddled, confusing or multiple foci are presented.
* **No Evidence** No attempt is made to articulate or introduce a topic, thesis, or argument
 |  |
| **DIMENSION 2: Support*** **Strong Evidence** The writer uses the language of the discipline to support the focal idea with relevant evidence, such as facts, definitions, textual references, examples, or details
* **Inconsistent Evidence** The writer, at times, uses clear language, ideally the language of the discipline, to support the focal idea with some relevant evidence
* **Evidence of Attempt** The writer attempts to use language to support the focal idea with evidence, but the writing may be confusing or unclear
* **No Attempt** There is no indication that the writer attempted to use language and/or evidence to support the focal idea
 |  |
| **DIMENSION 3: Organization*** **Strong Evidence** The writer uses the language of the discipline and linguistic markers to create appropriate textual frameworks that make the information clear, organize the presentation of the topic and details, tie paragraphs together, and highlight relationships among key ideas
* **Inconsistent Evidence** The writer, at times, uses coherent language to create frameworks that organize the presentation of the topic and details; linguistic markers are also used to tie the sentences or paragraphs together, but may be used inconsistently or occasionally
* **Evidence of Attempt** While the writer attempts to use language to create organizing frameworks, the language and/or frameworks do not make information clear; linguistic markers are present some of the time, but may be used erroneously
* **No Attempt** There is no evidence that the writer attempts to use language to make information clear, organize the presentation of topic and details, or tie sentences or paragraphs together
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**Adapted Writing Analysis Tool Courtesy of:** Nikysha Gilliam