

## Grade 7- Unit 4 Writing- Writing About Reading - The Literary Essay

<b>Unit #:</b>	MPSCT-027469	<b>Duration:</b>	5.0 Week(s)	<b>Date(s):</b>	-
<b>Team:</b>	Denise Earles (Author), Lynne Nadeau, Kristen Fusco, Michelle Horn				
	Grades: 7 Subjects: English Language Arts				
<b>Unit Focus</b>					
<p>Making personal connections, writing summaries, answering text based questions, etc...not particularly valuable or meaningful writing for our 7th grade students. So, in this unit, we make the writing that kids are doing about reading much more potent. And how do we do that? We teach kids how to be <i>inspired</i> writers about reading. We connect the thinking they do about specific texts to larger, life-lessons. Effective literary essay writing will not take place overnight; students will need to do regular writing about reading prior to this unit.</p> <p>In Bend 1, we coach students to develop strong claims about the texts they are reading. You will confer and pull small groups in response to your students' needs, and your classroom will be overflowing with well-crafted mentor essays and useful anchor charts- all in an effort to teach your students that writing literary essays is a skill that they can improve upon no matter at what level they begin. Students will be producing an extremely high volume of source based writing (but they also need to be doing a large volume of reading, too!). Remember, you don't have to read <u>all</u> of their writing about reading. What you do need to do is set all of the writing up for an authentic audience (just like you would do for any other kind of writing). The table, the book club, a partner, a bulletin board, their parents...all of these count as authentic audiences.</p> <p>Finally, you will teach your class to compare more than one text through the lens of a common theme, teaching them to consider similarities or differences in the ways that two texts deal with the same issue or problem. This second bend will lean very heavily on your students' prior learning. In many ways, they will be writing this essay by themselves, using only the resources you have given them throughout the unit for support.</p> <p>Bend 1: Writing strong literary essays to analyze a single text (3 weeks)</p>					

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS		TRANSFER
ESTABLISHED GOALS		
<p><b>Common Core Standards</b>  <i>English Language Arts : 7</i>  <i>919332 Reading Literature</i></p> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <i>919353 Writing</i></li> <li>CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</li> <li>CCSS.ELA-LITERACY.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> </ul> <p><i>CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</i></p> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>CCSS.ELA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>CCSS.ELA-LITERACY.W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>CCSS.ELA-LITERACY.W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p><i>919371 Language</i>  <i>CCSS.ELA-LITERACY.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.</li> </ul>	<p>T1 engage in the writing process to plan and refine their product.  T2 Generate and capture ideas to pursue in future writing (Synthesis, design)  T3 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (Product Creation, design)</p>	<p><b>MEANING</b></p> <p><b>UNDERSTANDINGS</b></p> <p>U1 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.  U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.  U3 Writers design, refine, and prove a thesis that engages readers and provides a roadmap for the reader and the writer.</p> <p><b>ESSENTIAL QUESTIONS</b></p> <p>Q1 How do I make my ideas come alive through powerful descriptions, use of evidence, and other appropriate techniques?  Q2 Why do readers and writers use a process to plan and revise their work?  Q3 How does my audience influence what I write and the way I write? How do I know if it worked for the reader?  Q4 Literary Essay Focus: How do I create and refine a thesis to organize and drive my writing?</p>
	<p><b>ACQUISITION OF KNOWLEDGE AND SKILL</b></p> <p><b>KNOWLEDGE</b></p> <p>K1 Essayists avoid first person.  K2 Essayists take an argument, analysis stance.  K3 <b>Content Vocabulary:</b> argument, persuasion, claim, counterclaim, thesis, story context, excerpt, passage, paraphrase  K4 <b>Grammar Vocabulary:</b> run-on sentences, fragments, clause, simple/compound/complex sentences, coordinate adjectives</p> <p><b>SKILLS</b></p> <p>S1 elaborating on important points by including details in their writing.  S2 citing evidence by incorporating specific details and examples, as well as direct excerpts from the text.  S3 revising a draft with the help of an Argument checklist  S4 writing topic and closing sentences to orient the reader  S5 writing a conclusion that strengthens the overall argument</p>	

<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li> <li>• CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• CCSS.ELA-LITERACY.L.7.2.A Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</li> <li>• CCSS.ELA-LITERACY.L.7.2.B Spell correctly.</li> </ul>	<p>S6 ranking evidence to identify the best support for arguments.</p> <p>S7 using transitional phrases to introduce excerpts and guide the reader through the piece</p> <p>S8 writing simple compound and complex sentences with grammatical accuracy</p> <p>S9 recognizing and correcting misplaced and dangling modifiers.</p> <p>S10 using the conventions of standard English capitalization, punctuation, and spelling</p> <p>S11 using a comma to separate coordinate adjectives.</p> <p>S12 choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p>
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**STAGE 2: ASSESSMENT EVIDENCE**

**PERFORMANCE TASK(S)**

<b>Coding</b>	<b>Code</b>	<b>Evaluative Criteria</b>	<b>Description</b>
	PT1		<p><b>Assessment Evidence:</b> Flash Draft: Literary Essay This is the transfer task from Reading Unit 2-Interpreting</p>
	PT2		<p><b>Assessment Evidence:</b> Readers' Notebooks and Essay Drafts</p>
	PT3		<p><b>Assessment Evidence:</b> Writing Conferences and Notes</p>
	PT4		<p><b>Assessment Evidence:</b> Process Writing-Literary Essay 1 (single text) (PBA from Reading Unit 2-Interpreting)</p>
	PT5		<p><b>Assessment Evidence:</b> Process Writing- Literary Essay 2 (Compare and Contrast)</p>
<b>OTHER EVIDENCE</b>			
<b>Coding</b>	<b>Code</b>	<b>Evaluative Criteria</b>	<b>Description</b>

**STAGE 3: LEARNING PLAN**

**PRE-ASSESSMENTS**

Coding	Code	Description of Learning Activity	Extension / Modification
T/U/Q/K/S Q4	LE1	<p><b>Activity:</b>  <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i>                      Check PBA from Reading Unit 2 against checklist and set goals                      Teachers may use progressions of sample essays to help guide students on annotating and evaluating their work.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES3 - Student Literary Sample - - <a href="http://efront.readingandwritingproject.com/public/resources/student_writing/ms_2013/ms/sixth/Opinion/Opinion_n_2.pdf">http://efront.readingandwritingproject.com/public/resources/student_writing/ms_2013/ms/sixth/Opinion/Opinion_n_2.pdf</a> (link)</li> <li>• RES8 - Student Literary Essay Sample 2 - - <a href="http://efront.readingandwritingproject.com/public/resources/student_writing/ms_2013/ms/sixth/Opinion/Opinion_n_3.pdf">http://efront.readingandwritingproject.com/public/resources/student_writing/ms_2013/ms/sixth/Opinion/Opinion_n_3.pdf</a> (link)</li> </ul>	
T/U/Q/K/S Q2 Q4	LE2	<p><b>Activity:</b>  <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i>  <u>Teaching Point:</u> "Today I want to teach you that, very often, the life lessons that a <i>character</i> learns are the life lessons that the author hopes that <i>readers</i> will learn. To figure out what those life lessons might be, it helps to look more closely at the troubles a character faces, and how they get in the way of what a character wants, asking, "<i>What lesson does the character learn from all of this?</i>"                      Demonstration: Writers get ideas for literary essays by:                      Thinking about texts and characters they love.                      Revisiting their reader's notebooks.                      Thinking about characters that have taught them something about life.                      Identifying evidence to support the claim.                      Guided Practice: Students state a claim about a character and then follow the steps above.                      Independent Practice: Students work to create several Theses with evidence using boxes and bullets.                      Teaching Share: Students choose their best work and turn and tell a partner why it's the strongest.                      Homework: Go back and closely read some scenes to pull evidence to support your ideas</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES2 - Rate Your Post-It Note Chart - - <a href="https://twitter.com/MaryEhrenworth/status/431952049874677760/photo/1">https://twitter.com/MaryEhrenworth/status/431952049874677760/photo/1</a> (link)</li> <li>• RES7 - Focus on Checklist Area: Overall/Lead -</li> </ul>	

<p>T/U/Q/K/S Q1 Q2 Q4</p>	<p>LE3</p> <p><b>Activity:</b> <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i> Connecting our Claim to a Universal Life Lesson As we construct possible ideas we want to explore in essays, writers know that literary essayists often write about characters-about the lessons they learn, about how they change, about the problems they have faced, about what they teach us. We also sometimes write about important ideas, issues, or lessons we learn from stories and the parts of the story that suggested that lesson. As we rehearse ideas about characters, lessons, issues, or themes, we may also write about moments in our lives when we have learned a similar lesson or that illustrate the same idea, issue, or theme. We may use this moment later in our essay to show readers our deep understanding of the theme/issue. <b>Teaching Point:</b> Essayists sort and rank through the lens of the claim, searching for the most compelling evidence that supports that claim. They might organize their notes using a boxes and bullets format.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES1 - Ways to Analyze Evidence (Grade 6 UoS CD) -</li> <li>• RES6 - Focus on Checklist: Organization, Elaboration -</li> <li>• RES9 - Chart: How to Write a Theme-Based Literary Essay: - • Think about the character's motivations, problems and lessons learned and look for patterns. • What does the character want, and what gets in the way? • How does the character try to resolve his problems? • What lessons does the character learn from trying to resolve his problems? • Now what patterns do you see? • Think about the patterns in universal terms. Ask yourself, "What big life lessons - what themes - can readers draw from the patterns in the story? • Craft a claim based on one of the themes. • Search for the most compelling evidence that can support the theme and add it to the essay like this: • Quote some parts of the text. • Story-tell other parts. • Summarize yet other parts.</li> </ul>	
<p>T/U/Q/K/S Q1</p>	<p>LE4</p> <p><b>Activity:</b> <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i> Creating a Crystal Clear Structure As we turn now to draft our essays, we use what we know about essay structure, often following the simple structure of:</p> <ul style="list-style-type: none"> <li>• • Introduction of Claim</li> <li>• Support from one place in the text</li> <li>• Support from another place in the text</li> <li>• Support from a third place in the text</li> <li>• • Conclusion: Reflection/Insight/Realization</li> </ul> <p>Essayists are purposeful with the structure of their piece, using that structure to deliver a crystal clear argument that is well developed.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES4 - Focus on Checklist: Organization, Elaboration -</li> </ul>	

<p>T/U/Q/K/S Q1 Q2</p>	<p>LE5</p>	<p><b>Activity:</b> <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i> Drafting Writers, today I want to teach you that when essayists have done the work of planning, drafting comes fast and furiously.</p>	
<p>T/U/Q/K/S Q1 Q2</p>	<p>LE6</p>	<p><b>Activity:</b> <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i> Revising: Conveying Evidence by Quoting, Storytelling, or Summarizing We have been working on selecting the most compelling pieces of evidence to support a theory we have about our reading. Today, we will revise our drafts, thinking about how we might best convey that evidence to our reader. There are several ways that we can do this crafting and revising. Today you will draw upon what you know about quoting, storytelling, and summarizing as ways you might convey text-based evidence in your writing." Teaching Point: Today I want to teach you that when writing a literary essay, after developing a text-based claim, essayists reread the text through the lens of that claim, searching for the most compelling evidence that can support it. Essayists quote some parts of the text, story-tell other parts, and summarize yet for others, but one way or the other, they collect and convey compelling evidence." <i>*You will need to decide whether this work can be combined into one lesson or broken into three separate lessons:</i> 1) direct quotes 2) story-telling 3) summarizing MWTP: Editing</p>	
<p>T/U/Q/K/S Q1 Q2</p>	<p>LE7</p>	<p><b>Activity:</b> <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i> Revising: Don't Leave the Evidence Dangling "Essayists must think about how they are going to weave the selected evidence into their essay. In other words, the evidence must be connected with and support the claim. We can't expect our readers to make that connection on their own. It is our job as the writer to make sure we explain <i>why</i> and <i>how</i> the evidence is being used in the argument. Writers need to 'unpack' the example, looking closely at the precise words that the author has used, the decisions the author has made, in order to help essay readers see the evidence as you, the essayist, sees it." Teaching Point: Today I want to teach you that when an essayist makes a claim and includes evidence to support that claim, that alone doesn't convince readers that the claim is justified. Essayists often revise their essays to make sure they explain why (and how) the evidence connects with, or supports, the claim. MWTP: Editing</p>	
<p>T/U/Q/K/S Q1 Q2</p>	<p>LE8</p>	<p><b>Activity:</b> <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i> The Counterclaim: Writers not only address alternative views in their essay, but work to debunk them. Imagine people who might disagree with you and try to see a point of view that is different than your own. Teaching Point: Today, I want to show you how to raise the level of that work by teaching you to use counterarguments to make your own argument stronger. Expose the flaws, gaps, and problems in the counterargument.</p>	

		<p>You might try a few of these sentence starters:          "This argument overlooks..."          "This argument isn't showing the full story..."          "Some people argue that..., but..."          "While it's easy to assume that..., this is incorrect because..."</p>	
<p><b>T/U/Q/K/S</b>          Q2          Q3          Q4</p>	<p>LE9</p>	<p><b>Activity:</b>  <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b>          First Impressions          In this lesson, you will teach students that literary essayists begin their essays with a universal statement about life and then transition to the text-based claim itself, by narrowing their focus to the particular story they are writing about. In the introduction, we are passionate about the significance of the story and we start off our essay in a way that shows the reader that we know what we are talking about. We craft that introduction purposefully and artfully, answering the question, <i>'What is the biggest thing I am trying to say in this piece?'</i> right off the bat.  <u>Teaching Point:</u> "Right now I want to teach you that when literary essayists write introductions, they often lead with a universal statement about life and then transition to the text-based claim itself by narrowing in on the specific story they are writing about."</p>	
<p><b>T/U/Q/K/S</b>          Q2          Q3</p>	<p>LE10</p>	<p><b>Activity:</b>  <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b>          Closing Remarks          Today we explore how essayists make sure they end their essays with power and voice, leaving their reader with a strong final impression that concludes their journey of thought. We may use our conclusion to return to our own life, and suggest the implications for the lessons or ideas from the story in making changes in our own lives. What changes might people want to make in their lives based on what they have just experienced with your text?  <u>Teaching Point:</u> Writers ensure that their conclusions leave their audience thinking and reflecting on the text they just experienced.  <b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES5 - Effective Conclusions Chart - Ways to Conclude an Argument (See UoS Grade 7 CD) - <a href="https://twitter.com/MaryEhrenworth/status/431063823601389568/photo/1">https://twitter.com/MaryEhrenworth/status/431063823601389568/photo/1</a> (link)</li> </ul>	
<p><b>T/U/Q/K/S</b>          Q2          Q3</p>	<p>LE11</p>	<p><b>Activity:</b>  <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b>          Possible Editing and Grammar Mini-Lessons (based on observed student need):</p> <ul style="list-style-type: none"> <li>• Choose among simple, compound, and complex sentences to signal differing relationships among ideas.</li> <li>• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when</li> </ul>	



		<p>writing.</p> <ul style="list-style-type: none"> <li>● Use a comma to separate coordinate adjectives.</li> <li>● Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Citing texts: short stories are usually in quotes, and book titles are usually underlined or italicized. Excerpts are enclosed in quotation marks and are verbatim from the text.</li> <li>● Using transitional words and phrases purposefully</li> </ul>	
T/U/Q/K/S Q2 Q4	LE12	<p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> Comparing Characters as One Muscle for Analyzing Multiple Texts Literary essayists look for similarities and differences between characters not only in one text, but across texts as well. We can pay particular attention to how characters deal with difficult situations, knowing that all characters face trouble, but the way characters overcome trouble is likely to be similar in some ways and different in others. We note these similarities and differences and then categorize our observations into patterns and ideas. We can seek out characters who share some similarities so that we are not merely writing about opposite types, lay them side-by-side and analyze the ways in which the author developed them. Ultimately, the ideas we develop can grow into a comparative literary essay. <b>Teaching Point:</b> Today I want to teach you that writers compare and contrast by putting two characters side by side and asking: <i>How are they similar? How are they different?</i> Then, we create a claim and write in an organized way.</p>	
T/U/Q/K/S Q2 Q4	LE13	<p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> Comparing Theme as Another Muscle for Analyzing Multiple Texts Literary essayists look for similarities and differences between themes across more than one texts. As we link texts thematically, we focus on analyzing their differences. Literary essayists, therefore, are nuanced readers and writers, and once we have an overarching similarity that unites two texts, we spend a lot of time as writers analyzing what's different about the stories, and how those differences matter to the stories' meanings. We ask ourselves, "<i>What are these texts saying about life? Is the message the same? Different?</i>" Ultimately, the ideas we develop can grow into a comparative literary essay. <b>Teaching Point:</b> "So today, I want to teach you that essayists bring all of their skills to compare and contrast essays- by comparing what is similar and contrasting what is different about the themes in different texts."</p>	
T/U/Q/K/S Q1 Q2	LE14	<p><b>Activity:</b> <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b> Debunking Counterclaims Effective essay writers are constantly self-assessing with an eye for possible counterclaims. We may try get a step ahead of the game by preparing for people to argue our point with a counterclaim. We can include these thoughts in our essays by using language such as:</p>	

	<p>'Others might think _____, but _____',  'Before reading these stories, one might think _____ but afterwards, a conclusion we may draw is _____'  <u>Teaching Point:</u> Effective essay writers think about what counterclaims people might make against your claim. They brainstorm ways to debunk those potential counterclaims and may choose to include these ideas in their writing.</p>	
<p>T/U/Q/K/S  Q1  Q2  Q3  Q4</p>	<p>LE15</p> <p><b>Activity:</b>  <b>Key Learning Events and Resources, in relation to Stage 2 Assessments</b>  Structure of a Comparative Essay  Essayists are purposeful with the structure of their piece, using that structure to deliver a crystal clear argument that is well developed. The parts of your piece must be arranged to suit the needs of your argument. As we turn now to draft our essays, we use what we know about essay structure, often following one of the following structures:</p> <ul style="list-style-type: none"> <li>• ● Idea/Thesis</li> <li>• ● How two texts are similar in their treatment of this idea</li> <li>• ● How the texts are different in their treatment</li> <li>• ● Addressing and Arguing Counterclaims</li> <li>• ● Reflection/Realization/Insight</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• ● Idea/Thesis</li> <li>• ● Support from more than one text</li> <li>• ● How the writer's experience supports this idea in similar and different ways</li> <li>• ● Reflection/Realization/Insight"</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• ● Reflection/Realization/Insight AND Idea/Thesis</li> <li>• ● How two texts are similar in their treatment of this idea</li> <li>• ● How the texts are different in their treatment</li> <li>• ● Reflection/Realization/Insight</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• ● Idea/Thesis</li> </ul>	

		<ul style="list-style-type: none"> <li>● Support from more than one text</li> <li>● How the writer's experience supports this idea in similar and different ways</li> <li>● Reflection/Realization/Insight</li> </ul>	
T/U/Q/K/S Q1 Q2	LE16	<p><b>Activity:</b>  <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i>  Matching Structure to the Evidence  As we look over our essays, sometimes we realize that we need to reconsider our structure. Perhaps we have more support for a different structure.  Teaching Point: Writers often write quickly the first time around, but as we go back and reflect on our work, we might see that some pieces are not fitting into our written piece as neatly as we would like. When that happens, we don't add or delete evidence superficially. Instead, we change and alter the structure to make it work for the ideas and thoughts we have.</p>	
T/U/Q/K/S Q2	LE17	<p><b>Activity:</b>  <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i>  Revising our Claim (only if needed)  Literary essayists sometimes find the need to revise their claim in order to ensure that their are phrasing their introduction in a way that really goes with both texts. We might try out several versions of a life lesson or theme and ask ourselves, "Which version of this seems to really connect to both texts?" Often we will have to take out any words that are directly from the text like characters' names, and instead use more general words like "people," so that the lesson really applies universally.</p>	
T/U/Q/K/S Q1 Q2 Q3	LE18	<p><b>Activity:</b>  <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i>  Revising with a Partner  We often study our essays with a partner, especially one who has read the same texts, asking:</p> <ul style="list-style-type: none"> <li>● Where are there holes in my argument?</li> <li>● What other evidence might I include?</li> <li>● Where could I say more about why and how my evidence is compelling-am I analyzing my evidence enough?</li> <li>● Does my claim match my evidence?</li> <li>● Do I need to return to the text for more or sharper evidence?</li> </ul>	
T/U/Q/K/S Q1	LE19	<p><b>Activity:</b>  <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i></p>	

<p>Q2</p>		<p>Possible Revision Mini-Lessons (based on observed student need): We may revise for compelling craft. We may, for instance:</p> <ul style="list-style-type: none"> <li>● pace for suspense in retelling a scene.</li> <li>● say what a character didn't do, as a comparison, and highlight the significance</li> <li>● comment not just on what happens in the story, but on how the author has told the story. We might discuss the narrator's point of view, or contrasting points of view, or the pacing to build suspense, or indelible images, or symbolism, or repetition, or embedded discourse.</li> <li>● revise to use the more inclusive 'we' instead of 'I' in an essay, or to include 'the reader' instead of 'I.'" of what he or she did do.</li> </ul>	
<p>T/U/Q/K/S Q1 Q2 Q3 Q4</p>	<p>LE20</p>	<p><b>Activity:</b> <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i> Drafting Using All that We Know When essayists sit down to draft quickly, piecing together all the necessary parts and drawing on everything that they know, they use what they already know about essay writing, as well as a variety of resources to revise their comparative essay. We know to use our full repertoire, or toolkit of strategies, including:</p> <ul style="list-style-type: none"> <li>● drafting in essay structure</li> <li>● really returning to texts to mine them for the best evidence</li> <li>● quoting and paraphrasing and incorporating vivid details</li> <li>● making sure to connect the text evidence we include to the claim for our reader</li> <li>● using transitions to move our reader along coherently</li> <li>● using citation to reference texts accurately</li> </ul>	
<p>T/U/Q/K/S Q3</p>	<p>LE21</p>	<p><b>Activity:</b> <i>Key Learning Events and Resources, in relation to Stage 2 Assessments</i> Writers reflect on their work, evaluating what they have done well and setting goals for their next area of goal and growth.</p>	

ADDITIONAL INFORMATION		
RESOURCES		
No.	Description	Files / Links
RES1	Ways to Analyze Evidence (Grade 6 UoS CD) -	
RES2	Rate Your Post-It Note Chart -	<a href="https://twitter.com/MaryEhrenworth/status/431952049874677760/photo/1">https://twitter.com/MaryEhrenworth/status/431952049874677760/photo/1</a> (link)
RES3	Student Literary Sample -	<a href="http://efront.readingandwritingproject.com/public/resources/student_writing/ms_2013/ms/sixth/Opinion/Opinion_2.pdf">http://efront.readingandwritingproject.com/public/resources/student_writing/ms_2013/ms/sixth/Opinion/Opinion_2.pdf</a> (link)
RES4	Focus on Checklist: Organization, Elaboration -	
RES5	Effective Conclusions Chart - Ways to Conclude an Argument (See UoS Grade 7 CD)	<a href="https://twitter.com/MaryEhrenworth/status/431063823601389568/photo/1">https://twitter.com/MaryEhrenworth/status/431063823601389568/photo/1</a> (link)
RES6	Focus on Checklist: Organization, Elaboration -	
RES7	Focus on Checklist Area: Overall/Lead -	
RES8	Student Literary Essay Sample 2 -	<a href="http://efront.readingandwritingproject.com/public/resources/student_writing/ms_2013/ms/sixth/Opinion/Opinion_3.pdf">http://efront.readingandwritingproject.com/public/resources/student_writing/ms_2013/ms/sixth/Opinion/Opinion_3.pdf</a> (link)
RES9	<p>Chart: How to Write a Theme-Based Literary Essay: - ● Think about the character's motivations, problems and lessons learned and look for patterns.</p> <ul style="list-style-type: none"> <li>● What does the character want, and what gets in the way?</li> <li>● How does the character try to resolve his problems?</li> <li>● What lessons does the character learn from trying to resolve his problems?</li> <li>● Now what patterns do you see?</li> <li>● Think about the patterns in universal terms. Ask yourself, "What big life lessons - what themes - can readers draw from the patterns in the story?"</li> <li>● Craft a claim based on one of the themes.</li> <li>● Search for the most compelling evidence that can support the theme and add it to the essay like this:</li> <li>● Quote some parts of the text.</li> <li>● Story-tell other parts.</li> <li>● Summarize yet other parts.</li> </ul>	
COMMENTS / NOTES		
Bend II: The Comparative Essay		
Vivek Gadre 2015-11-03 21:06:22.717		
Bend I: Writing Literary Essays to analyze a single text		
Vivek Gadre 2015-11-03 21:10:00.604		