



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 2: Lesson 10

Drafting an Analytical Mini-Essay: Using Partner Talk and Graphic Organizers to Guide Thinking



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can cite text-based evidence to support an analysis of informational text. (RI.6.1)
- I can cite text-based evidence to support an analysis of literary text. (RL.6.1)
- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
- With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)
- I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

Supporting Learning Targets

- I can use a model text to guide my writing of an analytical mini-essay.
- I can use the writing process, and the support of my teacher and peers, to plan and draft my analytical mini-essay about Prometheus.
- I can identify and write clearly about the elements of mythology in the myth of Prometheus.
- I can identify and write clearly about a theme in the myth of Prometheus.
- I can support my thinking with details from the text.

Ongoing Assessment

- Partner Writing: Analytical Mini-Essay recording form (two body paragraphs)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpacking Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. Studying the Model: How Did the Writer Move from the Graphic Organizer to the Analytical Mini-Essay about the Myth of Cronus? (5 minutes)</p> <p>B. Guided Writing: Using the Elements of Mythology Graphic Organizer to Draft a First Body Paragraph (15 minutes)</p> <p>C. Writing: Using the Theme Graphic Organizer to Draft a Second Paragraph (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on the Learning Targets (2 minutes)</p> <p>4. Homework</p> <p>A. Catch up on your reading from <i>The Lightning Thief</i>, or re-read your favorite excerpts.</p>	<ul style="list-style-type: none"> • In Lesson 7, students read a full model essay and then “backward planned” to think about the planning the author of that model essay would have had to have done. In Lessons 8 and 9, students then closely read the myth of Prometheus and completed their own graphic organizer for an analytical mini-essay about this myth. • Now, in Lesson 10, students will draft their own analytical mini-essay with support from the teacher and their peers. • Providing students models of the finished product they will produce helps them envision success. Modeling the process of planning and drafting serves as a powerful example of a writer at work. In this lesson, be prepared to think aloud and show students this thinking. • Be sure students have their graphic organizers they completed for the myth of Prometheus (done in Lesson 9). • Note that Work Time Part B includes time for students to talk with a partner and then draft both body paragraphs: the first about elements of mythology, and the second about theme. Giving students opportunities to talk through their ideas with a partner provides an important scaffold for their independent writing. This is particularly useful for struggling writers: The talking serves as a sort of “oral rehearsal” for their written draft. • Note that the final mini-essay will include a separate short introduction and conclusion. Today, students focus just on the two body paragraphs. Be sure to distinguish for students the “introduction” of the essay (which they will write in Lesson 11) and the claim (first sentence) for each body paragraph. • In advance: Determine strategic partnerships for Work Time B. Consider pairing ELLs with native English speakers and students strong in analytical reading skills with students who may struggle with this type of thinking. • If access to a document camera is not possible, create an anchor chart of the Elements of Myth graphic organizer sample response and the Model Analytical Essay.



Lesson Vocabulary	Materials
analytical, draft	<ul style="list-style-type: none"> • Document camera • Elements of Myth graphic organizer sample response (from Lesson 7; one to project for students) • Model Analytical Mini-Essay: “Elements of Mythology and Theme of Cronus” (from Lesson 7; one per student) • Partner Writing: Analytical Mini-Essay recording form (one per student) • Elements of Myth graphic organizer (from Lesson 9; one per student) • Theme graphic organizer (from Lesson 9; one per student) • Structure of Model Analytical Mini-Essay about Myth anchor chart (from Lesson 7)

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Read aloud the learning targets as students read along: <ul style="list-style-type: none"> * “I can use a model text to guide my writing of an analytical mini-essay.” * “I can use the writing process, and the support of my teacher and peers, to plan and draft my analytical mini-essay about Prometheus.” * “I can identify and write clearly about the elements of mythology in the myth of Prometheus.” * “I can identify and write clearly about a theme in the myth of Prometheus.” * “I can support my thinking with details from the text.” • Tell students that today they will be turning all their hard “thinking work” about the myth of Prometheus into analytical writing. This way, an audience can appreciate all that they have learned. Think-Pair-Share: <ul style="list-style-type: none"> * “When you are writing to communicate your thinking with an audience, what is it important to do?” • Tell students that today’s work will be a <i>draft</i>. Review the word <i>draft</i> as “the first try at a piece of writing before revising.” Tomorrow they will revise their work. 	



Work Time	Meeting Students' Needs
<p>A. Studying the Models: How Did the Writer Move from the Graphic Organizer to the Analytical Mini-Essay about the Myth of Cronus? (5 minutes)</p> <ul style="list-style-type: none"> Using a document camera, direct students' attention to the Elements of Myth graphic organizer sample response for the myth of Cronus that they studied in Lesson 7. Remind students that the author of the model essay used this graphic organizer to plan and create the first body paragraph of the Model Analytical Mini-Essay: "Elements of Mythology and Theme of Cronus." Ask students to compare the graphic organizer with the model essay. Think-Pair-Share: <ul style="list-style-type: none"> * "How did the author use the graphic organizer to write this first body paragraph? What steps did she or he have to take?" Guide students toward the idea that the graphic organizer contains all the important information needed to write the paragraph. The writer's biggest job was to form sentences in an order that makes sense for a reader. Point out that the author used a similar process when moving from the second graphic organizer (about theme) to the paragraph about theme. 	<ul style="list-style-type: none"> Consider posting directions where all students can see them to support students who have difficulty tracking multistep directions.
<p>B. Guided Writing: Using the Elements of Mythology Graphic Organizer to Draft a First Body Paragraph (15 minutes)</p> <ul style="list-style-type: none"> Tell students that they will now have the chance to work on their own mini-essay. They will take exactly the same steps the author of the Model Analytical Mini-Essay: "Elements of Mythology and Theme of Cronus" took. You will guide them through the process, and they will have time to think and discuss with a partner. Be sure that students understand that all of them must write their own essay. But they get to collaborate with a partner to talk through their ideas. Tell them that this is something most adult writers do when they are writing for their work or in college; it helps to talk ideas through with someone before trying to put those ideas down on paper. Encourage students by telling them that the "heavy lifting" of this assignment was already done in Lesson 9 when they completed their graphic organizers. Today's learning targets focus on shaping all that great thinking into a format that is friendly for a reading audience. Ask students to take out their Elements of Myth graphic organizer and Theme graphic organizer they completed for the myth of Prometheus (during Lesson 9). 	<ul style="list-style-type: none"> For each sentence of the paragraphs, consider posting sentence starters in view of all students to help them frame their thinking and get started. Consider posting directions for writing from a graphic organizer to support students who have difficulty with multistep directions.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Direct students' attention to the Structure of Model Analytical Mini-Essay about Myth anchor chart from Lesson 7. Point out the first line, "Introduction sentence." Tell students that because an introduction sentence should address both paragraphs of the mini-essay, most writers go back and write this after they write their paragraphs. Therefore, you will move on and come back to it. Ask: "What was the purpose of the first paragraph according to our anchor chart?" "Where did the writer get the information necessary to write the first paragraph?" • Listen for responses such as: "This paragraph identifies the elements of mythology in the myth," and "The information came from the Elements of Myth graphic organizer." • Pair students up. Give each student a Partner Writing: Analytical Mini-Essay recording form. Tell students they will use this recording form to draft their mini-essay. Remind them that they've done all the hard thinking already on their graphic organizers. • Give and post directions: <ol style="list-style-type: none"> 1. Look at the Structure of Model Analytical Mini-Essay about Myth anchor chart. 2. Determine the purpose of the sentence or section you are about to write. 3. Locate the information that you will need on your graphic organizer. 4. Practice saying the sentence or sentences aloud with your partner. 5. Write it into your paragraph. • Circulate and support students as they work, asking them to show you where on their graphic organizers they are finding their elements and evidence. Look for a pair that can serve as a strong model for their peers. • After 12 to 13 minutes, refocus students whole group. Invite the pair to share their paragraphs with the whole class. Emphasize to the class that hearing this model should help them know what their paragraphs should sound like. • Congratulate students on the difficult work of completing a strong analytical paragraph for their mini-essay. Tell them they now will move on to writing about theme. 	<ul style="list-style-type: none"> • Select students may need to continue the guided practice when writing the paragraph about theme. These students should be pulled into a small group to be given greater scaffolding. • Consider pulling a small group of students for a more guided writing experience, in which moving information from the graphic organizer to the draft is done sentence.



Work Time (continued)	Meeting Students' Needs
<p>C. Writing: Using the Theme Graphic Organizer to Draft a Second Paragraph (20 minutes)</p> <ul style="list-style-type: none">• Tell students they will now be working with the second body paragraph, about theme. Repeat the learning target:<ul style="list-style-type: none">* “I can identify and write clearly about a theme in the myth of Prometheus.”• Ask:<ul style="list-style-type: none">* “How is this different from the learning target we were just working on?” Invite a volunteer to share whole class.• Direct students’ attention back to the Structure of Model Analytical Mini-Essay about Myth anchor chart. Explain that they will follow the same five-step directions as above, only now for their paragraph about theme:<ol style="list-style-type: none">1. Look at the anchor chart.2. Determine the purpose of this theme section.3. Locate the information you need.4. Practice saying the sentences aloud.5. Write it into your paragraph.• Circulate and support students as they work on their paragraph about theme. Encourage students to use transition phrases such as “One example ...,” “In the myth it says ...,” etc. to make sentences flow.• Emphasize to students that after each detail from the text, they need to have a sentence that explains how that detail supports that theme. They have already done this thinking for their graphic organizer. Consider providing a sentence stem such as: “This details shows the theme of _____ by _____.”	



Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Name specific positive behaviors you saw during work time: collaboration, rereading the text for evidence, talking through ideas to clarify, etc. Be as concrete as possible, and link this feedback to the learning targets (e.g., “I heard David and Anita really challenging each other to cite details,” or “So-and-so found two elements of mythology that show up really strongly in the myth”). • Tell students that drafting the two body paragraphs of their analytical mini-essay is sophisticated and rigorous writing work. • Remind the class of the learning targets: <ul style="list-style-type: none"> * “I can identify and write clearly about the elements of mythology in the myth of Prometheus.” * I can identify and write clearly about a theme in the myth of Prometheus.” • Ask students to take 30 seconds to consider: <ul style="list-style-type: none"> * “Which paragraph was more challenging for you to think about, plan, and write?” • Invite a few volunteers to share. Listen for answers such as: “Elements of mythology was more difficult because I had to use two different texts,” or “Theme was more difficult because I had to come up with my own idea or claim.” • Use student responses as a formative assessment of their current strengths and challenges in this work. 	<p>.</p>
Homework	Meeting Students' Needs
<p>A. Catch up on your reading from <i>The Lightning Thief</i>, or re-read your favorite excerpts.</p>	



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Supporting Materials



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Name: _____

Date: _____

Note: Talk with your partner to help you think before you write. But each of you should write your own essay in the space below.

Write an analytical mini-essay that responds to the following questions:

- What are the significant elements of mythology in the Prometheus text? Explain how elements of mythology in the plot make Prometheus a classic myth.
- What is an important theme in this myth? Explain how key details in the myth help to contribute to this theme.

Remember to do the following:

- Write an introduction sentence that introduces both body paragraphs of your writing.
- Write a conclusion that explains how an element of mythology connects to a theme of the myth.

Use evidence from both the myth and the informational text to support your answer.

Introduction Sentence:

Paragraph 1: (Elements of Mythology)

Paragraph 2: (Theme)



Concluding Sentence:
