



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 2: Lesson 17

Planning for Writing: Introduction and Conclusion of a Literary Analysis



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
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 plan the introduction of my literary analysis.
- I can plan the conclusion of my literary analysis.

Ongoing Assessment

- Introduction Paragraph graphic organizer
- Conclusion Paragraph graphic organizer

Agenda

1. Opening

- A. Sharing Theme Graphic Organizers: The Lightning Thief (5 minutes)
- B. Unpacking Learning Targets (2 minutes)

2. Work Time

- A. Planning an Introduction Paragraph (10 minutes)
- B. Planning a Concluding Paragraph (10 minutes)
- C. Reading NYS Writing Rubric—Row 3 (10 minutes)

3. Closing and Assessment

- A. A.Evidence-Based Charades: Celebration of Finishing the Book (8 minutes)

4. Homework

- A. Interpreting the meaning of the Percy’s prophecy: Text-Dependent Questions
- B. Complete planning for introduction and conclusion paragraphs

Teaching Notes

- In this lesson, students plan the introductory and concluding paragraphs of their literary analysis essay using graphic organizers. First, they revisit the model and the Structure of a Literary Analysis anchor chart to get a firm grounding in what their introductory paragraph and conclusion should look like.
- Students’ understanding about structure is deepened in this lesson when they return to the NYS rubric to read Row 3, which is about structure and organization.



Lesson Vocabulary	Materials
coherence, organization, style, precise, transitions, skillful, varied, unified whole, enhance	<ul style="list-style-type: none">• <i>The Lightning Thief</i> (book; one per student)• Students' completed Theme graphic organizers: <i>The Lightning Thief</i> (from Lesson 16)• Model Literary Analysis: Connecting Theme in Prometheus and <i>The Lightning Thief</i> (from Lesson 16)• Structure of a Literary Analysis anchor chart (from Lesson 16)• Introduction Paragraph graphic organizer (one per student)• Conclusion Paragraph graphic organizer (one per student)• NYS Writing Rubric—Row 3 (one per student)• <i>The Lightning Thief</i> word catcher (begun in Unit 2, Lesson 1)• Homework: Interpreting the Prophecy (one per student)



Opening	Meeting Students' Needs
<p>A. Sharing Theme Graphic Organizers: The Lightning Thief (5 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their texts, The Lightning Thief. Invite students to sit with their triads. Ask them to use the first five minutes of class to take turns sharing their Theme graphic organizers: The Lightning Thief (from Lesson 16). • Encourage students to share, and get feedback, on each part of their organizer including claim, details, and thinking about details. • Consider posting questions that students can use to guide their discussion: <ul style="list-style-type: none"> * “How does this detail connect with the theme?” * “How do your details connect with each other?” * “Were there other details from the book that you chose not to use?” 	
<p>B. Unpacking Learning Target (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can plan the introduction of my literary analysis.” * “I can plan the conclusion of my literary analysis.” • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “How are introductions and conclusions similar types of writing?” • Listen for responses, or guide students toward responses, such as: “They are both writing about the whole essay in some way,” or “They are both ‘big idea’ writing, not about details.” • Again, invite students Think-Pair-Share: <ul style="list-style-type: none"> * “How are introductions and conclusions different?” • Listen for responses such as: “The introduction should get the reader interested in the topic, while the conclusion should wrap up the essay in some way.” 	<ul style="list-style-type: none"> • Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Planning an Introduction Paragraph (10 minutes)</p> <ul style="list-style-type: none"> • Display the Model Literary Analysis: “Connecting Theme in Prometheus and <i>The Lightning Thief</i>.” (from Lesson 16) Tell students now that they have determined a theme, they are going to plan an introductory paragraph for a literary analysis about the myth of Cronus. • Invite students to read along silently as you read the introductory paragraph of the Model Literary Analysis. • Display the Structure of a Literary Analysis anchor chart from Lesson 16. Remind students that this is an example of one essay, and that other kinds of essays may have different structures, but this is the kind of essay they will write for the end of unit assessment. • Ask students to zoom in on the structure of the introductory paragraph. Remind them that the introduction paragraph does two things: <ul style="list-style-type: none"> * Provides a one-sentence summary of the myth. * Presents a theme that is in both the myth and <i>The Lightning Thief</i>. • Distribute the Introduction Paragraph graphic organizer. • Invite students to pair up with another student to plan their introductory paragraph on the graphic organizer. Remind students to discuss their ideas before writing and to refer to the Structure of a Literary Analysis anchor chart. • Circulate to assist students in planning their introductory paragraphs. Ask: <ul style="list-style-type: none"> * “How can you begin the paragraph?” * “How did the author begin the model literary analysis? What is it important for the reader to know right at the beginning? Why?” * “What did you determine is the theme of your myth?” * “How does this theme connect with a theme in <i>The Lightning Thief</i>?” • Invite students to get into discussion triads to compare their planning for the introductory paragraph. • Remind them to refer to the Structure of Literary Analysis anchor chart to make sure they have all the information they need to write the same kind of introductory paragraph for their essay. • Ten minutes may be enough time for all students to complete their plans for their introduction. Students should complete planners for homework. 	<ul style="list-style-type: none"> • Providing models of expected work supports all learners but especially supports challenged learners. • Allowing students to discuss their thinking with their peers before writing helps to scaffold student comprehension as well as assist in language acquisition for ELLs. • Consider placing students in homogenous pairs and provide more specific, direct support to students who need it most.



Work Time (continued)	Meeting Students' Needs
<p>B. Planning a Concluding Paragraph (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that they are also going to take time today to begin to plan their conclusion for the essay. Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “In this type of an essay, how are introductions and conclusions similar?” • Listen for responses, or guide students toward responses, such as: “They are both writing about the whole essay in some way,” or “They are both ‘big idea’ writing, not about details.” • Again, invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “How are introductions and conclusions different?” • Listen for responses such as: “The introduction should get the reader interested in the topic, while the conclusion should wrap up the essay in some way.” • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “So how did what we just did as writers when we planned our introductory paragraphs relate to what we are going to do now in planning our conclusions?” • Listen for students to explain that, as with the introductory paragraph, they will be writing about the essay as a whole, but now they are going to wrap it up. • Display and read aloud the concluding paragraph of the Model Literary Analysis: Themes in Prometheus and <i>The Lightning Thief</i>. • Distribute the Conclusion Paragraph graphic organizer. • Direct the class’s attention back to the Structure of a Literary Analysis anchor chart: <ul style="list-style-type: none"> * “Conclusion: Explains how mythology is important today, and why the author of the novel may have chosen to include the myth.” • Invite pairs to discuss: <ul style="list-style-type: none"> * “So how is mythology important today? The model has given you one idea, but what other ideas do you have?” • Invite students to record an idea of why mythology is important on their Concluding Paragraph graphic organizer. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite pairs to discuss:<ul style="list-style-type: none">* “What can you learn from your expert group myth?”• Invite students to record their ideas in the next box on their Concluding Paragraph graphic organizer.• Invite pairs to discuss:<ul style="list-style-type: none">* “Why do you think Rick Riordan included your expert group myth in <i>The Lightning Thief</i>?”• Invite students to record their ideas in the next box on their Concluding Paragraph graphic organizer.• Ten minutes may be enough time for all students to complete their plans for their conclusion. Students should complete the planners for homework.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Reading NYS Writing Rubric—Row 3 (10 minutes)</p> <ul style="list-style-type: none"> Remind students that when they are writing their end of unit assessment, one of the tools they can use to guide them in making sure they write a “great” essay is the NYS Writing Rubric. Display and distribute NYS Writing Rubric—Row 3. Read the criteria box aloud as students follow along silently. Ask students to discuss in triads, highlighting/circling unfamiliar words: <ul style="list-style-type: none"> * “Are there any words you don’t recognize that you think you might need to know to figure out what this criteria means?” Discuss words the students highlight as well as the key academic vocabulary below. Ask students: <ul style="list-style-type: none"> * “What does organization mean? There are a couple of meanings of the word organization. An organization might be some kind of company, but we are talking about the organization of writing. The first part of the word is organize—what does that mean? So what do you think organization might mean?” Cold call students for their responses, and clarify meanings as necessary. Remind students to add new vocabulary to their <i>The Lightning Thief</i> word catcher (begun in Unit 2, Lesson 1). Invite students to discuss in triads, then cold call a couple of triads to share with the whole group: <ul style="list-style-type: none"> * “So now you know what the key academic vocabulary means, how would you paraphrase this phrase?” Listen for, “How the ideas and information in the essay are organized and how precise the language is.” Invite students to paraphrase on their sheets. Focus students on Column 3, the “good” column, point out that there are three sections. They will work with each part separately to make sure they understand all the parts. Remind students that Column 3 is a good literary essay and Column 4 is a great literary essay. Label the columns with “Good” and “Great” headings at the top. Invite students to do the same. Still focusing on Column 3, read the first chunk aloud as students follow along silently. Ask students to discuss in their triads and highlight/circle unfamiliar words: <ul style="list-style-type: none"> * “Are there any words you don’t recognize that you think you might need to know to figure out what this criteria means?” Discuss words the students highlight as well as the key academic vocabulary below. Focus students on one phrase. Ask: “What does <i>with the skillful use of appropriate and varied transitions</i> mean?” Remind students of their use of the words 	<ul style="list-style-type: none"> When reading the row of the rubric, consider using a document camera to visually display the document for students who struggle with auditory processing. Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher. To further support ELLs, consider providing definitions of challenging vocabulary in students’ home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.



variety, various, and varied in Lesson 14.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Cold call students to share; clarify as needed. • Remind students to record new vocabulary on their word catchers. Invite students to discuss in their triads and share with the whole group: <ul style="list-style-type: none"> * “So now that you know what the key academic vocabulary means, how would you paraphrase it?” • Listen for: “Transitions between ideas and information make it easier to understand.” Invite students to paraphrase on their sheets. • Focus the class on the second chunk in Column 3. Ask: <ul style="list-style-type: none"> * “What is domain-specific vocabulary?” • Cold call students to share; clarify as needed. • Invite students to discuss in their triads and share with the whole group: <ul style="list-style-type: none"> * “So now that you know what the key academic vocabulary means, how would you paraphrase it?” • Listen for: “The style is formal, and there is sophisticated vocabulary specific to the topic.” Invite students to paraphrase on their sheets. • Focus students on the third and final chunk of Column 3, and ask: <ul style="list-style-type: none"> * “What is a concluding statement? What is a statement? So what is a concluding statement?” • Point out that they just spent some time planning their own concluding statement. • Remind students to record new vocabulary on their word catchers. • Invite students to discuss in their triads: <ul style="list-style-type: none"> * “So now that you know what the key academic vocabulary means, how would you paraphrase it?” • Listen for: “There is an interesting conclusion.” Invite students to paraphrase on their sheet. • Remind them that the rubric is complicated: They will keep working to understand it all year as they continue to develop as writers. 	<ul style="list-style-type: none"> • ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know. • Consider placing students in homogenous pairs and provide more specific, direct support to students who need it most.



Closing and Assessment	Meeting Students' Needs
<p>A. Evidence-Based Charades: Celebration of Finishing the Book (8 minutes)</p> <ul style="list-style-type: none"> • Invite students to sit in triads. Explain that they are going to play “Evidence-Based Charades.” Briefly explain this simple variation of charades: <ol style="list-style-type: none"> 1. They choose part of the book to create a frozen picture (like a “freeze frame”). 2. Every student in the triad needs to be in the frozen picture. • Give students 5 minutes to choose part of the book and to perfect their frozen picture. • Invite each triad to show their frozen picture to the whole group. Invite the group to look at the frozen picture and refer to their novel to identify which part of the story it is. Challenge the students in the “audience” to cite evidence from the book to support their claim. • Distribute Homework: Interpreting the Prophecy. 	
Homework	Meeting Students' Needs
<p>A. Interpreting the meaning of the Percy’s prophecy: Text-Dependent Questions</p> <p>B. Complete planning for introduction and conclusion paragraphs</p>	



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 2: Lesson 17

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



.....
Name:

.....
Date:

What important details do you want to include in your summary of the myth of Cronus?

*

*

How can you introduce the theme for both *The Lightning Thief* and the myth of Cronus?



.....
Name:

.....
Date:

How is mythology important today?

What can you learn from the myth of Cronus?

Why do you think Rick Riordan included this myth in *The Lightning Thief*?



CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
<p>Coherence, Organization, and Style:</p> <p>the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<ul style="list-style-type: none"> exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice provide a concluding statement or section that is compelling and follows clearly from the topic and information presented 	<ul style="list-style-type: none"> exhibit clear organization, with the use of appropriate transitions to create a unified whole establish and maintain a formal style using precise language and domain-specific vocabulary provide a concluding statement or section that follows from the topic and information presented 	<ul style="list-style-type: none"> exhibit some attempt at organization, with inconsistent use of transitions establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary provide a concluding statement or section that follows generally from the topic and information presented 	<ul style="list-style-type: none"> exhibit little attempt at organization, or attempts to organize are irrelevant to the task lack a formal style, using language that is imprecise or inappropriate for the text(s) and task provide a concluding statement or section that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> exhibit no evidence of organization use language that is predominantly incoherent or copied directly from the text(s) do not provide a concluding statement or section

Notes:



.....
Name:

.....
Date:

Directions: Reread the prophecy from the beginning of *The Lightning Thief*. Answer each questions, **providing a page number as evidence for each of your answers.**

“You shall go west, and face the god who has turned,
You shall find what was stolen, and see it safely returned,
You shall be betrayed by one who calls you friend,
And you shall fail to save what matters most, in the end.”

1. What god did Percy, Annabeth, and Grover meet that turned in some way?

Page: _____

2. Who has this god turned against?

Page: _____

3. Did Percy find what was stolen? What?

Page: _____

4. Was Percy betrayed by someone he called friend? How?

Page: _____