



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 2: Lesson 20

End of Unit Assessment, Part 2:

Final Draft of 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)	
<p>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</p> <p>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</p> <p>I can use correct grammar and usage when writing or speaking. (L.6.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can use my draft to write a final, best version of a literary analysis describing how the theme is communicated in the myth, how the theme is communicated in <i>The Lightning Thief</i>, and how the myth contributes to the theme in the novel. I can self-assess my end of unit literary analysis against the NYS Writing Rubric. 	<ul style="list-style-type: none"> Final literary analysis

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Reading NYS Writing Rubric—Row 4 (10 minutes)</p> <p>B. Writing a Final Draft of a Literary Analysis (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Self-Assessing against the NYS Writing Rubric (8 minutes)</p> <p>4. Homework</p> <p>A. <i>The Lightning Thief</i>: How is Percy a Hero? Answer the question using evidence from the novel to support your ideas.</p>	<ul style="list-style-type: none"> In previous lessons, students have drafted and revised a literary analysis. In this lesson, students write their final, best version of their draft and self-assess their final version against the NYS Writing Rubric. They conclude this unit by sharing something they are proud of from their work with myths and their practice writing literary analyses. If technology is available, students could be given the option to word process their literary analyses. Post: Learning targets, end of unit assessment prompt.



Lesson Vocabulary	Materials
<p>self-assessing; control of conventions, demonstrates command, capitalization, punctuation, error, hinder</p>	<ul style="list-style-type: none"> • NYS Writing Rubric—Row 4 (one per student) • <i>The Lightning Thief</i> word catcher (begun in Unit 2, Lesson 1) • End of Unit 2 assessment prompt (from Lesson 12; provided again in this lesson for ease of reference) • <i>The Lightning Thief</i> (book; one per student) • Model Literary Analysis: “Connecting Themes in Prometheus and <i>The Lightning Thief</i> (from Lesson 14; one per student) • Structure of a Literary Analysis anchor chart (from Lesson 14) • Stars and Steps recording form (from Lesson 19; students completed this during Peer Critique) • NYS Writing Rubric (Introduced in Lesson 12. One per student - a clean copy for students to use for their self-assessment) • Homework: <i>The Lightning Thief: How Is Percy a Hero?</i> (one per student)

Opening	Meeting Students’ Needs
<p>A. 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 use my draft to write a final, best version of a literary analysis describing how the theme is communicated in the myth, how the theme is communicated in <i>The Lightning Thief</i>, and how the myth contributes to the theme in the novel.” * “I can self-assess my end of unit literary analysis against the NYS Writing Rubric.” • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “So now that you have seen the learning target for this lesson, what do you think you will be doing today? Why?” • Listen for: “Writing a final, best version of our literary analyses and self-assessing it against the NYS Writing Rubric.” <ul style="list-style-type: none"> * “What does <i>self-assessing</i> mean?” • Listen for: “Determining how well we think we have done using the rubric.” 	



Work Time	Meeting Students' Needs
<p>A. Reading NYS Writing Rubric—Row 4 (10 minutes)</p> <ul style="list-style-type: none"> • Display and distribute NYS Writing Rubric—Row 4. Read the criteria box aloud as students follow along silently. Ask students to discuss in triads and then share with the group: <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 to have a quick 30-second discussion in their triad, and then cold call groups to share their suggestions: <ul style="list-style-type: none"> * What does <i>control of conventions</i> mean? Well, what are conventions? So what is control of conventions?” * “What does <i>demonstrates command</i> mean? If you can command something, what does that mean?” * “What are <i>the conventions of standard English grammar</i>?” * “What is <i>capitalization</i>?” * “What is <i>punctuation</i>?” • Remind students to record new vocabulary on their The Lightning Thief word catcher. • Invite students to discuss in triads and then share with the group: <ul style="list-style-type: none"> * “So now that you know what the key academic vocabulary means, what does the whole thing mean? How would you paraphrase it?” • Listen for: “How well grammar, spelling, punctuation, and capitalization have been used.” • Invite students to paraphrase this on their own sheet. • Remind students that Column 3 is a good literary essay and Column 4 is a great literary essay, and label the columns with “Good” and “Great” headings at the top. Invite students to do the same. • Read aloud the content of Column 3 as students read along silently. Ask students to discuss in their triads and share: <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 to have a quick 30-second discussion in their triad, and then cold call groups to share their suggestions: 	<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. • 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.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* "What does appropriate command of conventions mean?"* "What does occasional errors mean?"* "What does not hinder comprehension mean?"• Remind students to record new vocabulary on their word catcher.• 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, what does the whole thing mean? How would you paraphrase it?"• Listen for: "There aren't many grammar mistakes."• Invite students to paraphrase this on their sheet.• Invite students to Think-Pair-Share to compare the good and great columns (under numbers 3 and 4):<ul style="list-style-type: none">* "What is different about these columns?"* "What do you have to do to get a 'great'?"• Listen for: "To get a great, there should be very few grammar, punctuation, or spelling mistakes."• Invite triads to discuss what the key words are that make the difference between a literary essay being good and great.• Listen for: "Few errors."• Highlight/circle those words on the display copy and invite students to do the same. Remind students that they have focused specifically on using sentence variety and correct use of pronouns, so they should focus their revisions there.	



Work Time (continued)	Meeting Students' Needs
<p>B. Writing a Final Draft of a Literary Analysis (25 minutes)</p> <ul style="list-style-type: none">• Give students specific positive praise on actions you have seen them taking as they have thought about, planned, drafted, critiqued, and revised. For example: “I have been so pleased to see many of you revising some of your sentences with pronouns to make sure they are clear rather than confusing.” Tell them that they are now at the end of the writing process and are going to write a final, best version of their literary analysis.• Display the end of unit assessment prompt (from Lesson 12):<ul style="list-style-type: none">* “What is a theme that connects the myth of Cronus and <i>The Lightning Thief</i>? After reading the myth of Cronus and the novel <i>The Lightning Thief</i>, write a literary analysis in which you do the following:<ul style="list-style-type: none">* Summarize the myth and present a theme that connects the myth and the novel.* Describe how the theme is communicated in the myth.* Describe how the theme is communicated in <i>The Lightning Thief</i>.* Explain why myths still matter and why the author may have chosen to include this myth in the novel.• Remind students that they can use all their resources as they prepare their final draft:<ul style="list-style-type: none">* <i>The Lightning Thief</i>* Model Literary Analysis: Themes in Prometheus and <i>The Lightning Thief</i>* Structure of a Literary Analysis anchor chart* Peer critique stars and steps* NYS Writing Rubric• Remind students that because this is an assessment, they will write their final draft version of their literary analysis independently. Ask them to begin. Circulate to observe.	



Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessing against the NYS Writing Rubric (8 minutes)</p> <ul style="list-style-type: none">• Distribute a new NYS Writing Rubric for students to use for self-assessing their literary analysis. Invite them to “think like the teacher” and to go through each row of the rubric highlighting/underlining where they think their literary analysis fits best and underlining parts of their literary analysis that show evidence of the criteria in the rubric.• Collect students' literary analyses, self-assessments, drafts, and peer critique forms.• Distribute Homework: The Lightning Thief: How Is Percy a Hero?	
Homework	Meeting Students' Needs
<p>A. <i>The Lightning Thief</i>: How is Percy a Hero? Answer the question using evidence from the novel to support your ideas.</p> <p><i>Note: Be prepared to return students' mid-unit assessment mini-essays in Lesson 14. In your scoring, focus on Rows 1 and 2 of the NYS Writing Rubric, as those are the most important rows in terms of helping students begin to write effectively with evidence. Students will be familiar with both of those rows by Lesson 14.</i></p>	



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 2: Lesson 20

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.



What is a theme that connects the myth of Cronus and The Lightning Thief? After reading the myth of Cronus and the novel *The Lightning Thief*, write a literary analysis in which you do the following:

- Summarize the myth and present a theme that connects the myth and the novel
- Describe how the theme is communicated in the myth
- Describe how the theme is communicated in *The Lightning Thief*
- Explain why myths still matter and why the author may have chosen to include this myth in the novel

You will have the opportunity to discuss the reading and your thinking with your partner before writing independently.



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>CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts</p>	<ul style="list-style-type: none"> clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose demonstrate insightful analysis of the text(s) 	<ul style="list-style-type: none"> clearly introduce a topic in a manner that follows from the task and purpose demonstrate grade-appropriate analysis of the text(s) 	<ul style="list-style-type: none"> introduce a topic in a manner that follows generally from the task and purpose demonstrate a literal comprehension of the text(s) 	<ul style="list-style-type: none"> introduce a topic in a manner that does not logically follow from the task and purpose demonstrate little understanding of the text(s) 	<ul style="list-style-type: none"> demonstrate a lack of comprehension of the text(s) or task
<p>COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection</p>	<ul style="list-style-type: none"> develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) sustain the use of varied, relevant evidence 	<ul style="list-style-type: none"> develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) sustain the use of relevant evidence, with some lack of variety 	<ul style="list-style-type: none"> partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant use relevant evidence inconsistently 	<ul style="list-style-type: none"> demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant 	<ul style="list-style-type: none"> provide no evidence or provide evidence that is completely irrelevant



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: 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
<p>CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<ul style="list-style-type: none"> demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> are minimal, making assessment of conventions unreliable



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: 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
<p>CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<ul style="list-style-type: none"> demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> are minimal, making assessment of conventions unreliable



Name: _____

Date: _____

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:
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	<ul style="list-style-type: none"> demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> are minimal, making assessment of conventions unreliable

Notes:



Name:

Date:

Answer the question: How is Percy a Hero? Use evidence from the text to support your ideas.

How is Percy a Hero?	Evidence from <i>The Lightning Thief</i>