

UNIT 3



Simplify  
Writing®

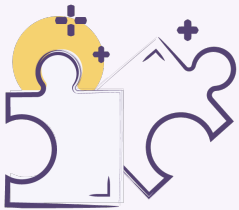
**Argumentative Writing**

**Literature Analysis**

**Sample Lesson Plans**

**6<sup>th</sup> Grade**

# The Simplify Writing<sup>®</sup> Method



**Direct Instruction:** Students learn best when the writing standards are modeled in short, clear lessons that they can then apply in their own writing. Each of our lessons takes about 10-15 minutes. Teachers should model their writing in front of students using our teacher models.



**Fluid Grammar:** Grammar instruction should naturally flow into student writing. We incorporate each skill in a way that naturally fits into the unit and provides students with an action item to apply it in their writing. We provide a grammar library for additional practice or intervention.



**Differentiation:** We know firsthand that each classroom is made up of a diverse group of students. Our resources provide the flexibility teachers need to reach students with varying experiences, background knowledge, and ability levels. Browse the Intervention, Spelling, or ELL Modification libraries for differentiation help.



**Support:** Teachers are more successful when they receive adequate training on a new curriculum. We walk teachers through using the Simplify Writing<sup>®</sup> materials in every step of their writing instruction, and we provide ongoing email support to address any questions or issues they have in their writing block. Teachers who take our included course have better outcomes.

Take the *Success For Simplify Writing<sup>®</sup> Course* in your dashboard before beginning.

# Pacing Guide

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**Purpose:** I can identify the elements of an argumentative literary analysis.

**Standard(s):**

**CCSS.ELA-LITERACY.W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**Materials**

- Literary Analysis anchor chart
- Teacher Reference 3.1a
- Student page(s) 3.1b

**Learning Goal**

Student will be able to identify specific elements that classify a piece of writing as a literary analysis (argument).

**Success Criteria**

- **Criteria 1-** Student identifies at least one example of each element in the provided text.
- **Criteria 2-** Student provides text-specific examples to justify how the author uses each element.

*\*Note: Before beginning this unit, introduce and read aloud the book Thank You Mr. Falker, by Patricia Polacco, on which the teacher model is based.*

**Mini-Lesson Steps (15 min.):**

1. Discuss the definition of argumentative writing by comparing about the difference between a fight between friends and a formal debate. Explain that this unit will involve a specific type of formal argumentative writing that involves identifying and analyzing a piece of literature.
2. Display “Literature Analysis” anchor chart and through each element, clearing misconceptions and clarify, as needed using the “Guiding Questions” (3.1a) as a model.
3. Provide students with a copy of the text “The Influence of Others” (3.1b). Read the text aloud with students, stop and discuss as needed.
4. Invite students to use the color-coding method to identify the first element in the text (claim/statement). Next, guide students through explaining/justifying how the author accomplishes or illustrates this element in the text using the chart.

*Note: Remind students throughout the unit that they should refer back to the anchor chart when writing their own drafts.*

**Independent Portion (15-30 min.):**

1. Allow students to continue working through the text, using the color-coding checklist system to identify examples of how the author successfully uses each element in their writing. Students will need to justify the specific ways the author accomplishes or illustrates each element using the chart.
2. Provide individual conferencing to students, as needed, to check for understanding or to provide support for students who are struggling.

**Closure (5-7 min.):**

1. Have students pair and share their color-coding or review work as a whole class.

## Mini-Lesson Overview

### How it sounds:

- “What comes to mind when you hear the word ‘argument’?” *[Give students time to think.]* “There can be a lot of different variations, from a spat between friends to a political debate. What did you picture?” *[Have students share with a partner.]* “Now, think about a formal debate between political candidates or even members of a debate team. How do those differ?” *[Allow students to share with a partner.]*
- “I heard some great comparisons.” *[Repeat some student answers.]* “The way that two people argue during a debate is very structured and formal. You would notice, during a formal debate, that the participants try to argue with *ideas* rather than the other person. This keeps their tone formal, which is what we want to do with our essay.”
- “Today, our goal is to learn about the elements of a specific type of argument writing called Literary Analysis. It is a *type* of argument, because the elements use some of the techniques for argument, but how would we argue about literature?” *[Allow student input.]*
- *[Display “Literature Analysis” anchor chart.]* “Let’s look over the elements of a literary analysis together.” *[Discuss using “Guiding Questions” (3.1a) as a guide.]*
- “When we read a story, poem, or article, we understand it through connections to our own life experience, other things we’ve read, etc. When we write a literary analysis essay, we are *arguing* for his or her interpretation of the author’s meaning.”
- “Let’s look at an example of an argumentative literary analysis called, ‘The Influence of Others.’” *[Distribute “The Influence of Others” (3.1b) and read aloud.]* *[Pause, stop and discuss as needed.]*
- “Let’s identify and analyze the elements that the author uses, as well as *why* they are important to the essay. You will use these elements in your own draft.”
- “Using the color-coding system, let’s use the color key to identify the first element. Can you find an example of where the author makes a *claim* that is based on the text? Remember, a claim is a specific argument you are trying to make about the topic that may be debatable.”
- “Now, it’s your turn. I will use the color-coding system to identify examples of the ways the author successfully illustrates each literary analysis element. Make sure to explain how the author uses each element of the chart.”

*Note: Remind students throughout the lesson that they should refer back to this checklist when writing their own draft.*

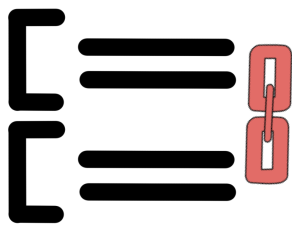
Checklist: Highlight any <b>modifications</b> you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
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# A Literature Analysis is

a type of writing that examines a piece of literature to explain or argue a point.



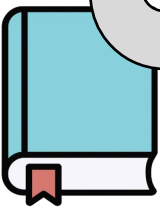
It has a claim or thesis statement that states the main idea with a clear focus.



It groups information by category using topic sentences with transition words to link ideas.



Elaboration, detail, and evidence should be added to support ideas, along with commentary to explain what it means.



It includes a summary of the piece of literature to provide important background information for readers.



A formal style of language is used, avoiding first- and second-person pronouns and slang.

## The Influence of Others

Being able to read is a skill we learn from others. The book *Thank You, Mr. Falker* by Patricia Polacco, tells the story of Trisha, a young girl who struggles with reading in school. Despite her challenges, Trisha learns to love school and eventually learns to read. Throughout the book, we read about the different people in Trisha's life who impacted her education. The theme of the story is that people have lasting positive or negative effects on others.

Trisha's grandparents play an important role in her life as a young girl. In the beginning, Trisha's grandfather does something special for her. He reads to her on a book and tells her, "Knowledge is like the bee that made the sweet honey, you have to chase it through the pages of a book!" (pg. 1). Polacco shows that this is a special moment because when Trisha finally learns to read, she reads the ritual. Her grandfather has a strong, positive influence on her throughout this novel. Also, Trisha's grandmother has a positive, lasting effect on her. When Trisha struggles with feeling different, her grandmother tells her, "You are the smartest, luckiest, dearest little thing ever." (pg. 7). Afterwards, Trisha feels better about not being able to read because she felt safe and loved.

The theme is also developed through the way the kids at school impact Trisha's life. However, her classmates have a negative, lasting effect on her. Some of the kids, especially a boy named Eric, mean to her. They make fun of her, calling her names like 'dummy' and 'stupid'. This affects Trisha so much that she feels "completely alone" (pg. 2). Eric not only does this to Trisha, but he encourages the others to bully her as well. Trisha hides under the stairs during recess just to avoid the constant teasing. Even though the insulting affects Trisha so much that she believes they are true. She is convinced she is ugly, stupid, and dumb.

Luckily, Mr. Falker becomes Trisha's 5th grade teacher, strongly influencing Trisha for the better. The author shows two main ways in which he has a positive effect on her. First, he is kind to her, telling her that she is cunning and brave. Trisha realizes she feels better around her teacher. "The only time she was really happy was when she was around Mr. Falker," (pg. 20).

### Color-Coding Key

Pink = Claim (thesis statement)

Green = Reasons

Yellow = Elaborative Details

Orange = Book summary, author/title

Underline = Evidence from the book

Most importantly, Mr. Falker teaches Trisha to read. He is the first teacher who notices that Trisha needs help reading. He convinces her that she is smart to have made it this far in school on her own. So, every day after school Trisha spends extra time studying her letters, sounds, and learning to read with Mr. Falker. Eventually, she is able to read a whole paragraph in a book. Finally being able to read makes Trisha so happy that she cries when she gets home. The author, Patricia Polacco, shows the reader how much Mr. Falker impacted Trisha's life when she confesses that she is actually Trisha, and the book is about her. Polacco explains how the teacher Falker changed her life and helped her to eventually become an author and a student.

Polacco makes it clear that one theme of the story is how others can influence people for better or worse. The bullies at school have a negative impact on Trisha because they make her think she is dumb. However, Trisha overcomes the difficulties in her life and learns to read thanks to her grandparents and Mr. Falker. They never stopped believing in her and helped her find confidence about herself. Mr. Falker also took the time to teach her to read. These positive influences changed Trisha's life for the better.

Sample

#### Color-Coding Key

Pink = Claim (thesis statement)

Green = Reasons

Yellow = Elaborative Details

Orange = Book summary, author/title

Underline = Evidence from the book

**Purpose:** I can brainstorm ideas that address a provided prompt based on a text I've read.

**Standard(s):**

**CCSS.ELA-LITERACY.W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**Materials**

- Student page(s) 3.2a

**Learning Goal**

Student will be able to choose a book to write about and brainstorm possible themes that relate to it.

**Success Criteria**

- **Criteria 1-** Student selects a short story or piece of literature on which to base their writing.
- **Criteria 2-** Student completes the brainstorming web with possible themes and subjects to write about.

*\*Note: Before this lesson, encourage students to bring in a book they have read recently so they can use it as the source for their essays. If students struggle, you can supply a variety of grade-level picture books and provide extra time for students to read them.*

**Mini-Lesson Steps (15 min.):**

1. Display the following prompt: *Choose a short story or novel you've read recently. Write an essay analyzing one of the story, using evidence from the text to illustrate how the author develops this theme.*
2. Facilitate a discussion to view the concept of theme. Emphasize the idea that theme is a central message about a text, not a one-time idea.
3. Display "Brainstorming" (3.2a). With student input, brainstorm themes to the book *Thank You, Mr. Falker*, by Patricia Polacco. Using a teacher model as a guide, model choosing one theme from the web to write about.

**Student Work (15-30 min.):**

1. Students will select a short story/piece of literature that they will be able to write about. *[Note: the teacher may choose to assign a specific piece of literature for all students to analyze OR allow students to make individual selections.]*
2. Distribute "Brainstorming" (3.2a). Students will work independently to brainstorm possible themes of their chosen book in the brainstorming web.
3. Circulate and conference as needed to make sure students have chosen an appropriate book and a suitable theme that relates to it.

**Closure (5-7 min.):**

1. Call on students to share the book and theme they've chosen to write about.

## Mini-Lesson Overview

### How it sounds:

- *[Display the writing prompt.]* “Here is our writing prompt for this unit. Let’s read it together. Choose a short story or novel you’ve read recently. Write an essay analyzing the theme of the story, using evidence from the text to illustrate how the author develops this theme.” *[Note: the teacher may choose to assign a specific piece of literature for all students to analyze OR allow students to make individual selections.]*
- “What is theme? How can we determine the theme of a story?” *[Allow students to share ideas and review the concept of theme.]* “Remember, a theme is like the central message about a text. One book can have several themes. However, a theme is more than a one-word idea. For example, a theme about the idea of honesty might be *It is important to always tell the truth.*”
- *[Display “Brainstorming” 3.2a.]* “Our text will be based on the book *The Boy Who Swam to New York*, by Patricia Polacco. Let’s brainstorm some possible themes that relate to the story.” *[With student input, model how to write ideas on a web, using the teacher model as a guide.]*
- “According to the prompt, I need to analyze the theme of the story and use evidence from the text to show how the author develops that theme. I want to choose a theme that has enough evidence from the story to write about. This is what my claim will focus on. I think the theme, ‘people have a lasting effect on others,’ is the strongest theme for me to write about.”
- “Now, it is your turn. Think about a book you’ve read recently and know well. Use the web to brainstorm themes related to your story. Then, choose the theme you feel you can write the strongest claim about.”

Sample

Check and highlight any **modifications** you will make for this particular lesson:

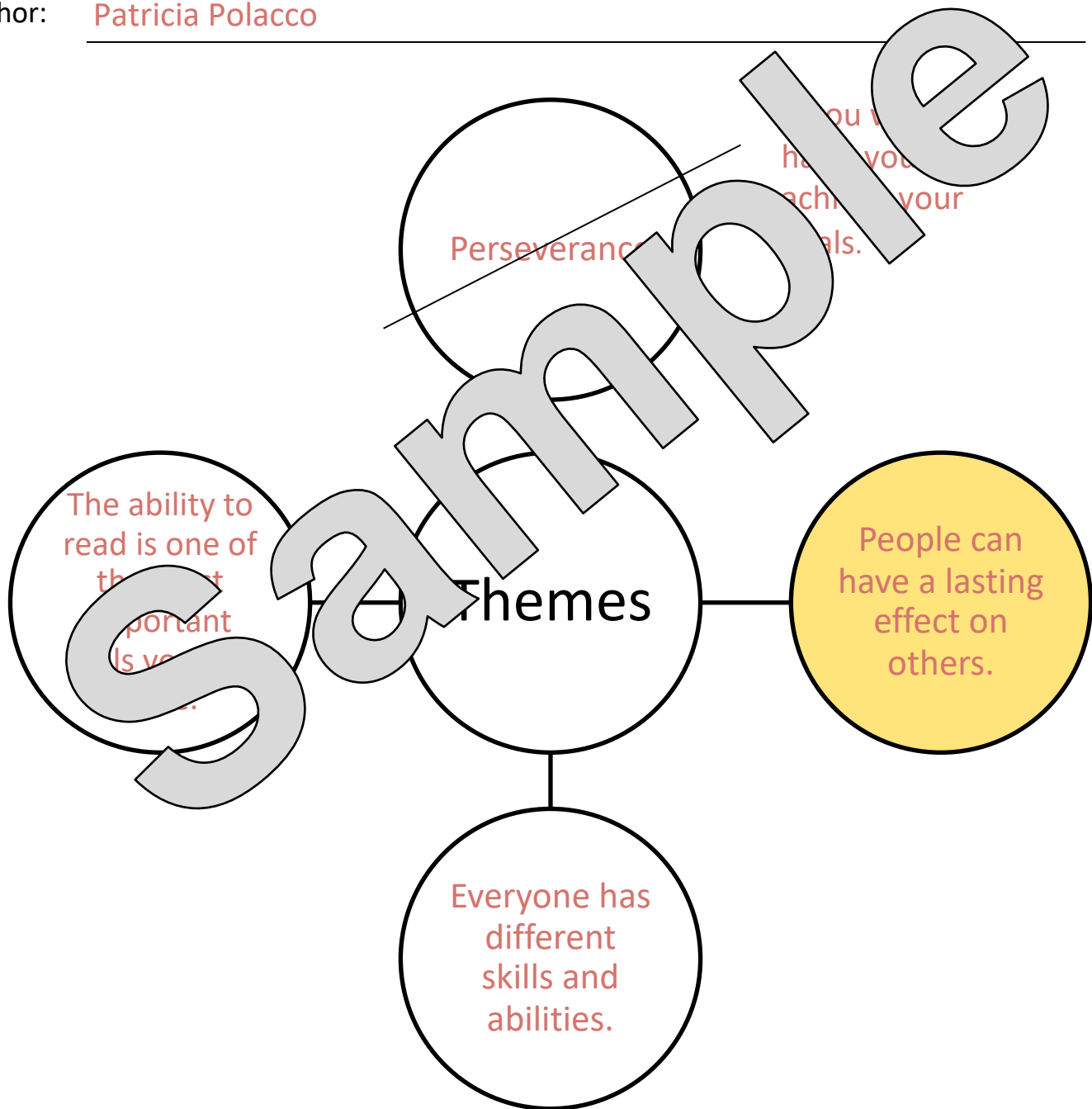
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# Brainstorming

**Prompt:** Choose a short story or novel you've read recently. Write an essay analyzing the theme of the story. Use evidence from the text to illustrate how the author develops this theme.

Text Name: Thank You, Mr. Falker or Thank You, Mr. Falker (typed)

Author: Patricia Polacco



**Purpose:** I can gather text evidence that supports my claim about the book's theme.

**Standard(s):**

**CCSS.ELA-LITERACY.W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.6.1.A:** Introduce claim(s) and organize the reasons and evidence clearly.

**CCSS.ELA-LITERACY.W.6.1.B:** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

### **Materials**

- Student page(s) 3.3a

### **Learning Goal**

Student will develop a list of their own ideas and evidence from their chosen text to support their claim (theme).

### **Success Criteria**

- **Criteria 1-** Student completes a brainstorming organizer with their own ideas and text evidence to support their claim (theme).

### **Mini-Lesson Steps (15 min.):**

1. Review discussions from yesterday and introduce the mini-lesson topic for today: brainstorming supporting evidence. Explain the purpose of including supporting evidence in an argumentative literary analysis writing piece.
2. Review the writing prompt and the selected character theme based on the text. Explain that the claim statement will focus on arguing the theme of the story and supporting evidence will explain details from the text that the author used to develop the theme.
3. Display “Brainstorming: Evidence” (3.3a). With students sharing input, model how to brainstorm evidence from the book that supports the theme of how people can have a lasting effect on others. Using the teacher model as a guide, model how to skim back through the book to find supporting evidence, recording page numbers and text evidence on the chart.
4. Remind students that today is just a “brain dump” of ideas. Any ideas that relate to the selected theme can be added on the chart.

### **Student Portion (15-30 min.)**

1. Distribute “Brainstorming: Evidence” (3.3a). Students will use their book to brainstorm ideas that support their claim statement, along with supporting evidence from the text.
2. Circulate and conference as needed to ensure students are correctly finding text evidence that supports their own ideas.

### **Closure (5-7 min.):**

1. With a partner, students will share their claim and 2 pieces of supporting evidence. Partners may give feedback to ensure the evidence relates directly to the theme.

## Mini-Lesson Overview

### How it sounds:

- “Yesterday, you chose a book that you can use to write an argumentative essay about the theme. You brainstormed possible themes and chose the strongest one. You will use that theme to write a claim statement for your essay. Today, we will be brainstorming supporting ideas and evidence for our essays.”
- “Pieces of supporting evidence are examples that help to support our claim. The more supporting evidence we have, the stronger our claim will be.”
- “Here is the organizer we will use to record our claim and evidence.” *[Display “Brainstorming: Evidence” (3.3a).]*
- “I am writing about the book *Thank You, Mr. Falker*, and I chose the theme I chose yesterday: ‘people have a lasting effect on others.’”
- “How do we know that this is the theme of the story? What evidence from the story can we find to support this idea? Remember, the prompt asks us to use evidence to show how the author develops the theme.” *[With student model, model how to skim back through the story to find examples of characters who have a lasting effect on Trisha’s life.]*
- “It’s important to keep track of the page numbers where we find each piece of evidence. This will help us when we go back to write direct quotes. Let’s record our page numbers here.”
- “Remember, today we are just doing a ‘brain dump.’ We can write the evidence in any order and want to look for as much supporting evidence as we can find.” *[Using the teacher model as a guide, continue to add ideas onto the organizer, tracking the page number in the correct column.]*
- “Now it’s your turn. First, write your claim statement at the top. It should be based on the theme you selected yesterday. Then, write your ideas for supporting evidence. You should use the prompt to guide you and scan for examples that support the theme you chose and write down the page numbers as well.”

Check and highlight any **modifications** you will make for this particular lesson:

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# Brainstorming: Evidence

**Prompt:** Choose a short story or novel you've read recently. Write an essay analyzing the theme of the story. Use evidence from the text to illustrate how the author develops this theme.

## Claim (theme):

People can have a lasting effect on others.

## Supporting Evidence

## Location

Trisha's grandpa drizzles honey on a book and tells her that she has to turn to learn to read.

Trisha goes on walks with her grandma and talks to her about feeling different. Her grandma tells her that she is smart.

A boy calls Trisha "dummy" on the playground.

Mr. Falker tells Trisha that she is a brilliant artist.

Other kids laugh when she reads aloud.

Eric bullies Trisha with names, pulling her hair, and dancing around her to annoy her.

Mr. Falker asks Trisha to stay after school and work on her letters.

Mr. Falker teaches Trisha to read and tells her she is brave.

Trisha (Patricia Polacco) meets Mr. Falker at a wedding years later and tells him how she became an author thanks to him.

**Purpose:** I can write a lead and claim for my argumentative essay that are aligned with the text and the writing prompt.

**Standard(s):**

**CCSS.ELA-LITERACY.W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.6.1.A:** Introduce claim(s) and organize the reasons and evidence clearly.

**Materials**

- Student page(s) 3.6a-b

**Learning Goal**

Student will be able to write a lead and claim for their introduction paragraph that is aligned with the text and the prompt.

**Success Criteria**

- **Criteria 1-** Student writes a strong lead that is based on the text.
- **Criteria 2-** Student writes a claim statement aligned with the prompt.

**Mini-Lesson Steps (15 min.):**

1. Activate prior knowledge by asking if students can remember the three parts of an introduction.
2. Display and distribute “Introduction Elements” (3.6a). Review the elements of the introduction, pointing out the summary sentences as a new element. Model how to identify each part in the text paragraph, using the teacher model guide.
3. Display “Lead and Claim” (3.6b). Explain that today, students will write their lead and claim and tomorrow will write their summary sentences.
4. Review the purpose of a lead and model the different types of leads using the teacher model guide, emphasizing how they should relate to the text. Model choosing the lead from the text.
5. Review the steps of writing a claim. Emphasize that it should be aligned with the prompt. Model how to complete the chart.

**Student Activity (15-30 min.):**

1. Distribute “Lead and Claim” (3.6b). Students will complete the organizer to write several possible leads and a claim statement.
2. Circulate and conference as needed to make sure students are writing leads and claims that are aligned with the text and the prompt.

**Closure (5-7 min.):**

1. Students will pair and share their lead sentences and give partners feedback. Students will choose the strongest lead to use for their introduction paragraph and circle it on the organizer.

## Mini-Lesson Overview

### How it sounds:

- “Do you remember the three parts to an introduction paragraph that we learned?” *[Get student input.]* “The three parts we’ve learned are: lead, connecting sentences, and a claim.”
- *[Display and distribute “Introduction Elements” (3.6a).]* “For a literary analysis piece, we want our connecting sentences to give our readers background information about the book we are writing about, in case they haven’t read the story. We will call these connecting sentences ‘summary sentences.’”
- “Let’s see if we can find each element in the text.” *[Model how to annotate each element as shown on the teacher model, with students marking their copy as well.]* “We’ll focus on writing the lead and claim of our introduction. Tomorrow we’ll add in the summary sentences.”
- *[Display “Lead and Claim” (3.6b).]* “We’ve learned several different strategies for creating an engaging lead. Let’s review them by writing some example leads for the text.” *[With student input, model writing a sentence for each lead type, using the teacher model as a guide.]*
- “We want to make sure our lead is based on the book, but also connects to the writing prompt. Since the prompt is related to the theme of the book, I want to choose a lead that relates to the theme of how people learn from others. I’ll choose the lead that relates to learning to read from others.”
- “A claim tells your reader what you will prove about the text using reasons and evidence in the following paragraphs. It ties all the information in your body paragraphs together. Let’s work together to write a claim about *Thank You, Mr. Falker*.” *[With student input, complete the organization chart using the teacher model as a guide.]*
- “Now it’s your turn. Use ‘Lead and Claim’ (3.6b) to write some leads and a claim based on your book. When you finish, you will share the leads you wrote with a partner and choose the strongest one. We’ll use the lead and claim you write for your introduction paragraph.”

Highlight any <b>modifications</b> you will make for this particular lesson:	
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# Introduction Elements

The introduction paragraph of argumentative (lit. analysis) writing has 3 parts:

1. Lead
2. Summary Sentences
3. Focused Claim

Being able to read is a skill people learn from others. The book *Thank You, Mr. Falker* by Patricia Polacco, tells the story of Trisha, a young girl who struggles with reading in school. Despite her challenges, Trisha learns to love school and eventually learns to read. Throughout the book, we read about the different people in Trisha's life who impacted her education. The theme of the story is that people have lasting positive and negative effects on others.

Expectations	
	<p>Ask your reader using one of the following:</p> <ul style="list-style-type: none"> <li>• Rhetorical Question</li> <li>• Interesting Fact</li> <li>• Statistic</li> <li>• Definition/Description</li> <li>• Quote</li> </ul>
Summary Sentences	<p>Give context to your reader, who may not have read this piece before. State the title and author. Introduce the main character(s), setting, and summarize the plot and main conflict/resolution.</p>
Claim	<p>Make a statement that tells your readers what you will prove about the text using reasons and evidence in the following paragraphs. Be sure it aligns to the prompt.</p>

# Lead and Claim

A lead is a way to hook your reader into your writing piece. Great leads engage your reader by getting their attention and making them think about the topic.

Lead Ideas	
Question	How do people learn to read?
Interesting Fact or Thought	Being able to read is a skill we learn from others.
Statistic	It is estimated that 5-15% of children have a learning disorder that affects their ability to read.
Definition or Description	Dyslexia is a common learning disorder that causes difficulty with reading and spelling.
Quote, Proverb, or Saying	"The honey is sweet and so is knowledge, but knowledge is like the bee who makes the honey, it has to be chased through the thicket of a book!"

A claim tells your readers what you prove about the text using reasons and evidence in the following paragraphs. All of the information in your body paragraphs together.

Writing a Claim	Questions to Ask Yourself
What does the prompt want me to write about?	The prompt wants me to "analyze the theme of the story, using evidence from the text to illustrate how the author develops this theme."
What am I trying to prove about the text?	I am trying to prove that the theme of the story is about how people have a lasting effect on others.
My Claim:	The theme of the story is that people have lasting positive or negative effects on others.

**Purpose:** I can write the summary sentences to include in my introduction paragraph.

**Standard(s):**

**CCSS.ELA-LITERACY.W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.6.1.A:** Introduce claim(s) and organize the reasons and evidence clearly.

**CCSS.ELA-LITERACY.W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Materials**

- Titles of Works anchor chart
- Student page(s) 3.7a

**Learning Goal**

Student will be able to write summary sentences that include the title, author, main character(s), setting, conflict, and resolution.

**Success Criteria**

- **Criteria 1-** Student writes complete summary sentences that include all 6 parts.
- **Criteria 2-** Student capitalizes and punctuates their title correctly.

**Mini-Lesson Steps (15 min.):**

1. Review the three parts of an argumentative lit. analysis introduction: lead, summary sentences, and claim.
2. Explain that today, students will focus on writing the summary sentences for their introduction. Display “Summary Sentences” (3.7a). Explain each of the six parts of the summary sentences: title, author, main character(s), setting, conflict, and resolution.
3. Display “Titles of Works” anchor chart and review the rules for capitalizing and punctuating titles.
4. With student in model mode, fill in each section of the chart. Encourage students to summarize the whole plot without writing any specific details.
5. Model writing all together to write the summary sentences at the bottom.

**Student Portfolios (15-30 min.):**

1. Students write “Summary Sentences” (3.7a). Students should work independently to fill in the chart and write their summary sentences. Then, they should complete their full introduction.
2. Encourage students to refer to the “Titles of Works” anchor chart as needed as they write their story’s title.
3. Circulate and conference as needed to make sure students are writing their summaries about the overall plot as it pertains to their claims.

**Closure (5-7 min.):**

1. Ask for volunteers or have students share their summary sentences with a partner or group.

## Mini-Lesson Overview

### How it sounds:

- “Can you remember the three parts to an argumentative literary analysis introduction?” *[Allow students to share ideas.]* “The three parts are: lead, summary sentences, and claim.”
- “Yesterday, you wrote a lead and claim for your introduction. Today, we are going to focus on the summary sentences.”
- *[Display “Summary Sentences” (3.7a).]* “Remember that when we summarize, we need to write about the overall plot of the story, instead of specific details. To do this, we will need the title, author, main character(s), setting, conflict, and resolution.”
- *[Display the “Titles of Works” anchor chart.]* “Remember, when we write the title of a piece of literature, there are specific words that need to be capitalized. We also need to punctuate it correctly. What do you notice about the capitalization of the words in this title?” *[Review the capitalization and punctuation guidelines as needed.]* “We always capitalize the first and last words in a title, as well as all major or important words. Articles, coordinating conjunctions, and short prepositions should not be capitalized, unless they are the first or last word in the title. For a longer work, like a book, we need to underline the title or use italics if we are typing. For a shorter work, like a poem, we can use quotation marks.”
- “Let’s write the summary sentences for *Thank You, Mr. Tomker*. First, I will write the title. Which words should be capitalized? Should we use underlining or quotation marks?”
- “Who is the author?” *[Call on volunteers and write “Summary Sentences” (3.7a).]* “Who is the main character? Where does the story take place?” *[Continue to fill in the chart with student input, using the teacher model as a guide.]*
- “What is the main conflict of the story? Remember to think about how it relates to your claim. How does the story resolve?”
- “Now that we have gathered all of the information, I am going to put it all together to write the summary sentences. Your summary sentences should be about 2-4 sentences altogether.” *[Model writing the summary sentences using the teacher model as a guide.]*
- “Now it’s your turn.” *[Distribute “Summary Sentences” (3.7a)]* “Use this organizer to write your summary sentences. When you’re done, you’ll take the lead and claim you wrote in the previous lesson and the three parts of your introduction on your rough draft, in the correct order.”

Highlight any <b>modifications</b> you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>

# Titles of Works

Capitalize most words in a title.  
Emphasize with underlining/italics (longer works) or quotation marks (shorter works).

**capitalize  
first word**



**do not capitalize**

**articles** (a, an, the)

**coordinating conjunctions** (and, for, but, etc.)

**short prepositions** (in, on, at, from, etc.)

*Train to Somewhere*

**capitalize major words**

(nouns, pronouns, verbs, adjectives, adverbs)

**Longer Works**

underline/italicize

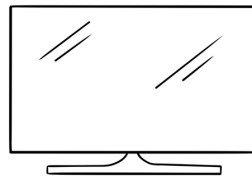
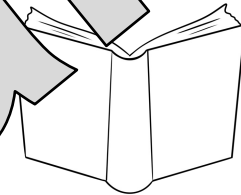
books

movies & TV shows

newspapers

magazines

plays



**Shorter Works**

quotation marks

chapter titles

TV episodes

articles

songs

poems

# Summary Sentences

These 2-4 sentences give context to your reader, who may not have read this piece before. State the title and author. Introduce the main character(s), setting, and summarize the plot and main conflict/resolution.

The <u>book</u> /short story, <u>Thank You, Mr. Falker</u> by <u>Patricia Polacco</u> , tells the story of		
<b>Main Character(s)</b>  Trisha	<b>Conflict/Plot</b>  Doesn't know how to read  Struggles to keep up in school	<b>Resolution</b>  Learns to read and loves school
<b>Setting</b>  school	Different people affected her education in different ways	
<p><b>Summary Sentences</b></p> <p>The book <i>Thank You, Mr. Falker</i> by Patricia Polacco, tells the story of Trisha, a young girl who struggles with reading in school. Despite her challenges, Trisha learns to love school and eventually learns to read. Throughout the book, we read about the different people in Trisha's life who impacted her education.</p>		

**Purpose:** I can explain the text evidence that I will be using in my body paragraphs.

**Standard(s):**

**CCSS.ELA-LITERACY.W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.6.1.A:** Introduce claim(s) and organize the reasons and evidence clearly.

**CCSS.ELA-LITERACY.W.6.1.B:** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**CCSS.ELA-LITERACY.W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-LITERACY.L.6.2.A:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**Materials**

- Student page(s) 3.8a
- Completed student page 3.4a

**Learning Goal**

Student will be able to add commentary to explain text evidence.

**Success Criteria**

- **Criteria 1-** Student explains at least 2 pieces of text evidence with commentary related to the evidence.

**Mini-Lesson Steps (15 min.):**

1. Review past learning (introduction, paragraph, and revision) and remind students of the planning they have done so far with their body paragraphs. Introduce today's topic: adding commentary to text evidence.
2. Display the completed teacher model planning outline from Days 4-5. Point out direct quotations and phrases from the text on the outline.
3. Display "Connecting Commentary to Text Evidence" (3.8a). Review the example of the teacher model, pointing out a direct quotation and writing it on a chart.
4. Demonstrate appropriate punctuation and citation for each citation of text evidence. Think aloud, model, or facilitate a discussion about explaining the connection between the evidence and commentary in the third column. Repeat with a paragraph-based piece of evidence, using the teacher model as a guide. Reinforce the idea that the evidence and commentary need to be connected.

**Student Portion (15-30 min.):**

1. Distribute "Connecting Commentary to Text Evidence" (3.8a). Students will work independently to use their planning outlines (3.4a) to complete the "evidence" column and expand/explain it in the "commentary" column.
2. Circulate and conference as needed to make sure students are properly formatting their evidence, and their evidence and commentary are related.

**Closure (5-7 min.):**

1. Students will share their evidence and commentary with a partner or group, with peers providing feedback.

## Mini-Lesson Overview

### How it sounds:

- “Yesterday, we completed our introduction paragraphs that included a lead, summary sentences, and a claim. Also, last week, we planned out our body paragraphs using this planning outline.” *[Display completed teacher model planning outline from Days 4-5.]*
- “Today, we are going to prepare to write our body paragraphs by adding commentary to the text evidence we gathered while we were planning. Who remembers what commentary is?” *[Allow students to share.]* “Commentary is an explanation of the text evidence using your own ideas.”
- *[Display “Connecting Commentary to Text Evidence” (3.8a).]* “Adding commentary to your text evidence is a great way to support your argument. You can do this by stating the text evidence from your planning outline and adding a sentence to explain it. *(Record the example from the top of the page and discuss as needed.)*
- “When I was planning last week, one direct quotation that I found was when my grandmother says: ‘You are the smartest, quickest, dearest little thing ever.’ *(Record in first column.)*
- “Notice that I will put the direct quote in quotation marks and add the page number where it came from in parentheses. The quotation marks tell the reader which words came directly from the text and are not my own.”
- “Why is the quote important? How does it connect to my opinion about how people affect others?” *[Call on volunteers to share when finished with the commentary column, using the teacher model as a guide.]*
- “We can do the same thing with a piece of paraphrased evidence. This time, I don’t need to use quotations since I am just paraphrasing what happened in the story.” *[Model how to complete the next row of the chart, with student input, and using the teacher model as a guide.]*
- “It is important to make sure that the text evidence and the commentary are related to each other. This will not force an argument.”
- *[Display “Connecting Commentary to Text Evidence” (3.8a).]* “Now, it is your turn. Use your planning outline from last week to write text evidence in the second column. Then, add commentary to explain each piece of evidence in the third column. Try to find at least 2 pieces of evidence.”

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>

# Connecting Commentary to Text Evidence

Adding evidence from the literature piece to your writing is a great way to support your argument. This kind of evidence often needs more explanation, or commentary, to connect it to your ideas.

## Evidence

He pours honey on a book and tells her, "Knowledge is like the bee that made that sweet honey, you have to chase it through the pages of a book." (pg. 1)

## Commentary

Polacco shows readers that this is a special moment because when Trisha finally does learn to read, she repeats the ritual.

Choose a piece of evidence from the plans you outline and write it as a direct quote or paraphrase. Then add commentary to explain each one.

	Evidence	Commentary
Direct Quote	Trisha struggles with a feeling of fear. Her mother tells her, "You are the smartest, quickest, dearest little thing ever." (pg. 7)	Trisha feels better about not being able to read because she felt safe and loved.
Paraphrase	Trisha hides under the stairs during recess just to avoid the constant teasing.	The mocking insults affect Trisha so much that she begins to believe they are true.

**Purpose:** I can write the body paragraphs to my argumentative literary analysis essay by following my planning outline and adding text evidence and commentary.

**Standard(s):**

**CCSS.ELA-LITERACY.W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.6.1.B:** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**CCSS.ELA-LITERACY.W.6.1.C:** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

**CCSS.ELA-LITERACY.W.6.1.D:** Establish and maintain a formal style.

**CCSS.ELA-LITERACY.W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Materials**

- Student page(s) 3.9a
- Completed student page 3.4a
- Formal Style checklist
- Argumentative Transitions bookmark
- Completed student page 3.8a

**Learning Goal**

Student will write body paragraphs supported with evidence and commentary. Students will use formal language and transition words appropriately.

**Success Criteria**

- **Criteria 1-** Student constructs multiple paragraphs that contain a topic sentence stating a reason with evidence and commentary to support this reason.
- **Criteria 2-** Student uses transition words and formal language.

**Mini-Lesson Steps (15 min.):**

1. Review yesterday's learning (adding commentary to evidence) and introduce today's topic (writing paragraphs).
2. Display the completed teacher model planning outline from Days 4-5. Model how to label each section (using the teacher model as a guide), reinforcing organization and purpose of each body paragraph. Emphasize the topic sentence stating a reason related to the argument supported at the beginning of each body paragraph.
3. Distribute "Body Paragraph Elements" (3.9a). With student input, model how to label each element and review the chart. Relate the teacher paragraph to the "Connecting Commentary to Text Evidence" chart from Day 4 (3.8a). Introduce the "Argumentative Transitions" bookmark and "Formal Style Checklist." Review as necessary.

**Student Portion (15-30 min.):**

1. Using their planning outline as a guide, and using the evidence/commentary chart from yesterday, students will work independently to write their body paragraphs.
2. Students should use the checklist provided as well as the transitions bookmarks. Students should attempt to complete at least 2 body paragraphs today. *Note: Remind students that their planning page will determine how many paragraphs they will have, which will depend on individual abilities and needs.*
3. Conference with students as needed, providing direction for students who are struggling.

**Closure (5-7 min.):**

1. Lead a quick discussion about the process of writing body paragraphs by posing the question: What advice would you give about writing body paragraphs to a friend who is struggling to write their essay?

## Mini-Lesson Overview

### How it sounds:

- “Today, you will focus on developing your body paragraphs based on your reasons. Let’s look back at our planning page to remind ourselves of the reasons we chose that support our claim.” *[Display the planning page teacher model from Days 4-5 and have students get out their own planning page.]*
- “It is helpful to use a planning outline to write the body paragraphs of our writing piece. Here is an example of an outline for our text. We can use this to think about how to organize our paragraphs. Each category will become one body paragraph.” *[Model how to label each reason using the teacher model as a guide.]* “The elaborations will become our supporting sentences. We will need to add a topic sentence to introduce the reason that supports the claim at the beginning of each body paragraph.”
- “Let’s look at all the parts each body paragraph needs to have.” *[Distribute “Body Paragraph Elements” (3.9a).]* “Here is one body paragraph from the text. Notice how it begins with a topic sentence that clearly states the reason. We highlight that in yellow. Next, the author gives evidence from the text and then adds commentary to explain each piece of evidence. We created this ‘Connecting Commentary to Text Evidence’ chart (3.8a) to help you write your body paragraphs today.” *[If desired, briefly review the evidence/commentary chart from yesterday’s lesson and relate it to the teacher model.]*
- “A formal style of language is used to maintain a professional tone. Transition words are also used to link ideas, so we can highlight each one.” *[Label each element and review the chart, using the teacher model as a guide.]*
- *[Distribute “Argumentative Writing Transition Bookmark and “Formal Style Checklist.” Review them as needed.]* “On the bookmark, you will find a list of options you can use for transition words in your writing piece. Let’s review the ‘Formal Style Checklist.’ We want to make our writing sound professional.”
- “Today, you will use the planning page and commentary you wrote yesterday to help you write. Try to complete 2 body paragraphs today.”

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>

# Body Paragraph Elements

The body paragraphs of argumentative writing have several components.

Trisha's grandparents play an important role in her life as a young girl. In the beginning, Trisha's grandfather does something special for her. He pours honey on a book and tells her, "Knowledge is like the bee that made that sweet honey, you have to chase it through the pages of a book!" (pg. 1). Polacco shows readers that this is a special moment because when Trisha finally learns to read, she repeats the ritual. Her grandfather has a strong, positive influence on her through this ritual. Also, Trisha's grandmother has a positive, lasting effect on her. When Trisha struggles with feelings of fear, her grandmother tells her, "You are the smartest, quickest, and littlest thing ever." (pg. 7). Afterwards, Trisha feels better about not being able to read because she felt safe and loved.

Paragraph Elements	
Topic Sentence	State the main reason that supports your claim, using categories from your planning outline.
Evidence	Share quotes or examples from the book that support the reason stated in the topic sentence.
Comments	Explain the evidence using your own ideas.
Formal Language	Maintain a professional tone and avoid slang, contractions, and abbreviations.
Transition Words	Use transition words or phrases to link your ideas or when moving from one idea to the next.

**Purpose:** I can use the correct verb tense to refer to my book when I write my body paragraphs.

**Standard(s):**

**CCSS.ELA-LITERACY.W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.6.1.B:** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**CCSS.ELA-LITERACY.W.6.1.C:** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

**CCSS.ELA-LITERACY.W.6.1.D:** Establish and maintain a formal style.

**CCSS.ELA-LITERACY.W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Materials**

- Student page(s)  
3.10a

**Learning Goal**

Student will use verb tense correctly in their body paragraphs when they refer to a piece of literature.

**Success Criteria**

- **Criteria 1-** Student uses verb tense correctly to refer to a piece of literature.

**Mini-Lesson Steps (15 min.):**

1. Review the elements of a body paragraph (topic sentence, evidence, commentary, formal language, and transitions).
2. Display and distribute “Literary Verb Tense” (3.10a). Explain that in the commentary of literary analysis, it is important to use the correct verb tense. Discuss the rules and examples in the chart.
3. As a class activity, partner up students to choose the correct verb form for sentences in the chart. Review the rules as you go over correct answers.
4. Emphasize the importance of using the correct verb tense in the commentary of their body paragraphs as a way of maintaining a formal style of writing.

**Student Portion (15-30 min.):**

1. Students should complete their body paragraph drafts, continuing to use their planning page and transition bookmarks.
2. Students should review their body paragraphs to ensure they have used the correct verb tense.
3. As students finish, they may work with a partner to check the verb tense in their body paragraphs.
4. Conference with students as needed, providing direction for students who are struggling.

**Closure (5-7 min.):**

1. Students will share one sentence that shows an example of present literary tense.

## Mini-Lesson Overview

### How it sounds:

- “Previously, we reviewed the elements of a body paragraph. Who can remember the parts we need to include?” *[Allow students to share input.]* “The five elements of a body paragraph are: topic sentence, evidence, commentary, formal language, and transitions.”
- “One way to ensure our commentary uses formal language is by following the rules about literary verb tense.” *[Display and distribute “Literary Verb Tense” (3.10a).]* “When we are referring to a work of literature in a literary analysis, we will use both past and present tense. It is important to understand the rules for using each kind of verb tense.” *[Review the rules and examples in the chart, stopping to discuss as needed.]*
- “Let’s practice using some sentences from the text. In this first example, which verb tense should be used? How do you know?” *[Allow students to share input.]* “You should have circled ‘shows’, using present verb tense, because in this sentence, the writer is referring to what the author says in her book.”
- “Read the next sentence to yourself. Which verb should you circle? How do you know? We should circle ‘hides’ because we are talking about the events in the past.” *[Note: Although the events in Thank You, Mr. Falker are technically considered autobiographical, these should still follow the rules of using present tense because it is not revealed to be a true story until the afterword of the book.]*
- “This last sentence has several verbs. Which one should you circle? How do you know? The first verb in the sentence should use present tense, since it is referring to what the author says in her book. The other verbs should use past tense since they are referring to something that really happened in the author’s life, as the afterword explains.”
- “When you are writing your literary analysis, you can use this chart to help you decide which verb to use when you refer to your author or book. This will help you be sure you write in formal literary style.”
- “Today you will complete your final body paragraph(s). As you work, be sure to use your planning transitions bookmark. When you are done, check your body paragraphs for the correct verb tense with a partner.”

Highlight any <b>modifications</b> you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>

# Literary Verb Tense

Works of literature are typically thought of as existing in a continually present state. Follow the rules below to refer to a literary work.

When to use <b>Past Tense:</b>	When to use <b>Present Tense:</b>
Referring to an author's work <i>Ex: Lois Lowry <b>published</b> <i>The Giver</i> in 1993.</i>	Referring to what an author says or does <i>Ex: In the novel, Lowry <b>depicts</b> a futuristic, dystopian society.</i>
Referring to a true or historical event <i>Ex: World War II <b>spanned</b> nearly 6 years of the twentieth century.</i>	Referring to a character's action in a book <i>Ex: When Amanda <b>learns</b> that Jeremy has no place to sleep, she <b>suggests</b> he sleep with her.</i>
Occasionally one sentence will contain both past and present tense. <i>Ex: In the book <u>Maniac Magee</u>, Jerry Spinelli <b>illustrates</b> the social tensions that <b>overwhelmed</b> America during the fifties and sixties.</i>	

Use the chart above to circle the correct verb tense that completes each sentence from the text. Discuss your reasoning with a partner.

Polacco (showed/**shows**) readers that this is a special moment because when Trisha **learns** to read, she repeats the ritual.

Trisha (hid/**hides**) under the stairs during recess just to avoid the constant teasing.

Polacco (explained/**explains**) how the real Mr. Falker (changes/**changed**) her life and (helps/**helped**) her to eventually become an author as an adult.

**Purpose:** I can write a conclusion for my argumentative literary analysis writing piece.

**Standard(s):**

**CCSS.ELA-LITERACY.W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.6.1.E:** Provide a concluding statement or section that follows from the argument presented.

**Materials**

- Student page(s) 3.11a

**Learning Goal**

Student will be able to write a conclusion which restates their claim, summarizes the main reasons, and ends with a final thought-provoking statement.

**Success Criteria.**

- **Criteria 1-** Student constructs an appropriate conclusion for their argumentative literary analysis. It includes each element.

**Mini-Lesson Steps (15 min.):**

1. Explain to students that today's lesson will focus on the purpose and elements of a conclusion for the argumentative literary analysis piece. Ask students if they can remember the elements of a conclusion.
2. Display and distribute "Conclusion Elements (3.1)". Review each element as necessary.
3. Read the conclusion from the text and provide students through identifying each piece of the conclusion. Students should highlight and rotate each part on their own organizer.

**Student Page (15-30 min.):**

1. Students will begin to write the conclusion for their argumentative literary analysis.
2. Encourage students to use the checklist to ensure they've included all parts of the conclusion.
3. Teacher will conference with students as needed.

**Share (5-7 min.):**

1. Students will share their completed conclusion with a partner, in a small group, or to the whole class.

## Mini-Lesson Overview

### How it sounds:

- “Today, we will focus on the purpose and pieces of a conclusion for our argumentative writing piece. What do you remember about an argumentative conclusion? What elements do we need to include?” *[Allow students to share input.]*
- “A strong argumentative conclusion has three parts: a restated claim, summary of the main reasons that support that claim, and final thoughts. Let’s review each of these parts first so that we can make sure we understand why they are important.” *[Display and distribute “Conclusion Elements” (3.11a) and review each element as necessary.]*
- “Let’s look at the conclusion from our text and see if we can identify the three parts. We will highlight and label each part.” *[Model how to annotate the conclusion paragraph using the teacher model as a guide.]*
- “Your conclusion is the last piece that your reader will read, so we want to make a strong impression! After you finish writing your conclusion, use the checklist provided to be sure you’ve included each part of the conclusion.”

Sample

Checklist: Highlight any <b>modifications</b> you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>

# Conclusion Elements

How to write a conclusion:

1. Restate your claim (in different words).
2. Summarize your main reasons from your body paragraphs.
3. End with a final thought-provoking statement.

Polacco makes it clear that one theme of the story is how others can influence people for better or worse. The bullies at school have a negative impact on Trisha because they make her think she is dumb. However, Trisha overcomes the difficulties in her life and learns to read thanks to her grandparents and Mr. Falker. They never stopped encouraging her and helped her feel good about herself. Mr. Falker also took the time to teach her to read. These positive influences changed Trisha's life forever.

Definitions	
Claim Restated	Remind your audience of your central argument by restating your claim in different words.
Summary of Reasons	Review the main reasons that support your claim.
Final Thoughts	End with a thought-provoking statement and add any final thoughts.

**Purpose:** I can use a checklist to revise my work and help a peer revise their work.

**Standard(s):**

**CCSS.ELA-LITERACY.W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**CCSS.ELA-LITERACY.W.6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Materials**

- Student page(s) 3.12a-b
- Revising and Editing anchor chart

**Learning Goal**

Student will use a provided checklist to revise their own and a peer’s essay, providing feedback. Student will use the feedback to assist in the revision process.

**Success Criteria**

- **Criteria 1-** Student uses the provided revision checklist for themselves and their peer, identifying items done successfully and what should be revised.
- **Criteria 2-** Student uses their peer’s revision suggestions to strengthen their writing.

**Mini-Lesson Steps (15 min.):** *If you used the Personal Narrative and/or Explanatory units, the revision checklist will be more of a review. Adjust the mini-lesson to your needs.*

1. Display the “Revising and Editing” anchor chart. Have students share their thoughts and feedback on the revision process. Review the steps of the process as a class.
2. Explain to students that it is important to use a checklist to make sure their writing is complete. Provide students with the “Argumentative Revision Checklist” (3.12a) and allow students to ask questions or receive clarification on any items.
3. Distribute and distribute the excerpt of the text (3.12b) and complete the checklist, using the teacher model as a guide, explaining how to insert revisions.

**Student Revision (15-30 min.):**

1. *Optional: Distribute Revision Checklist sticky notes.]*
2. Give students time to work through the checklist on their own essays.
3. When students have completed their self-revisions, they should trade papers and checklists with a partner, offering additional suggestions to each other’s work using the checklist as a guide.

**Closure (5-7 min.):**

1. Have students share one revision they made that they feel made a significant difference in their draft, either with a partner or with the class.

## Mini-Lesson Overview

### How it sounds:

If you used the Personal Narrative and/or Explanatory units, the revision checklist will be more of a review. Adjust the mini-lesson to fit your needs.

- “What does it mean to revise our writing? What does revising look like? What should we be focused on when we are revising our work or a peer’s work?” *[Allow students to share ideas.]* “Revision is the process of adding, removing, or improving the content of our writing. It focuses on enhancing the quality of our writing by improving our word choice, ensuring correct citations and a formal style, or changing the sentences to make them more fluent.”
- “It is important to use a checklist so that we know what to look for when revising an essay. This also helps us keep track of what we still need to work on.” *[Display and distribute “Argumentative Revision Checklist” (3.12a).]*
- “Today, we are going to use this checklist to revise a portion of ‘The Influence of Others.’ We will look for some positive things and also provide some suggestions for things that will make the writing even stronger. This excellent piece needs to be revised and also has some errors in the conventions. We will focus on content today, and then tomorrow we will edit the conventions.” *[Display and distribute excerpt (3.12b). Model how to work through the checklist. “Using the checklist, can you see an area that needs revision?” [Call on students to share input.]* “There are some places we can add more precise language. We can add some evidence from the book using quotes and paraphrases. Finally, we can add some transition words to link the ideas more clearly.” *[Model the revision process using the teacher model as a guide. Continue working through the checklist and talking aloud about feedback for the essay.]*
- “Now you are going to revise your own essay, then share it with a partner for feedback. Use the revision checklist to identify what was done well and also identify any areas in need of revisions. Remember, there’s no need to edit for conventions today.”

Checklist: Highlight any <b>modifications</b> you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>



# Revising

improving content and clarity

- Can I be more precise?
- Does my writing flow smoothly?
- Can I strengthen my words?

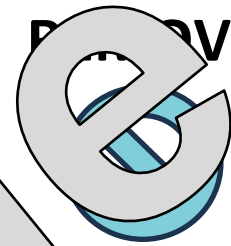
ADD



REPLACE



REMOVE



# Editing

improving conventions

- Is my writing spelled correctly?
- Did I use correct grammar?
- Are my capitalization and punctuation correct?

CHECK



FIX



Sample

# Argumentative Revision Checklist

Use this checklist to revise your literature analysis.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	The introduction has a clear lead. <i>N/A on excerpt</i>
<input type="checkbox"/>	<input type="checkbox"/>	The introduction includes important background information including the book's title, author, and a brief summary. <i>N/A on excerpt</i>
<input type="checkbox"/>	<input type="checkbox"/>	The introduction has a clear claim that addresses the prompt. <i>N/A on excerpt</i>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Each body paragraph clearly supports the claim using relevant facts, definitions, examples, or quotes.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Each fact, definition, example, and quote is explained so that the reader understand how it supports the claim.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evidence from the book is clearly referenced.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The author maintains formal tone consistently throughout the essay.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	The author uses precise language and vocabulary to explain the topic.



How this revision improves the analysis:

We can revise it to provide more clarity using precise language between reasoning and explanation. More text evidence can be cited as an example of Patricia being excited to be around her teacher.

## Excerpt from “The Influence of Others”

Luckily,

^ Mr. Falker became Trisha’s 5<sup>th</sup> grade teacher, strongly influencing

Trisha for the better. The author showed two main ways in which he has a

positive effect on her. He is kind to her, telling her that she is <sup>First,</sup> ~~curious~~ and <sup>^</sup> “The only time she was really happy was when she was around Mr. Falker,” (pg. 20). <sup>Most importantly,</sup> brave. Trisha realizes she feels better around her teacher. ^ Mr. Falker

teaches Trisha to read. He is the first teacher who notices that Trisha

needs help reading. He <sup>convinces</sup> ~~tells~~ her that ~~she~~ <sup>she</sup> ~~could~~ <sup>could</sup> have made it this far in school on her own. So every day after school Trisha spent extra time

studying her letters ~~and~~ <sup>and</sup> learning to read with Mr. Falker.

Eventually, she is able to read a whole paragraph in a book. Finally being

able to ~~make~~ <sup>that she cries when she gets home.</sup> Trisha so happy. ^ The author Patricia Polacco, shows

the reader <sup>confesses</sup> ~~says~~ how much Mr. Falker impacted Trisha’s life when she ~~says~~ that

she is actually Trisha, and the book is about her. Polacco explains how the

real Mr. Falker changed her life and helped her to eventually become an

author as an adult.

# Argumentative (Lit. Analysis) Rubric

Teacher Version

	4 - Advanced	3 - Proficient	2 - Basic	1 - Below Basic
<b>Focus</b>	Topic is introduced with a clear claim. Focus remains on the stated claim for the entire piece, and the writer makes their argument clear throughout the text.	Topic is introduced with a clear claim. Focus remains on the stated claim, and it is easy to identify the writer's argument.	Topic is introduced, but the claim is unclear. Focus may be vague at times, but the reader can identify the writer's basic argument.	Topic is not introduced. No claim is made. Focus is unclear. It is very difficult or impossible to identify the writer's argument.
<b>Organization</b>	The writer obviously took care in organizing their writing. Related ideas are grouped together and naturally progress from one idea to the next.	The piece has an organizational structure of grouping related ideas together. Organization supports the writer's purpose.	The piece has an organizational structure, but some ideas are missed or out of place. The organization may not fully support the writer's purpose.	There is no evidence of an organizational structure.
<b>Elaboration</b>	Reasons for the claim are clear and supported by relevant facts, details, and evidence from the text, demonstrating a clear understanding of the topic.	Reasons for the claim are stated and supported with detail and so on from the text, demonstrating an understanding of the topic.	Reasons supported by some facts and details from the writer's own thoughts, but no evidence from the text is used.	There is no support for the writer's reasons. The writer did not use evidence from the text.
<b>Language and Vocabulary</b>	Transition words are used to clarify the relationship between the claim and reasons. The writer establishes and maintains a consistent formal style. The writing was revised to include more complex and precise vocabulary.	Transition words and phrases are used to link the claim and reasons. The writer establishes a formal style. The writer revised their work to include some more complex vocabulary.	Transition words and phrases are used, but they feel unnatural or are used incorrectly. The writer's formal style is inconsistent. The writer revised the writing but did not do enough to improve the writing.	Transition words and phrases are not used. The writer's style is informal with vague vocabulary. The writer did not make any revisions to their original work.
<b>Conventions</b>	The writer edited so effectively that there are virtually no errors in conventions. The source text is referenced following the correct format.	The writer edited their work to fix at least 80% of their original errors. The source text is referenced following a mostly correct format.	The writer edited their work, but they left more than 80% of the original errors. The source text is referenced but there are mistakes in the format.	The writer did not edit their work. There are several errors that need attention. The source text may be referenced with an incorrect format or may be missing altogether.

# Argumentative (Lit. Analysis) Rubric

*Student Friendly*

	<b>4 - Advanced</b>	<b>3 - Proficient</b>	<b>2 - Basic</b>	<b>1 - Below Basic</b>
<b>Focus: What is your argument?</b>	I introduced my topic with a clear claim. I stayed focused on my claim the entire time, and I made sure my argument was clear in each supporting paragraph.	I introduced my topic with a claim. I stayed on topic the whole time. My reader can easily figure out my argument.	I introduced my topic with a claim, but it is unclear. My reader can figure out my argument, but I got off topic a few times.	I did not introduce my topic or make a claim. I did not stay focused, and it is difficult for my reader to figure out my argument.
<b>Organization: Why should your reader agree with you?</b>	I was very careful about the order I wrote my paragraphs. I kept related ideas together in paragraphs. The order of my paragraphs helps my reader know what is most important to me.	I made sure to organize my writing and put related ideas together into paragraphs. The order I wrote my paragraphs in helps my reader understand my argument better.	I tried to stay organized, but some of my ideas slipped in between paragraphs. I did not put my paragraphs in a particular order.	I did not make an effort to organize my writing.
<b>Elaboration: What evidence and commentary back you up?</b>	I have clear reasons that are supported by evidence from the text and commentary to explain the reasons.	I supported my reasons with evidence from the text and commentary to explain the reasons.	I started my reasons, but I did not use much evidence from the text. Most of my support comes from my own commentary.	I did not support my reasons with evidence from the text or my own commentary.
<b>Language and Vocabulary: Make your ideas clear</b>	I used transition words in a way to clarify the relationships between the claim and reasons. I revised my work to use a consistent formal style with precise and complex words that make my writing easier to understand.	I used transition words and phrases to link my argument and reasons. I revised my work to use a formal style and complex words that make my writing easier to understand.	I used transition words and phrases, but they feel forced, or I used them incorrectly. I revised my writing, but my formal style is inconsistent, and I could have done more to make it better.	I did not use any transition words or phrases. My style is informal and vague. I did not revise my work to make it better or use more complex words.
<b>Conventions: Make it correct!</b>	I edited my work so well that there are no errors left. My source text is referenced correctly.	I edited my work and took care of most of my original mistakes. My source text is referenced mostly correctly.	I edited my work, but I left a lot of mistakes. My source text is referenced somewhat correctly.	I did not edit my work, and there are a lot of mistakes that need to be fixed. My source text is not referenced at all.

Sample