

UNIT 3



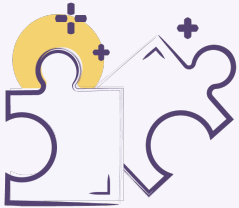
Simplify
Writing®

Argumentative Writing

**Literature Analysis
Sample Lesson Plans**

8th Grade

The Simplify Writing[®] 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[®] 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[®] Course* in your dashboard before beginning.

Pacing Guide

Day 1	Elements of Argumentative Writing for Literary Analysis	pg. 5
Day 2	Brainstorming	pg. 14
Day 3	Planning: Organization	pg. 19
Day 4	Planning: Outline	pg. 23
Day 5	Draft: Introduction <i>Focus on Lead and Context</i>	pg. 28
Day 6	Draft: Introduction <i>Focus on Summary and Critical Analysis</i>	pg. 34
Day 7	Draft: Body Paragraphs <i>Focus on Structure and Transitions</i>	pg. 39
Day 8	Draft: Body Paragraphs <i>Focus on Blending Quotations and Paraphrases</i>	pg. 44
Day 9	Draft: Body Paragraphs <i>Focus on Commentary</i>	pg. 48
Day 10	Draft: Conclusion	pg. 52
Day 11	Formal Revision: <i>Focus on Citations</i>	pg. 56
Day 12	Formal Editing	pg. 64
Day 13	MLA Formatting Review	pg. 71
Day 14	Introduction to Publishing	pg. 77
Day 15	Final Proofread and Publishing	pg. 82
Rubrics and Exemplars		pg. 86

Purpose: I can identify the elements of an argumentative essay with the purpose of an analysis to literature and explain why specific elements are important to the process of writing in this genre.

Standard(s):

CCSS.ELA-LITERACY.W.8.1: 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 identify specific elements that classify a piece of writing as an argumentative literature analysis.

Success Criteria

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

**Note: Before beginning this unit, introduce and read aloud the poem "Majestic" from the picture book anthology "Out of Wonder," by Kwame Alexander, on which the text is based.*

Mini-Lesson Steps (15 min.):

1. Discuss the definition of argumentative writing by talking about the difference between how a lawyer argues and how two friends argue. Explain that this unit will involve a specific type of argumentative writing that involves reading and analyzing literature.
2. Display "Literature Analysis" anchor chart. Go through each element, clearing misconceptions and clarifying as needed using the "Guiding Questions" (3.1a as a model).
3. Provide students with a copy of sample text, "Figurative Language in the Poem 'Majestic'" (3.1b). Read the text aloud with students and discuss as needed.
4. Invite students to use the color-coding method to identify the first element on the checklist. Next, guide students through explaining and justifying how the author accomplishes or illustrates this element with a particular element on the chart and why it is necessary to the essay.

Note: Remind students throughout the unit that they should refer back to this checklist when writing their own drafts.

Student 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.

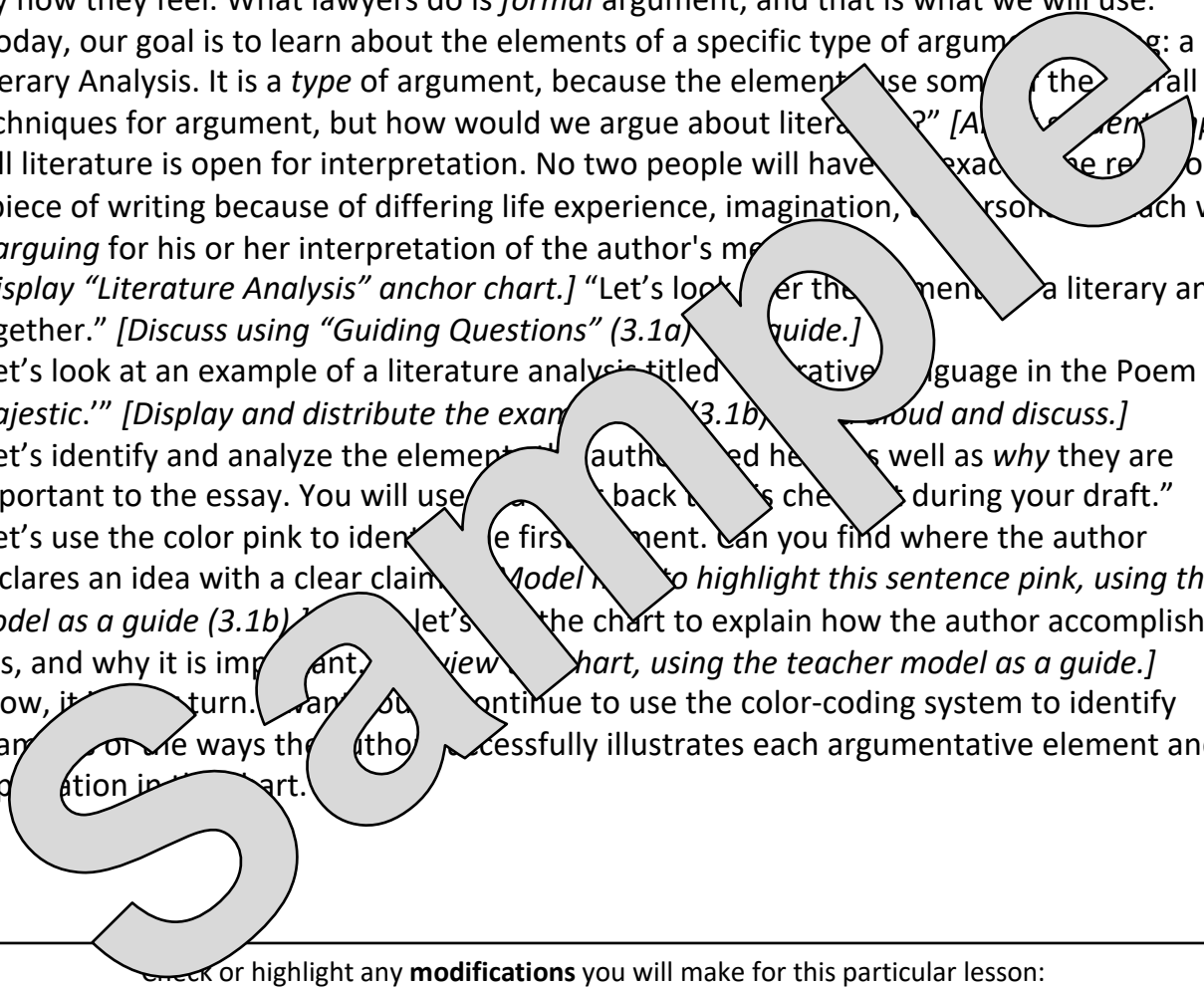
Closure (5-7 min.):

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

Mini-Lesson Overview

How it sounds:

- “Think about a time you got into a minor argument with someone. What did it sound like?” *[Give students time to think.]* “Give a thumbs up/thumbs down if that argument involved a lot of emotions.” *[Allow students to respond.]* “Now, think about how a lawyer would argue in a courtroom. It's okay if you've only ever seen one on TV. How is that style of argument different than an argument with a friend?” *[Allow students to share with a partner.]*
- “I heard some great comparisons.” *[Repeat some student answers.]* “The way that a lawyer argues is much more logical. They must provide evidence to support the argument, not just say how they feel. What lawyers do is *formal* argument, and that is what we will use.”
- “Today, our goal is to learn about the elements of a specific type of argument: a Literary Analysis. It is a *type* of argument, because the elements use some of the same techniques for argument, but how would we argue about literature?” *[Allow students to put.]*
- “All literature is open for interpretation. No two people will have the exact same reactions to a piece of writing because of differing life experience, imagination, and personality. Each writer is *arguing* for his or her interpretation of the author's message.”
- *[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.]*
- “Let's look at an example of a literature analysis titled ‘Creative Language in the Poem Majestic.’” *[Display and distribute the example (3.1b) and read aloud and discuss.]*
- “Let's identify and analyze the elements the author used here as well as *why* they are important to the essay. You will use the color-coding system during your draft.”
- “Let's use the color pink to identify the first element. Can you find where the author declares an idea with a clear claim?” *[Model how to highlight this sentence pink, using the model as a guide (3.1b).]* “Let's use the chart to explain how the author accomplished this, and why it is important.” *[Review the chart, using the teacher model as a guide.]*
- “Now, it's your turn. You will continue to use the color-coding system to identify examples of the ways the author successfully illustrates each argumentative element and the explanation in the chart.”



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

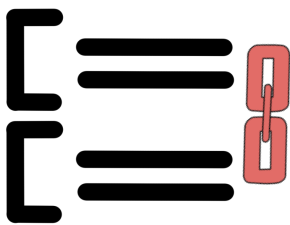
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to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

A Literature Analysis is

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



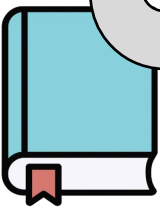
It has a claim or thesis statement that states the main idea with a clear focus.



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.

Figurative Language in the Poem "Majestic"

Sometimes a poem can transport a reader to a different place. **The poem "Majestic,"** by Kwame Alexander, uses rich figurative language to evoke strong feelings from the reader. This poem, about appreciating all of the amazing things young people have to offer, is truly inspiring. Alexander takes readers on a journey and brings them feelings of hope through his use of poetic language. **In the poem, the figurative language adds rich description and deepens emotions.**

Alexander's use of figurative language adds to the description that creates vivid images in the reader's mind. An example of the use of vivid imagery is the verse which states "Walk with joy in your golden crystal and purple mountains" (Alexander et al. 40). **In this section, the author uses adjectives like "golden," "crystal," and "purple" to create illustrations in the reader's imagination.** Then, Alexander uses symbolism in the line where he references a free bird (Alexander et al. 40). Birds are often used to represent freedom and liberty. Because birds are able to fly, they often envy humans for having the freedom to move where they want to go. The image of a flying bird brings thoughts and feelings of independence to the reader. **Additionally, the author uses personification in the phrase "the back of the night wind" (Alexander et al. 40). The night wind is personified by being described as having a body part, the back. This creates a rich description of the wind being something on which the bird can ride.**

Color-Coding Key

- Pink** = Clear Thesis Statement/Restatement
- Orange** = Book summary, author/title
- Green** = Topic Sentences (grouped by category)
- Yellow** = Elaboration/Commentary
- Underline** = Evidence from the book + Citation
- Blue** = Transition Words

“Majestic” is also full of figurative language that deepens emotions to the reader.

Overall, the tone of the poem is positive and hopeful. These emotions are described in detail through the many uses of figurative language. The repeated phrase “Shine on, honey!” is an implied metaphor (Alexander et al. 40). This metaphor compares the reader to the sun, which can shine. This metaphor makes the poem feel hopeful because the sun is cheerful and bright. The exclamation point also brings positive energy to this phrase. The simile, “like a new seed bursting” to bring a sense of positivity to the poem (Alexander et al. 40). It compares the reader to a sprouting seed, which is full of hope as the seed grows into a plant.

This poem paints a picture in the mind of the reader and also evokes emotions. The use of figurative language including simile, metaphor, and imagery help make the poem descriptive and full of emotion. The author's talent in using figurative language and precise adjectives is very clear in this poem.

Works Cited

Alexander, et al. *Out of Wonder: Poems Celebrating Poets*. Candlewick Press, 2017.

Color-Coding Key

- Pink = Clear Thesis Statement/Restatement
- Orange = Book summary, author/title
- Green = Topic Sentences (grouped by category)
- Yellow = Elaboration/Commentary
- Underline = Evidence from the book + Citation
- Blue = Transition Words

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

Standard(s):

CCSS.ELA-LITERACY.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

Materials

- Student page(s) 3.2a-b

Learning Goal

Student will be able to identify figurative language within their selected text and label it correctly.

Success Criteria

- **Criteria 1-** Student identifies at least four examples of figurative language in their text.
- **Criteria 2-** Student labels each of figurative language using referential guide.

**Note: Before this lesson, encourage students to choose a story or poem they have read recently so they can use it as the source for their essays. You can also supply a variety of grade-level texts or use the rest of "Out of Wonder" and provide extra time for students to read them.*

Mini-Lesson Steps (15 min.):

1. Display the following prompt: *Choose a story or poem you've read recently. Write an essay analyzing the figurative language in the text, using evidence from the text to illustrate how the use of this language deepens descriptions and emotions for the reader.*
 2. Facilitate a discussion to review the definition, purpose, and variety of figurative language. Display/distribute the "Figurative Language Reference" sheet (3.2a) if needed. Emphasize the idea that figurative language is essential to the genre of poetry and that it can be used in many ways.
- Display "Brainstorming" web (3.2b). With student input, brainstorm pieces of figurative language used in the poem "Milk and Honey" by Kwame Alexander. Model choosing at least four examples from the web to write about.

Student Portion (15-30 min.):

1. Students will select a text that they will be able to write about.
2. Distribute "Brainstorming" web (3.2b). Students will work independently to brainstorm at least 4 examples of figurative language in their chosen text using the web.
3. Circulate and conference as needed to make sure students have chosen an appropriate text and suitable examples.

Closure (5-7 min.):

1. Have students share with a partner the text and one type of figurative language they've chosen to write about.

Mini-Lesson Overview

How it sounds:

- “Let's recall what we know about what figurative language is and how it's used. I want you to take a moment to think about what you remember from previous units, and then you will take turns going back and forth with a partner, naming as many examples as you can until you run out, or until I call time.” *[Give students a minute to think and a minute to share.]*
- “I heard some strong examples.” *[Repeat some student answers that you observed].* “Let's refresh our memory using our reference sheet because today, you will be identifying some figurative language in the stories or poems you've chosen.” *[Display and distribute (if students do not have a copy from Unit 1) the “Figurative Language Reference” sheet (3.2a). Review these common forms of figurative language and clarify as needed.]*
- “Our goal is to identify at least four examples of figurative language in each text so that we can analyze it later on in our essay.”
- “Let's start by looking at our poem, ‘Majestic.’” *[Provide a poem and display the “Brainstorming” graphic organizer (3.2b).]* “There are many instances of figurative language that I could choose from in this text. I'm going to pick a few to put on my brainstorming sheet that I feel like I could explain well in my essay.” *[Model two examples of identifying figurative language, using the teacher model as a guide.]*
- “Now, it is your turn. You will identify at least four examples of figurative language from your text and document them on your graphic organizer.”

Sample

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

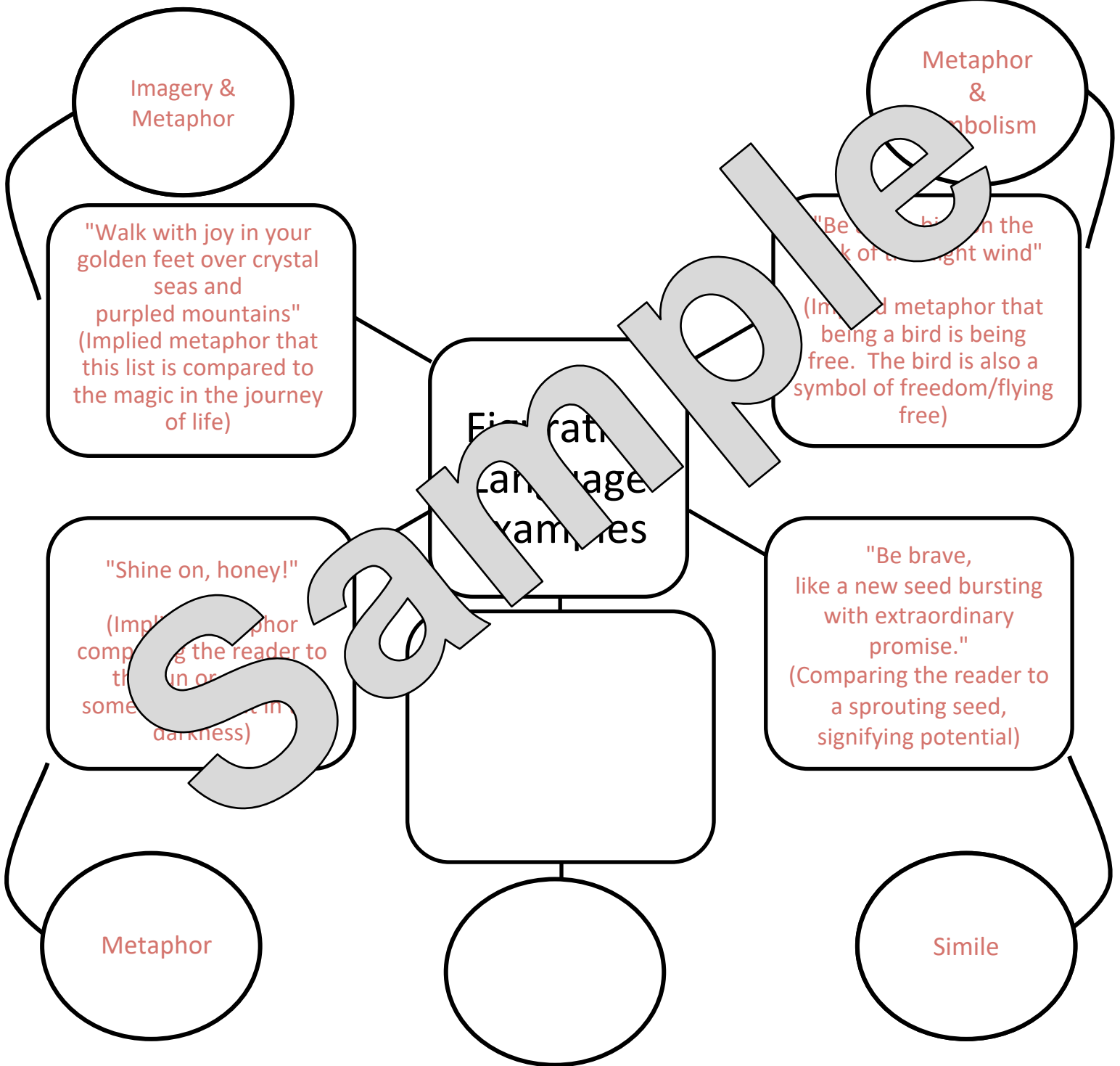
3.2a

Figurative Language Reference

Term	Definition	Example
Simile	A comparison of two unlike things using the terms "like" or "as"	<i>She was as intimidating as a housefly.</i> Meaning she was not very intimidating at all.
Metaphor	A comparison of two unlike things without using the terms "like" or "as" where one thing is said to be the other	Sometimes my personality is a garden hose—too much or not nearly enough. Meaning she sees herself as being or existing in a certain way.
Personification	Giving human/living qualities to a non-living thing	The rock flew out of my hand and crashed into the windshield. Meaning the person with the rock did not intend for it to hit the windshield.
Hyperbole	An exaggerated statement used to prove a point	I'm going to be working off that broken windshield <i>for the rest of my life.</i> Meaning it will take a long time to earn the money to replace it.
Onomatopoeia	A word that sounds like what it is when read aloud	That's when I heard it. <i>Bang!</i> The door slammed shut behind me.
Alliteration	A repeated sound at the beginning of several words within a line of poetry or prose	<i>The thumping of the feet behind me thundered in my ears.</i> The repetition of the "th" sound here adds a feeling of suspense because it mimics the sound of a heartbeat.

Brainstorming

Prompt: Choose a story or poem you've read recently. Write an essay analyzing the figurative language in the text, using evidence from the text to illustrate how the author enriches descriptions and deepens emotions.



Purpose: I can organize my ideas into categories and elaborate on each one using my understanding of the mood and tone of the text.

Standard(s):

CCSS.ELA-LITERACY.W.8.1.A: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Materials

- Student page(s) 3.3a
- Completed student page 3.1b & 3.2b

Learning Goal

Student will organize their examples into 2 or more categories and add an explanation of what they have in common.

Success Criteria

- **Criteria 1-** Student lists at least 2 categories for their chosen examples.
- **Criteria 2-** Student identifies at least 2 strong similarities between their chosen examples.

Mini-Lesson Steps (15 min.):

1. Display the teacher model “Brainstorming” from Lesson 2 (3.2b).
2. Remind students that an outline helps to help create an overall roadmap of the essay and make sure the main points are clearly stated and are appropriately addressed. The purpose of the outline is to draft and are appropriately addressed. The purpose of the outline is to draft and are appropriately addressed.
3. Display “Planning: Organization” (3.3a). Model, with student input, how to group the examples from the previous mini-lesson using the teacher model as a guide.
4. Next, have students work in pairs to group the examples they have in common, focusing on mood and tone. If needed, remind students of the definitions from Unit 1.
5. Remember to consistently reinforce the argumentative elements reviewed on Day 1. Remind students of the elements that should be included in an argumentative piece.

Student Work (15 min.):

1. Provide students with a copy of the “Planning: Organization” (3.3a). Review the directions together. Students should create 2-3 categories using their completed “Brainstorming” page (3.2b) from Lesson 2 and provide as many similarities between the effects of these examples (with a focus on mood and tone) as they can.
2. Provide individual conferencing as needed to ensure students are successfully categorizing their ideas.

Closure (5-7 min.):

1. Students will pair and discuss their categories and several of the similarities they found between their examples.

Mini-Lesson Overview

How it sounds:

- “In the last lesson, we did some brainstorming(3.2b). What was the purpose of this activity?” *[Display the modeled version. Allow students to provide feedback. Review/clarify prompt as needed.]*
- “Now that we have brainstormed potential examples, it is important to organize and group related ideas together. By related, I mean that the examples achieve similar goals within the text.” *[Display “Planning: Organization” (3.3a). Students and teacher should have their copy of the text available for reference (3.1b).]*
- “Let’s use our example text and the brainstorming activity (3.2b) to group our examples into 2 or more categories. We should focus on grouping examples that are similar in how they make the text sound or make the reader feel.” *[Review the brainstorming teacher model. Model how to group similar ideas together using the teacher model as a guide. Students may provide input.]*
- “Next, you will see that we have a space to write the similarities between our examples, which is really going to help us write the elaboration sentences in our essays. We are going to focus specifically on the tone and mood of the text.” *[Review the definitions of tone and mood as needed. Model how to group similar ideas together using the teacher model as a guide, compare examples, with students sharing input.]*
- “Now, it is your turn. Look back at our brainstorming’ prompt (3.2b) and decide on 2 or more categories that your examples fit into. After you write down your categories on the graphic organizer, you will need to explain the similarities between the examples in each category, focusing on how they affect the mood and tone of the text.”

Sample

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

Planning: Organization

First, use your "Brainstorming" graphic organizer to come up with two or three topic categories based on the examples you've selected. Then, list your ideas about the similarities between those examples, paying close attention to their affect on mood and tone.

Category	Examples	Similarities
Positive Images	<ul style="list-style-type: none"> "Walk with joy in your golden feet over crystal seas and purpled mountains" "Be a free bird on the back of the night wind" 	<ul style="list-style-type: none"> Both use very pretty descriptions to paint a bright and colorful image in the reader's mind. This creates a positive mood. Both have a tone of freedom, or the ability to travel to beautiful places. This creates a positive mood.
Inspiring Emotions	<ul style="list-style-type: none"> "Shine on, heroes" "like a seed bursting" 	<ul style="list-style-type: none"> Both have a lot of encouragement in their tone and imagery. They are calling the reader to continue to strive, making them feel inspired to do their best. The seed bursting also gives inspiration to live up to one's potential, like a tiny seed has the potential to become a giant tree.

Source (author's last name and page number): Alexander 40

Purpose: I can organize my ideas into a structured outline.

Standard(s):

CCSS.ELA-LITERACY.W.8.1.A: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Materials

- Student page(s) 3.4a-b
- Completed student page 3.3a

Learning Goal

Student will determine the best outline for their essay and organize their ideas by completing the text examples and elaborations.

Success Criteria

- **Criteria 1-** Student chooses an outline and fills in at least 3 examples with quotes and paragraph uses.
- **Criteria 2-** Student drafts basic elaboration sentences for each example.

Mini-Lesson Steps (15 min.):

1. Display the teacher model of “Planning: Organization” from the previous lesson (3.3a).
2. Remind students that an outline helps to create an overall roadmap of the essay and help to make sure that they are ready to draft while appropriately addressing the prompt.
3. Explain that there are many ways to organize an essay, and that strong writers look at the prompt and their evidence to decide the best way to convey information to the reader. Display and distribute “Planning: Outline Example” (3.4a).
4. Review the overall structure of a formal essay, including the introduction, paragraphs, and conclusion.
5. Explain that the goal of today is to focus in on the text examples as possible commentary (elaborations) to include in an essay.
6. Display and distribute “Planning: Outline” (3.4b) and talk to students through how to make the decision about the best structure to choose and how to draft the initial elaboration ideas using the teacher model as a guide.

Writing Portion (15-30 min.):

1. Give students time to draft their commentary and remind them that they do not need to be perfect.
2. Provide individual conferencing as needed to ensure students are successfully categorizing their ideas.

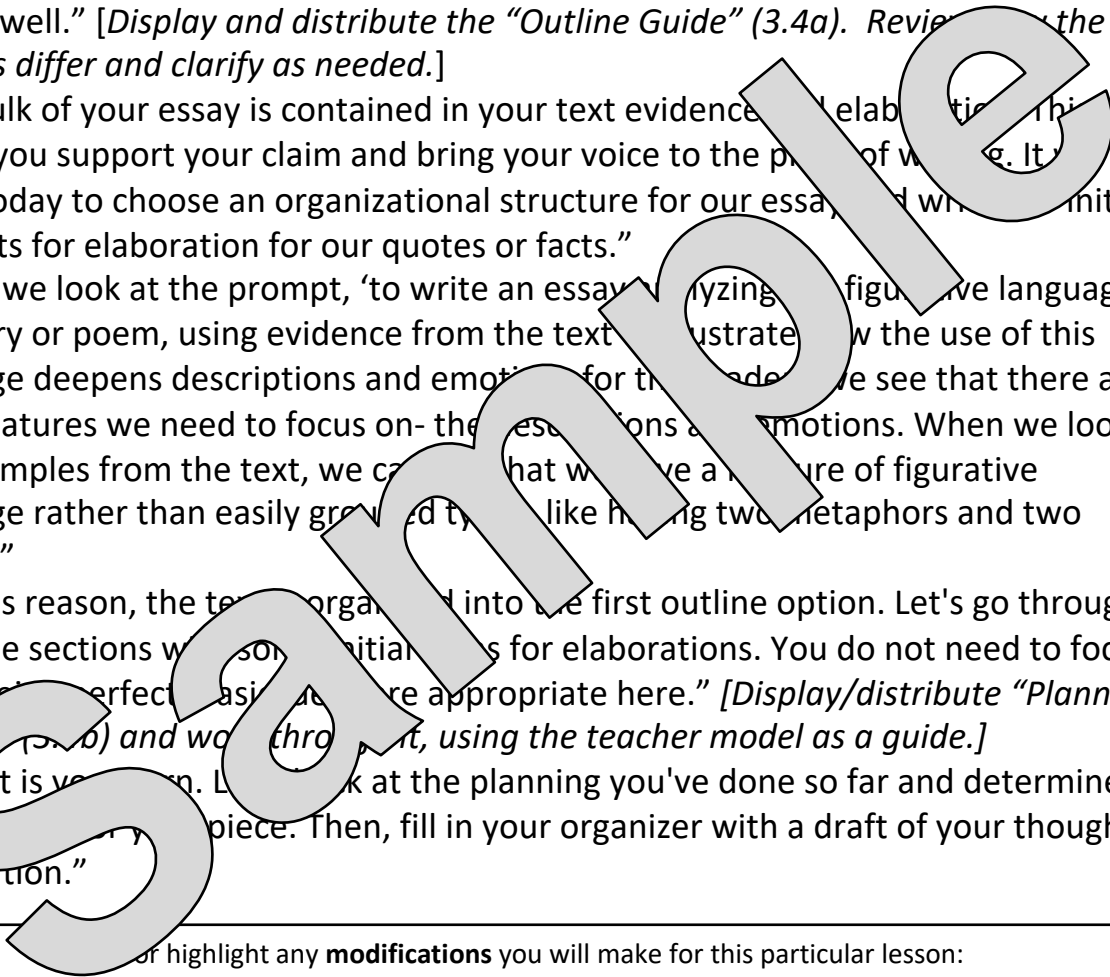
Closure (5-7 min.):

1. Students will share their best elaboration with a partner.

Mini-Lesson Overview

How it sounds:

- “In the last lesson, we determined similarities between our examples. This is going to help us decide on our outline for our essay.” [*Display the modeled version (3.4b).*]
- “Strong writers look at the big picture of their essay before they begin drafting to see how all of the information will fit together. There are many ways to put together a piece of writing, as long as it contains all of the necessary pieces. Let's take a look at those pieces now and two ways they can be put together. Keep in mind that these are just two examples. If you needed more than two body paragraphs, you could plan for that as well.” [*Display and distribute the “Outline Guide” (3.4a). Review the two outlines differ and clarify as needed.*]
- “The bulk of your essay is contained in your text evidence and elaboration. This is where you support your claim and bring your voice to the piece of writing. It will be our focus today to choose an organizational structure for our essay and write our initial thoughts for elaboration for our quotes or facts.”
- “When we look at the prompt, ‘to write an essay analyzing figurative language in the story or poem, using evidence from the text to illustrate how the use of this language deepens descriptions and emotions for the reader,’ we see that there are two main features we need to focus on- the reasons and emotions. When we look at the examples from the text, we can see that we have a mixture of figurative language rather than easily grouped by type like having two metaphors and two similes.”
- “For this reason, the teacher organized into the first outline option. Let's go through and fill in the sections with some initial thoughts for elaborations. You do not need to focus on them being perfect, as long as they are appropriate here.” [*Display/distribute “Planning: Outline (3.4b) and work through it, using the teacher model as a guide.*]
- “Now, it is your turn. Look at the planning you've done so far and determine the best way to organize your piece. Then, fill in your organizer with a draft of your thoughts for elaboration.”



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

Outline Guide

There are many ways to organize or write an essay. Strong writers look at the prompt, their brainstorming, and their evidence to determine the best structure to deliver their points. Below are two of many possible outline structures for this essay.

Prompt:

Write an essay analyzing the figurative language in the text, using evidence from the text to illustrate how the author enriches descriptions and deepens emotions.

Option One:	Option Two:
<p>Introduction</p> <p>Lead + Background Information + Thesis</p>	<p>Introduction</p> <p>Lead + Background Information + Thesis</p>
<p>Body Paragraph One: <i>Enriched Descriptions</i></p> <p>Topic Sentence Text Evidence + Elaboration Text Evidence + Elaboration Concluding Sentence</p>	<p>Body Paragraph One: <i>1 Type of Figurative Language for Descriptions & Emotions</i></p> <p>Topic Sentence Text Evidence + Elaboration Text Evidence + Elaboration Concluding Sentence</p>
<p>Body Paragraph Two: <i>Deepened Emotions</i></p> <p>Topic Sentence Text Evidence + Elaboration Text Evidence + Elaboration Concluding Sentence</p>	<p>Body Paragraph Two: <i>1 Type of Figurative Language for Descriptions & Emotions</i></p> <p>Topic Sentence Text Evidence + Elaboration Text Evidence + Elaboration Concluding Sentence</p>
<p>Conclusion</p> <p>Restatement of Thesis Final Statements Call to Action</p>	<p>Conclusion</p> <p>Restatement of Thesis Final Statements Call to Action</p>

Planning: Outline

Choose the best outline option for your essay according to the quotes and examples you've collected.
Fill in your examples and draft your thoughts for elaboration.

Introduction: Lead + Background Information + Thesis		
Body Paragraph 1: Enriched Descriptions or Figurative Language		
<p>Text Evidence 1:</p> <p>"Walk with joy in your golden feet over crystal seas and purpled mountains"</p> <p>Elaboration:</p> <p>The author uses adjectives like "golden," "crystal," and "purpled" to create illustrations in the reader's imagination.</p>	<p>Text Evidence 2:</p> <p>"Be a free bird on the back of the night wind"</p> <p>Elaboration:</p> <p>Birds often represent freedom and liberty. Because birds can fly, they are envied for having freedom. The image of a flying bird brings thoughts of feelings of independence to the reader. The wind is described as a body part, and the author's use of "back of the night wind" creates a description of the wind that suggests something on which the bird can</p>	<p>Text Evidence 3:</p> <p>Elaboration:</p>
Body Paragraph 2: Deepened Emotions or Figurative Language		
<p>Text Evidence 1:</p> <p>"Like a new seed bursting"</p> <p>Elaboration:</p> <p>The author compares the reader to the sun, which can shine. This metaphor makes the poem feel hopeful because the sun is cheerful.</p>	<p>Text Evidence 2:</p> <p>"Like a new seed bursting"</p> <p>Elaboration:</p> <p>The author compares the reader to a sprouting seed, which is full of hope.</p>	<p>Text Evidence 3:</p> <p>Elaboration:</p>
Conclusion: Restatement of Thesis + Final Statements		

Purpose: I can write an engaging lead and a clear claim that align with the text and the prompt of my argumentative (lit. analysis) essay.

Standard(s):

CCSS.ELA-LITERACY.W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.8.1.D: Establish and maintain a formal style.

Materials

- Student page(s) 3.5a-b

Learning Goal

Student will review the different areas of an introduction and draft lead and claim options.

Success Criteria

- **Criteria 1-** Student writes a strong lead that is based on the text.
- **Criteria 2-** Student writes a claim statement that is 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 discussed in the previous explanatory unit.
 2. Display and distribute “Introduction Elements” (3.5a). Review the elements of the introduction by pointing to the summary sentences as a new element. Explain that these were the “background information” sentences in the explanatory essay. Model how to highlight a part of the text paragraph, using the teacher model as a guide.
 3. Display “Lead and Claim” (3.5b). Explain that today, students will write their lead and claim, and tomorrow they will write their summary sentence.
 4. Review the purpose of a lead and model the different types of leads using the teacher model as a guide, emphasizing how they should relate to the text. Model choosing the lead from the sample text.
- Now show the steps for writing a claim. Emphasize that it should be aligned with the prompt. Model how to complete the chart.

Independent Portion (15-30 min.):

1. Distribute “Lead and Claim” (3.5b). 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, background information, and a thesis. The introduction for this paper will look similar, but with a slight difference.”
- *[Display and distribute “Introduction Elements” (3.5a).]* “For a literature analysis piece, we want our background sentences to give our readers information about the story or poem we are writing about, in case they haven’t read it. We will call these ‘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.]* “Today we focus on writing the lead and claim of our introduction. Tomorrow, we’ll add in our summary sentences.”
- *[Display “Lead and Claim” (3.5b).]* “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 text. It also connects to the writing prompt. Since the prompt is related to the figurative language in the text, I want to choose a lead that relates to how the figurative language affects the reader. I’ll choose the lead that ponders the idea of poems trapping the reader somewhere else.”
- “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 ‘Majestic.’” *[With student input, complete the organizer, using the teacher model as a guide.]*
- “Now it’s your turn. Use the organizer to write some leads and a claim based on your text. When you finish, you’ll share the leads you wrote with a partner and choose the strongest one. Then, you’ll write the lead and claim you write for your introduction paragraph.”

Highlight any modifications you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Allow for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Introduction Elements

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

1. Lead
2. Summary Sentences
3. Thesis with a claim

lead → Sometimes a poem can transport a reader to a different place. summary sentences → The poem "Majestic," by Kwame Alexander, uses rich figurative language to evoke strong feelings from the reader. This poem, about appreciating all of the amazing things people have to offer, is truly inspiring. Alexander takes readers on a journey, giving them feelings of hope through his use of poetic language. thesis/claim → The figurative language adds rich description and deepens emotion.

Formative	
Lead	Hook your reader using one of the following: <ul style="list-style-type: none"> • Question • Interesting Fact • Anecdote • Description/Description • Quote
Summary 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 (if applicable), and summarize the plot and main conflict/resolution.
Thesis/Claim	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.
Formal Tone	Maintain a professional tone and avoid slang, contractions, and abbreviations.

Purpose: I can write a clear summary of my text that conveys its message and mood to my reader.

Standard(s):

CCSS.ELA-LITERACY.W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.8.1.D: Establish and maintain a formal style.

Materials

- Title of Works anchor chart
- Student page(s) 3.6a

Learning Goal

Student will be able to write clear summary sentences that include the title, author, message, and mood of the text.

Success Criteria

- **Criteria 1-** Student writes summary sentences including four necessary parts

Mini-Lesson Steps (15 min.):

1. Review the three parts of an argumentative introduction: lead, summary sentences, and thesis claim.
2. Explain that today, students will focus on writing the summary sentences for their introduction. Display “Summary Sentences” (3.6a). Explain each part of the summary sentences: title, author, overall mood, and message for the rest of the text.
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 specifically explaining the use of formal tone. Encourage student to summarize the big picture of the text without writing about specific details.
5. Model putting it all together to write the summary sentences at the bottom.

Student Activity (15-30 min.):

1. Distribute “Summary Sentences” (3.6a). Students should work independently to fill in the chart and write their summary sentences before completing their full introduction.
2. Circulate and conference as needed to make sure students are writing their summaries about the overall message as it pertains to their claims.

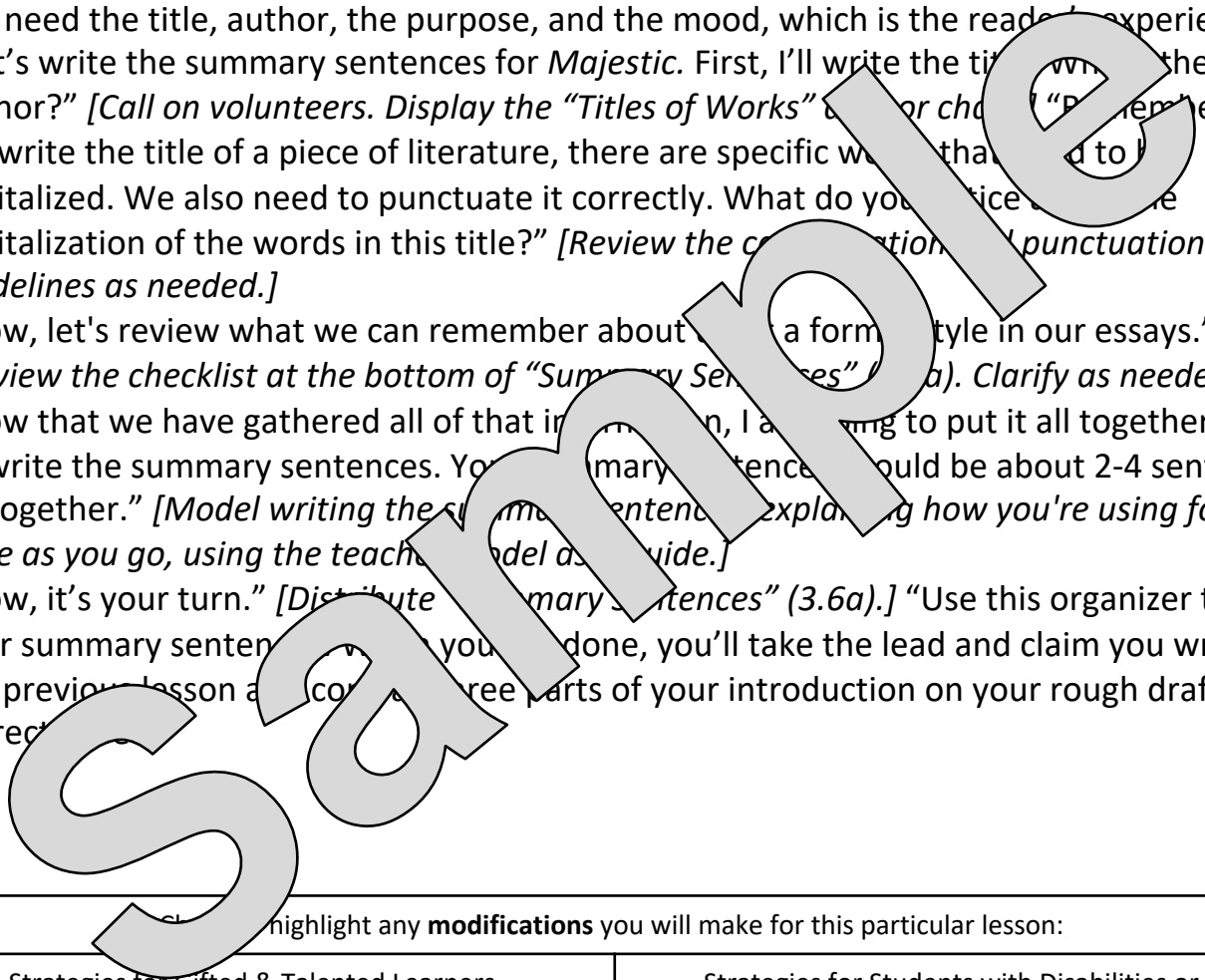
Closure (5-7 min.):

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 literature analysis introduction?” *[Allow students to share ideas.]* “The three parts are: lead, summary sentences, and thesis/claim.”
- “Yesterday, you wrote a lead and claim for your introduction. Today, we are going to focus on the summary sentences.”
- *[Display “Summary Sentences” (3.6a).]* “Remember that when we summarize, we need to write about the overall plot or theme of the text, instead of specific details. To do this, we will need the title, author, the purpose, and the mood, which is the reader’s experience.”
- “Let’s write the summary sentences for *Majestic*. First, I’ll write the title. (Write the title on the board.) “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.]*
- “Now, let’s review what we can remember about formal style in our essays.” *[Review the checklist at the bottom of “Summary Sentences” (3.6a). Clarify as needed.]*
- “Now that we have gathered all of that information, I am going to put it all together to write the summary sentences. Your summary sentences should be about 2-4 sentences all together.” *[Model writing the summary sentences, explaining how you’re using formal style as you go, using the teacher model as a guide.]*
- “Now, it’s your turn.” *[Distribute “Summary Sentences” (3.6a).]* “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 copy the three parts of your introduction on your rough draft, in the correct order.”



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

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

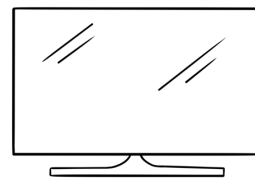
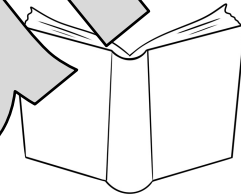
books

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. Identify the purpose of the figurative language, explain the overall plot or theme of the text, and describe the reader's experience.

The text, <u>Majestic</u> by	
<u>Kwame Alexander</u> , uses figurative language to	
Purpose evoke strong feelings from the reader	Explanation/Meaning - Appreciating youth what young people have to offer - Inspiring young people to reach their dreams the reader feels hopeful and can imagine the journey the text describes.
Summary Sentences The poem "Majestic" by Kwame Alexander, uses rich figurative language to evoke strong feelings from the reader. This poem, about appreciating all of the amazing things young people have to offer, is truly inspiring. Alexander takes readers on a journey and brings them feelings of hope through his use of poetic language.	

Guidelines for Formal Style/Tone:

- Avoid first and second person pronouns (I, me, my, you, your, we, our, us, etc.)
- Avoid contractions (can't, won't, doesn't, etc.)
- Avoid "slang" terms and vague language (things, stuff, good, really, nice)

Purpose: I can write the body paragraphs to my argumentative literature analysis essay with appropriate structure and cited text evidence.

Standard(s):

CCSS.ELA-LITERACY.W.8.1.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.8.1.D: Establish and maintain a formal style.

Materials

- Student page(s) 3.7a
- Argumentative Transitions bookmark
- Completed student page 3.4a

Learning Goal

Student will write body paragraphs with cited evidence and commentary, using formal language and transition words appropriately.

Success Criteria

- **Criteria 1-** Student constructs multiple body paragraphs, each containing cited evidence and commentary, to support a reason.
- **Criteria 2-** Student uses transition words and formal language.

Mini-Lesson Steps (15 min.):

1. Explain that now that introductions are complete, students will now move on to body paragraphs.
2. Have students recall the parts of a body paragraph and share with a partner.
3. Display and distribute “Paragraph Elements” (3.7a) and review the definitions of the terms.
4. Explain that you will identify and highlighting each piece of the first body paragraph from the text. Model the process, using each student as a guide and have students highlight their copy.
5. Display and distribute the “Argumentative Transitions” bookmark and review briefly.

Student Work (15-30 min.):

1. Using the planning outline as a guide (3.4b), students will write independently to begin writing their body paragraphs. Students should use the list provided as well as the transitions bookmarks. Students should attempt to complete at least 1 body paragraph 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.

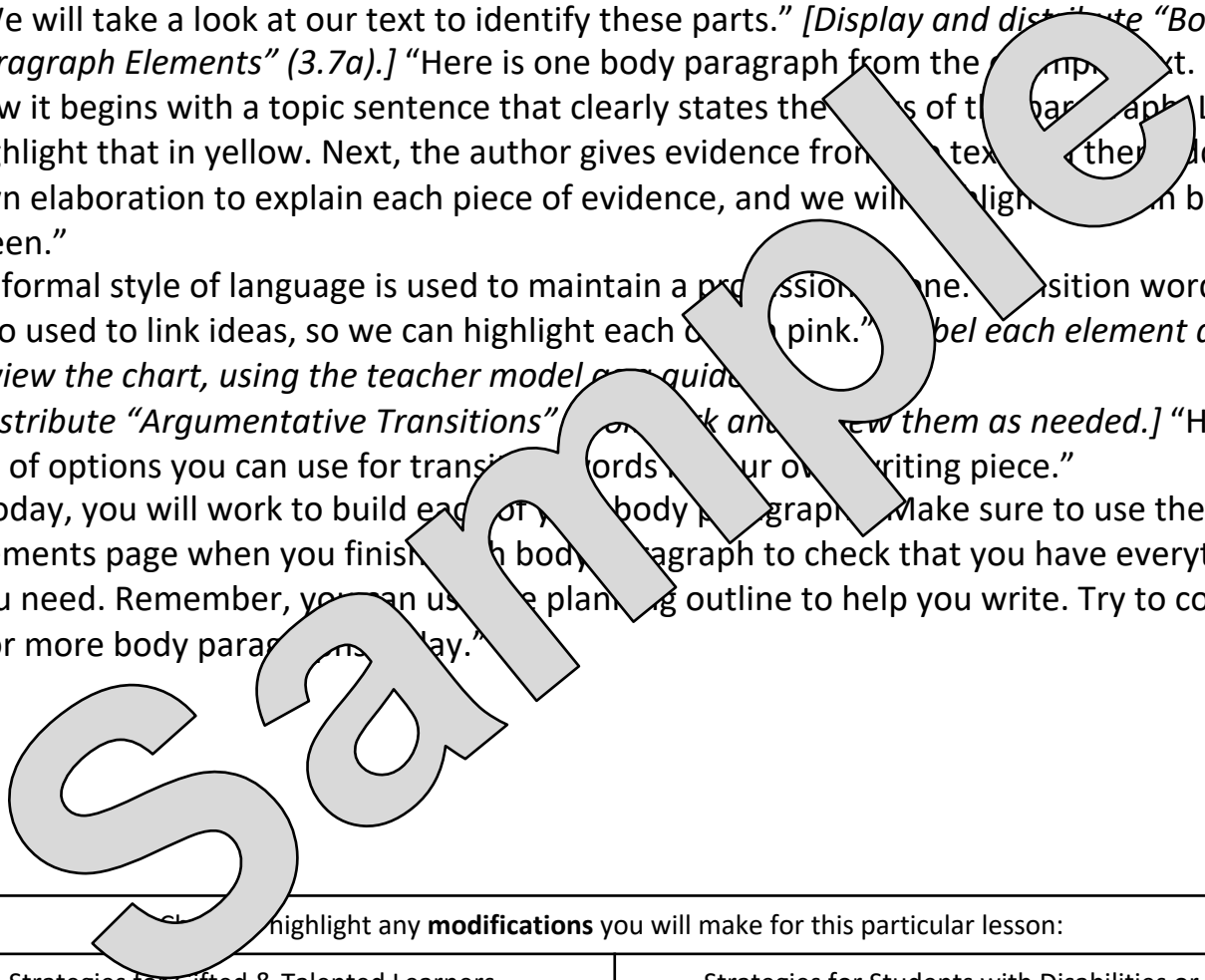
Closure (5-7 min.):

1. Have students explain the basic structure of the body paragraph to a partner.

Mini-Lesson Overview

How it sounds:

- “Today, you will focus on developing your body paragraphs based on your planning outline (3.4b). Let’s look back at it to remind ourselves of the reasons we chose that support our claim.” *[Display the planning page teacher model from 3.4b and have students get out their copies.]*
- “Before we begin writing, let’s refresh our memories about the parts of a body paragraph and how they fit together. Turn to a partner and take turns naming things that need to go into a body paragraph.” *[Give students time to share.]*
- “We will take a look at our text to identify these parts.” *[Display and distribute “Body Paragraph Elements” (3.7a).]* “Here is one body paragraph from the sample text. Notice how it begins with a topic sentence that clearly states the thesis of the paragraph. Let’s highlight that in yellow. Next, the author gives evidence from the text and they add their own elaboration to explain each piece of evidence, and we will highlight that in blue and green.”
- “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 in pink.” *[Label each element and review the chart, using the teacher model as a guide.]*
- *[Distribute “Argumentative Transitions” and review them as needed.]* “Here is a list of options you can use for transition words in your own writing piece.”
- “Today, you will work to build each of your body paragraphs. Make sure to use the elements page when you finish each body paragraph to check that you have everything you need. Remember, you can use the planning outline to help you write. Try to complete 1 or more body paragraphs today.”



Please highlight any modifications you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
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3.7a

Body Paragraph Elements

The body paragraphs of argumentative writing have several components.

Alexander's use of figurative language adds to the rich description that creates vivid images in the reader's mind. An example of the use of visual imagery is the verse which states "Walk with joy in your golden feet over crystal seas and purpled mountains" (Alexander et al. 40). In this section, the author uses adjectives like "golden," "crystal," and "purpled" to create illustrations in the reader's imagination. Then, Alexander uses symbolism in the line where he references a free bird (Alexander et al. 40). Birds are often used to represent freedom and liberty. Because birds are able to fly, they are often envied for having the freedom to move where they want to go. The image of a flying bird brings thoughts and feelings of independence to the reader. Additionally, the author uses personification in the phrase "the night wind" (Alexander et al. 40). The night wind is personified by describing it as having a body part, the back. This creates a rich description of the wind being something of which the bird can ride.

Paragraph Elements	
Topic Sentence	State the main reason that supports your claim, using the categories from your planning outline.
Evidence/Quotation	Use quotations or examples from the text that support the reason stated in the topic sentence. Use a parenthetical citation at the end of the sentence.
Elaboration/Commentary	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 write the body paragraphs to my argumentative literature analysis essay with purposeful commentary.

Standard(s):

CCSS.ELA-LITERACY.W.8.1.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.8.1.D: Establish and maintain a formal style.

Materials

- Student page(s) 3.9a
- Completed student page 3.4a

Learning Goal

Student will write body paragraphs with commentary that expand upon the evidence in a purposeful and meaningful way.

Success Criteria

- **Criteria 1-** Student constructs commentary that presents insightful and that add individual voice to the analysis of the text.
- **Criteria 2-** Student uses formal language in his or her commentary.

Mini-Lesson Steps (15 min.):

1. Explain that students' body paragraphs should be nearing completion, and that today, they will be focusing on their commentary. Review definition of commentary.
2. Ask students why the commentary references evidence considered the most important portions of their essays. Discuss that the commentary references the evidence to bring in the writer's voice.
3. Display and distribute "Writing Strong Commentary" (3.9a) and review the examples. Have students to discuss with a partner. Each of the examples is labeled the way that it is before the explanation, using the teacher model as a guide.
4. Have students take out their drafts from the previous lesson and explain that they can go back and revise what they've written if needed after this lesson and then to move forward to complete their body paragraphs.

Student Portion (15-30 min.):

1. Using their planning outline as a guide (3.4a) and their draft so far, students will work independently to continue writing their body paragraphs.
2. Students should use these commentary examples, as well as their other tools and guides from previous lessons. Students should attempt to make any needed revisions and complete all planned body paragraphs today. *Note: Remind students to continue to pay attention to their formal style.*
3. Conference with students as needed, providing direction for students who are struggling.

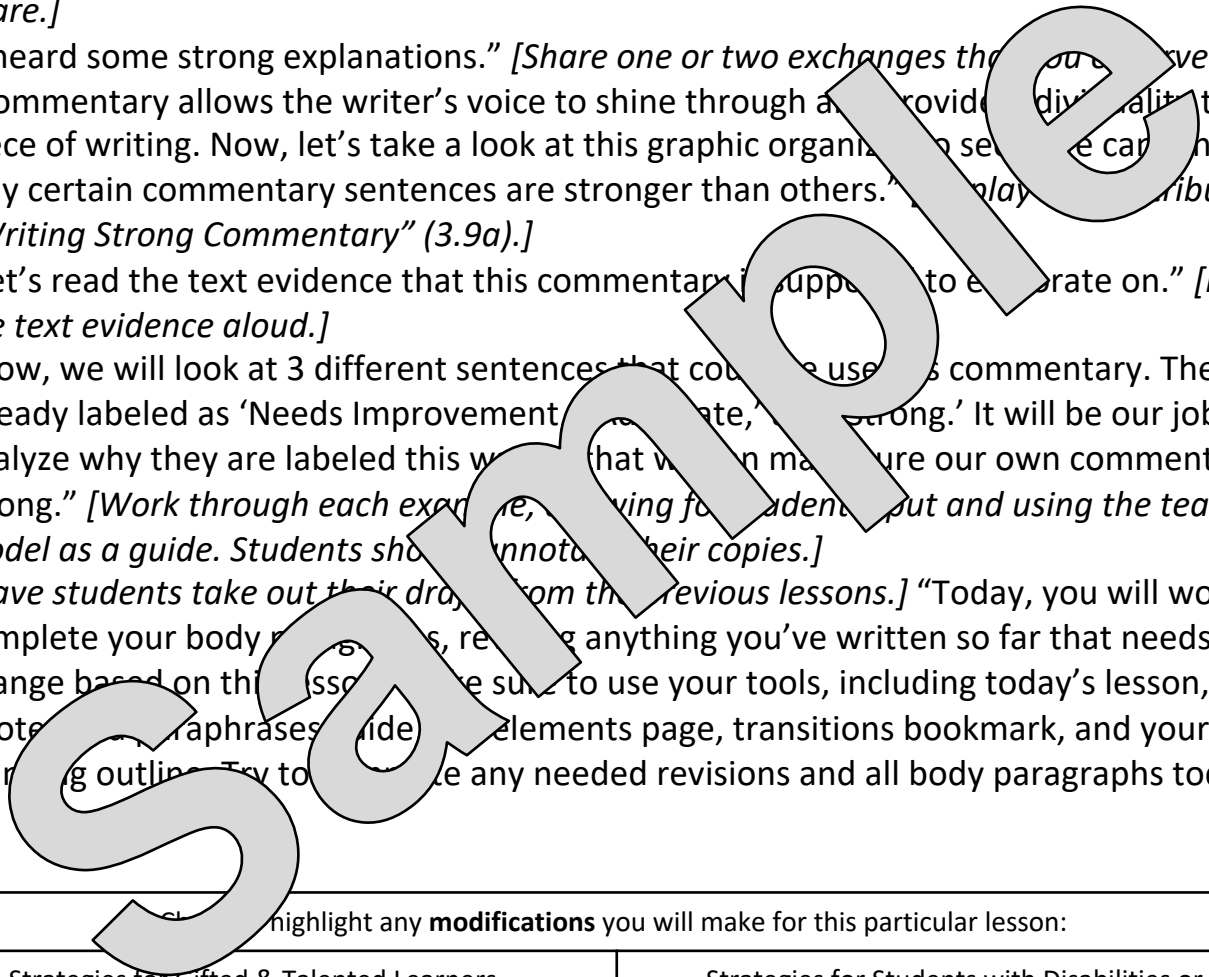
Closure (5-7 min.):

1. Have students share one example of how they wrote strong commentary today.

Mini-Lesson Overview

How it sounds:

- “Today, you will finish developing your body paragraphs based on your planning outline (3.4a). As a review, the term ‘commentary’ means the writer’s elaboration on the evidence, or their analysis and insight. We are going to look at how to write strong commentary and what exactly that sounds like.”
- “Before we get to that, let’s talk about why commentary is important to the essay. Turn to a partner and explain why you think that we could possibly say that commentary, or elaboration sentences, are the most important parts of the essay.” *[Give students time to share.]*
- “I heard some strong explanations.” *[Share one or two exchanges that you observed.]*
“Commentary allows the writer’s voice to shine through and provide diversity to the piece of writing. Now, let’s take a look at this graphic organizer to see the key point why certain commentary sentences are stronger than others.” *[Play and distribute “Writing Strong Commentary” (3.9a).]*
- “Let’s read the text evidence that this commentary supports to elaborate on.” *[Read the text evidence aloud.]*
- “Now, we will look at 3 different sentences that could be used as commentary. These are already labeled as ‘Needs Improvement,’ ‘Good,’ and ‘Strong.’ It will be our job to analyze why they are labeled this way so that we can make sure our own commentary is strong.” *[Work through each example, leaving for student input and using the teacher model as a guide. Students should annotate their copies.]*
- *[Have students take out their drafts from the previous lessons.]* “Today, you will work to complete your body paragraphs, revising anything you’ve written so far that needs a change based on this lesson. Be sure to use your tools, including today’s lesson, the quote paraphrases guide, elements page, transitions bookmark, and your planning outline. Try to make any needed revisions and all body paragraphs today.”



Please highlight any modifications you will make for this particular lesson:	
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<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Allow for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Writing Strong Commentary

Commentary, or elaboration, in an essay is what allows the writer's voice to come through among the text evidence and examples. However, there are some common errors that writers make that can lessen the effectiveness of their commentary.

Text Evidence:

An example of the use of visual imagery is the verse which states "Walk with joy in your golden feet over crystal seas and purpled mountains" (Alexander et al. 40).

Commentary Example

Explanation

Needs Improvement:

I think this is good visual imagery.

Using "I think" is an informal tone and it makes the commentary sound like it is not based in text evidence and is a vague analysis. "Good" is a vague word that does not mean much in this context, and "visual imagery" is a term used in the text evidence sentence, so this is repetitive.

Appropriate:

These descriptive words paint a picture of the scene.

This sentence does use a formal tone without the "I think," so it sounds more confident. It does not repeat wording from the text evidence, and it does offer an explanation as to why the specific quote was important to the message of the poem. However, it does not offer much insight into what "nice" means. A "nice" picture could mean a hundred different things.

Strong:

In this section, the author uses adjectives like "golden," "crystal," and "purpled" to create illustrations in the reader's imagination.

Here, the writer uses a transitional phrase which helps connect the commentary to the text evidence. The writer also chooses specific words from the evidence to quote again in order to emphasize which choices were most impactful. It then explains exactly what these words do for the reader.

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

Standard(s):

CCSS.ELA-LITERACY.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.5: 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, focusing on how well purpose and audience have been addressed.

Materials

- Student page(s) 3.11a-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, and will use the feedback to assist in the revision process.

Success Criteria

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

Mini-Lesson Steps (15 min.): **Note: If you previously used Simplify Writing® units, the revision [OR editing] checklist is more of a review. Adjust the mini-lesson to fit your needs.*

1. Display the “Revising and Editing” anchor chart (3.11a). Have students share their thoughts and feedback on the revision process. Review the steps of revision as a class.
2. Explain to students that they will use a checklist to make sure that their writing is complete. Distribute the “Argumentative Revision Checklist” (3.11a) and allow students to ask questions or receive clarification on each item.
3. Display and/or distribute the excerpt of the text (3.11b) and complete the checklist using a teacher model as a guide, explaining how to insert revisions.
4. Explain the specific conditions for the parenthetical citation in this case for the example text, being that the reference book is not cited in the text.

Note: Have students utilize the reference guide for parenthetical citations from Day 9 of Unit 2: Explanatory Writing if needed.

Student Portion (15-30 min.):

1. [Optional: Distribute Revision Checklist sticky notes.]
2. Give students time to work through the checklist on their own essay.
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: *Note: If you previously used Simplify Writing® units, the revision [OR editing] 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. Let’s look at an example checklist.” *[Display and review “Argumentative Revision Checklist” (3.11a).]*
- “Today, we are going to use this checklist to revise a part of a draft of the memo or text. We will look for some positive things and also provide some suggestions for things that will make the writing even stronger.” *[Display excerpt (3.11b). Model how to mark the text using the checklist.]* “The author does a good job of writing a strong introduction, but uses a few first/second person pronouns, which is more informal. The author also has an incorrect parenthetical citation for the type of book that we are reading. This book, *Out of Wonder*, is an anthology, meaning it has more than three authors. When you are citing an anthology, the appropriate way to write the citation is by using the first author’s name and adding the term ‘et al.’ which means ‘and others’ in Latin. Sometimes in different situations can come up, and it is important that you ask or look up the correct citation format that is specific to your source.” *[Continue working through the checklist, thinking aloud about feedback for the essay, using the teacher model as a guide.]*
- “When we identify something we think the author should work on, we can go into the text and provide a revision suggestion. Let’s practice with the areas we identified on the checklist.” *[Model how to mark revisions on the text, using the teacher model as a guide.]*
- “Now you are going to revise your own essay, then share it with a partner for feedback. Use the ‘Argumentative Revision Checklist’ to identify what was done well and also identify any areas in need of revision.”

Checklist: Highlight any modifications you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Allow for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor



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 checked="" type="checkbox"/>	<input type="checkbox"/>	Each body paragraph clearly supports the thesis 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 type="checkbox"/>	<input checked="" type="checkbox"/>	Evidence from the book is clearly referenced.
<input type="checkbox"/>	<input checked="" 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.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The conclusion restates the thesis and ended with a thought-provoking statement.

How can this text be revised?

We can replace the first/second person pronouns with more formal words. We can insert transitional phrases to help with fluency. We can add in more detailed descriptions and specific vocabulary where needed.

Excerpt From Unrevised Draft: “Figurative Language in the Poem “Majestic”

Sometimes a poem can transport a reader to a different place. The poem “Majestic,” by Kwame Alexander, uses rich figurative language to evoke strong feelings from the reader. This poem, about appreciating all of the amazing things ~~we all~~ ^{young people} have to offer, is truly inspiring. Alexander takes readers on a journey and brings them feelings of hope through his use of poetic language. In the poem, the figurative language adds rich descriptions and opens emotions.

Alexander’s use of figurative language adds to the rich description and creates vivid images in the reader’s mind. An example of the use of vivid imagery is the verse which states “Walk with joy in your golden feet over crystal and purple mountains” (Alexander et al. 40). In this section, the author uses adjectives like “golden,” “crystal,” and “purpled” to create illustrations in ~~my~~ ^{the reader’s} imagination. Then, Alexander uses symbolism in the line where he references a free bird. Birds are often used to represent freedom and liberty. Because birds are able to fly, they are often envied for having freedom to move where they want to go. The image of a flying bird brings thoughts and feelings of independence to the reader. The author uses personification to describe the “back of the night wind” (Alexander). ^{et al. 40} Additionally, the night wind is personified by being described as having a body part, the back. This creates a rich description of the wind being something on which the bird can ride.

This poem paints a picture in the mind of the reader and also evokes emotions. The use of figurative language ^{including similes, metaphors, and imagery} helps make the poem descriptive and full of emotion. The author’s talent for using figurative language and precise adjectives is very clear in this poem.

Purpose: I can format my essay within MLA guidelines using a reference guide.

Standard(s):

CCSS.ELA-LITERACY.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Materials

- Student page(s) 3.13a-b

Learning Goal

Student will use a provided list of guidelines and an example sheet to format their essay and Works Cited page.

Success Criteria

- **Criteria 1-** Student formats their essay according to the listed guidelines.
- **Criteria 2-** Student creates separate Works Cited page that uses the examples to format entries.

Mini-Lesson Steps (15 min.): **Note: If students will be writing their essays by hand, this lesson may need to be modified. Also, if you used the Explanatory Unit, this will be a new activity. Modify this lesson to fit your needs.*

1. Explain that today, students will learn about the MLA format according to specific MLA guidelines.
2. Explain the function of the Modern Language Association and why there are guidelines surrounding formal formatting.
3. Display and distribute “MLA Formatting Basics” (3.13a). Briefly go through the guide explaining that there may be situations that students come across that are not listed on that guide and that those can be addressed in an individual conference. Use the teacher model as a guide.
4. Have students fill in the blanks on their guides.
5. Display and distribute “MLA Formatting Example” (3.13b). Discuss the specific features of the examples with students, using the teacher model as a guide, clarifying as needed.

Depending on how students will be completing their essay, it may be necessary to go over technical directions, websites to assist in creating a Works Cited page, etc. To scaffold, you may also consider creating a starter document if all students used the same sources.

Student Portion (15-30 min.):

1. Students should use this time to set up their final essay format and their Works Cited page. *(Note: It is not expected that students complete their entire published copy during this time.)*
2. Teacher will conference with students as needed.

Closure (5-7 min.):

1. Use an exit ticket for students to rate their confidence level with their formatting on a scale of 1-5.

Mini-Lesson Overview

How it sounds:

- “Today’s goal is to set up our final copy for our essay using MLA formatting guidelines.” *[Display and distribute “MLA Formatting Basics” (3.13a).]*
- “The Modern Language Association (MLA) puts forth guidelines widely adopted by schools and colleges for how to format informational writing. This is so that all essays look the same and can be assessed fairly. These ‘rules’ are used not just in middle school and high school, but in college too, so it’s a good skill to learn now.”
- “Let’s review some introductory basics to MLA formatting. As we go over these, keep in mind that this is meant to be an introduction. There may be some situations that come up that are not addressed here, but I can help you with those in an individual conference.” *[Read through the guidelines and have students fill in the blanks on the slides, using the teacher model as a guide.]*
- “I know sometimes it can be confusing just to read the guidelines without seeing them, so let’s take a look at an example page.” *[Display and distribute “MLA Formatting Example” (3.13b). Talk through specific items in the example, using the teacher model as a guide.]*
- *[Give students any necessary additional information, including any expected software or websites for the completion of their paper.]*
- “Your task for today is to set up your copy page with the formatting specifics we have discussed, including thinking of one for your paper if you haven’t already. You will also create your separate Works Cited page with your source information. I will be available to help you throughout the process.”

Sample

Check and highlight any modifications you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Allow for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

MLA Formatting Basics

Use this guide to develop the foundation of MLA formatting for your essay.

Page Setup Guidelines

- Entire document should be **double** spaced with 1-inch margins.
- Header with your last name and page number.
- Heading with your name, teacher's name, course name, and date (in date/month/year format).
- Title of paper centered in size 12/Times New Roman. Do not underline, bold, or italicize.

Text Format Guidelines

- Font: Times New Roman
- Font Size: 12
- Parenthetical citations within the text to credit sources (with 22)
- Periods after citations
- Commas inside **quotation** marks
- Single space after periods and commas

Works Cited Page Guidelines

- The Works Cited page should be on its own separate page.
- The title "Works Cited" centered in size 12/Times New Roman. Do not underline, bold, or italicize.
- Alphabetize entries.
- Use a **hanging indent** for all entries that take up more than one line.
- Follow this basic format for entries, using only relevant information:

Author. "Title of the Source." Title of the Container, Other contributors, Version, Number, Publisher, Publication date, Location.

- For websites, the "Location" is the full URL (web address).

MLA Formatting Example

Use these examples as a reference when formatting your paper.

Joanna Smith
Mrs. Bennett
8th Grade English
05 September 20XX

Smith 1

title
Figurative Language in the Poem "Majesty"

indent using "tab" key

Alexander's use of figurative language adds to the rich description that comes vividly to the reader's mind. An example of the use of visual imagery is the verse which says "Walk with joy in your golden feet over crystal seas and purpled mountains" (Alexander et al. 40). In this section, the author uses adjectives like "golden," "crystal," and "purpled" to create a rich picture in the reader's imagination. Then, Alexander uses symbolism in the line where he refers to a freedom bird. Birds are often used to represent freedom and liberty. Because birds are able to fly, they are often envied for having the freedom to move where they want to go. The image of a flying bird brings thoughts and feelings of independence to the reader. Additionally, the author uses personification in the phrase "the back of the night wind" (Alexander et al. 40). The night wind is being described as having a body part, the back. This creates a rich description of the wind being something on which the bird can ride.

Smith 3

Works Cited

alphabetical order

Alexander, Kwame, et al. *Out of Wonder: Poems Celebrating Poets*. Candlewick Press, 2017.

hanging indent

situation with more than 3 authors

Argumentative (Lit. Analysis) Rubric

Teacher Version

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

Argumentative (Lit. Analysis) Rubric

Student Friendly

	4 - Advanced	3 - Proficient	2 - Basic	1 - Below Basic
Focus: What is your argument?	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.
Organization: Why should your reader agree with you?	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 in my argument.	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.
Elaboration: What evidence and commentary back you up?	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.
Language and Vocabulary: Make your ideas clear	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.
Conventions: Make it correct!	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 correct.	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