



Literacy Design
Collaborative

Identifying Theme in Literature

★ TASK

by Christine Del Negro

This module has been designed to work within the 6th grade TCWRP reading unit, Lifting the Levels of Reading Through Strong Partnerships, and Bend 1 of writing unit, Literary Analysis: Quick Lit Essays and Fan Fiction Scenes . Many of the mini-tasks in the module are based on specific TC instructional protocols and have been designed to streamline the process for the teacher. Each step of the module is designed around explicit modeling and guided practice by the teacher in both the reading and the writing processes. Students are provided with the instructional support to develop their analytical reading and writing skills as well as their understanding of essay structure and author's craft. This module was written using Esperanza Rising as its anchor text but could be taught with any grade level appropriate novel or short story. Students would be introduced to the teaching task prior to starting their partnership book. The pacing guide provided for the Reading Process mini tasks is for the introduction of each strategy. The Reading Process mini-tasks would be taught during the partnership reading time to allow students to closely examine pivotal points in the book as they read. Based on what you are seeing in notebook entries and hearing in conversations, you may want to target key points in each book for students to revisit just prior to beginning the writing process.

The overall pacing of this module will be approximately 4-5 weeks.

GRADES

6

DISCIPLINE

 ELA

COURSE

Any

PACING

 25hr

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

After reading your partnership novel and identifying an important theme, write a literary essay in which you analyze how the author develops the theme over the course of the novel through pivotal moments (turning points) for the character of your choosing. Support your discussion with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2

Focus

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.2

Focus


Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

RL.6.5

Focus

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Texts

 **Esperanza Rising by Pam Munoz Ryan**
<p>School based text.</p>

Student Work Rubric - Informational or Explanatory Task - Grades 6-8

| | Emerging | Approaches Expectations | Meets Expectations | Advanced |
|---|--|---|---|---|
| | 1 | 2 | 3 | 4 |
| Controlling Idea | Presents an unclear or unfocused controlling idea. | Presents a general controlling idea that addresses the prompt , with an uneven focus . | Presents and maintains a clear controlling idea that addresses all aspects of the prompt. | Presents and maintains a clear and specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic . |
| Selection & Citation of Evidence | Includes minimal details from sources. Sources are used without citation. | Includes details, examples, and/or quotations from sources that are relevant to the controlling idea. Inconsistently cites sources. | Includes details, examples, and/or quotations from sources that are relevant to the controlling and supporting ideas . Consistently cites sources with minor formatting errors . | Includes well-chosen details, examples, and/or quotations from sources that support the controlling and supporting ideas. Consistently cites sources using appropriate format. |
| Development / Explanation of Sources | Explanation of ideas and source material is irrelevant, incomplete, or inaccurate. | Explanation of ideas and source material is minimal or contains minor errors . | Accurately explains ideas and source material and how they support the controlling idea . | Thoroughly and accurately explains ideas and source material, using reasoning to support and develop the controlling idea. |
| Organization | Lacks an evident structure. Makes unclear connections among ideas, concepts, and information. | Groups ideas and uses some transitions to connect ideas, with some lapses in coherence or organization . | Groups and sequences ideas to develop the controlling idea . Uses transitions to clarify the relationships among ideas, concepts, and information . | Groups and sequences ideas logically to develop the controlling idea and create cohesion . Uses varied transitions to clarify the relationships among ideas, concepts, and information. |
| Conventions | Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate. | Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate to the audience and purpose. | Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose . | Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose. |
| Content Understanding (Generic) | Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |

Background for Students

Theme: An idea, concept, or lesson that appears repeatedly throughout a story, reflects the character's internal journey through the external plot, and resonates with the reader.

So... why is theme important?

Theme is important because it's the soul of the story. A book's theme reflects a life lesson or experience and is what the reader connects to. Since theme is related to the characters' inner journey, understanding the theme of the book provides the reader with a window into the character's inner emotional life and what drives them.

Having that connection with the character helps the reader walk in his or her shoes and experience the journey in a more substantial way.

Theme rises above the plot. It is the idea, for example, of overcoming obstacles in life or standing up for what you believe in. Many books have similar themes, despite major differences in their plots. Finding the theme of a story allows the reader to consider the message of the book and how it relates to his or her life.

In this module, you will explore theme in literature through pivotal moments in the lives of the characters and the choices that they make.

Extension

The teaching task of this module is intended to allow students to identify and analyze the development of the theme in their partnership novel that they feel is most central through a focus on pivotal moments for a character of their choosing. The task can be made more challenging by providing students with a short article on theme (one is provided in the Teacher Resources), and/or having students look at additional craft moves by the author. For students who may be struggling, the teacher may opt to have them use the anchor text, *Esperanza Rising*, work with students to identify the theme of a partnership book and/or identify several specific pivotal moments in the partnership text for students to analyze in support of a theme.

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

Reading Process

ANNOTATION: Ability to read closely to comprehend a text.

BRIDGING CONVERSATION/ COMPREHENDING TEXTS/ READING PROCESS: The ability to construct meaning of a text, to comprehend and develop understanding through a discussion in a collaborative small group setting.

ENHANCING COMPREHENSION/WRITING ABOUT READING: Ability to use conversational prompts in written reflection to deepen one's thinking about a text.

Transition to Writing

PREPARING FOR WRITING: Ability to generate a thesis statement that can be supported with evidence.

Writing Process

RECONSIDERING THE PROMPT: Ability to develop an thesis statement that addresses the prompt.

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an explanatory task.

INTRODUCTORY PARAGRAPH: Ability to develop an effective an engaging introductory paragraph with a hook, explanation and thesis.


BODY PARAGRAPHS: Ability to develop body paragraphs that support the thesis through textual evidence and structured argument.

CONCLUDING PARAGRAPH: Ability to write a concluding paragraph that restates the thesis and summarizes the essay's claim.





REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose based on teacher conferences and peer advice.

FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |
|--|---|---|---|--|
| Preparing for the Task | | | | |
| 30 mins | TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns. | DECONSTRUCTING THE PROMPT As a class, we will analyze the prompt for this module and break it down so we know what we're going to be learning about throughout the module and what you will have to do for this final assignment. | Meets Expectations: <ul style="list-style-type: none"> Students participate in reading of the prompt and class discussion. Students identify and resolve unknown words in the prompt. Students identify important tasks in the prompt. Students discuss what they will learn and do based on analysis of the prompt. | <ul style="list-style-type: none"> Discuss why it is important to carefully read and understand a task's prompt. Read the prompt together as a class. As a class, practice close-reading strategies by underlining unknown words in the prompt. In addition, underline important tasks in the prompt by identifying action verbs. Have students work in groups to identify the meaning of unknown words in the prompt. Students will share these whole class. Discuss the verbs that explain exactly what students will be expected to DO throughout this learning task. (Examples: Read, write, describe, support your response.) <ul style="list-style-type: none"> Option: Can discuss this whole class, model completing the attached handout on the board, or have students complete the attached handout on their own. When appropriate, ask students to rewrite the prompt in student-friendly language. <p><i>After this routine is established, students can be expected to complete this handout on their own for future modules.</i></p> |
| Standards: CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | |
| Additional Attachments:  Prompt_Reflection_TEMPLATE.docx | | | | |
| 50 mins | TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns. | RUBRIC ANALYSIS In your group, read the definition for your part of the rubric. Use the poster paper to write in your own words what it means. Add a graphic to help remember this part. | Product: Small group discussion. Posters for each piece of rubric. Student presentations of posters <ul style="list-style-type: none"> All participating Eyes on speaker and only one speaker at a time Elaborates or asks clarifying questions of each | <ul style="list-style-type: none"> Teacher will display prompt daily, reminding students of the end goal Teacher will display rubric and hand out rubric to each student Posters will be around the room titled reading/ research, development, organization, conventions, content understanding. Teacher will use a poster for "focus" and read the rubric and then deconstruct, using kid friendly language. Next teacher will ask 5 students to come into a circle with the poster for "Controlling Idea". |

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| | | | <p>other to show engagement</p> <ul style="list-style-type: none"> ● Students will show understanding of language in rubric by using kid friendly language accurately ● Listeners, during presentations will engage with comments and clarifying questions ● Goals show understanding of prompt and rubric expectations | <ul style="list-style-type: none"> ● They will read and teacher will guide them to make kid friendly language, adding a unique graphic to help remember each element of the rubric. ● Next each table group will have one poster (reading/research, development, organization, conventions, content understanding). ● Teacher will read each one and then hand them out. Students will work on putting the words in kid friendly language/graphic. ● Students will then present. Each time, teacher will ask a person from each table group what the speakers said in their own words. ● Teacher will ask each student to write a goal for themselves based on the rubric. |
| | <p>Standards:</p> <p>SL.6.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>RI.6.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> | | | |
| 30 mins | <p>TASK ENGAGEMENT:</p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p> | <p>WHAT IS THEME?</p> <p>The theme is the soul of the story. It is an idea, concept, or lesson that appears repeatedly throughout a story, reflects the character's internal journey through the external plot, and resonates with the reader.</p> | <p>Exceeding</p> <p>The student is able to identify and support a plausible theme in the book. Writing is completed with several examples to demonstrate a deep understanding of the text.</p> <p>At level</p> <p>The student is able to identify and support a plausible theme in the book. Writing is completed with at least two examples to demonstrate a thorough understanding of the text.</p> <p>Developing</p> <p>The student is able to identify a theme of the book with some guidance. They write with purpose, overcome some comprehension challenges and at times are able to develop solid</p> | <p>DO NOW</p> <p>Have students quickly jot down their definition of theme.</p> <ol style="list-style-type: none"> 1. Lead a short discussion on theme with students sharing their ideas. Provide them with the definition above and a short article on theme. 2. After having students read, the article, develop a class definition of theme that students will use to guide their work. 3. Using the book, <i>Fly Away Home</i> by Eve Bunting or another short text, model and think aloud through a close read of the beginning of the text with a particular focus on a pivotal moment for the character. Ask students if they have any questions about the process and/or what thoughts they have about the first section of the book. 4. Give students time to finish a close reading of the text focusing on pivotal moments for the character. 5. In small groups and then in whole class discussion have students share their thoughts on what a theme of the book is and provide examples from the text to support their ideas. <p>EXIT TICKET</p> <p>Using conversational prompts students will explain their thoughts on the theme of the book and provide details from the text to support their ideas.</p> |

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| | | | <p>conclusions about the text. They are able to use one or more example to demonstrate an awareness of comprehension strategies and a basic understanding of the text.</p> <p>Beginning</p> <p>The student is able to understand a theme of the book with guidance and support. They attempt to draw some conclusions and have some understanding of the text.</p> | |
| <p>Standards:</p> <p>RL.6.2 : Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | | | | |
| <p>Additional Attachments:</p> <p> Fly Away Home By Eve Bunting.docx</p> <p> Conversational_prompt_handout20151122-3-4kf67w (3).docx</p> <p> What Exactly Is Theme.docx</p> <p> How to Write a Thematic Essay.pdf</p> | | | | |
| Reading Process | | | | |
| 20 mins | ANNOTATION: Ability to read closely to comprehend a text. | <p>RESPONDING TO READING - MAKING A PERSONAL CONNECTION</p> <p>The theme of a book is often a life lesson for both the main character and the reader. Often an author uses character relationships and interactions to develop the theme.</p> | <p>Exceeding</p> <p>The student is able complete choosing a relevant life experience and the quick write process effectively. Writing is completed and demonstrates a deep understanding of the parallels between the student's own experience and the experience of a character in the book.</p> <p>At level</p> <p>The student is able complete choosing a relevant life experience and the quick write process effectively.</p> | <p>Read the prologue of <i>Esperanza Rising</i> aloud.</p> <p>In pairs have students quickly discuss their impression of the scene and the relationship between Esperanza and her father.</p> <p>Model writing or share an entry about a relationship in your life with someone who gave you advice that helped you to make a decision or learn something and explain similarities that you see between that relationship and Esperanza's relationship with her father.</p> <p>Have students write a quick response to something from their own book that they connect to in their own life. It can be a relationship, experience, life lesson etc. but something from their book that resonates for them.</p> |

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| | | | <p>Writing is completed and demonstrates a solid understanding of the parallels between the student's own experience and the experience of a character in the book.</p> <p>Developing</p> <p>The student is able complete choosing a relevant life experience and the quick write process with some guidance. They write with purpose, overcome some comprehension challenges and at times are able to make solid connections between their own experience and the experience of a character in the book.</p> <p>Beginning</p> <p>The student is able complete choosing a relevant life experience and the quick write prompt process with guidance and support. They attempt to draw some conclusions and have some understanding of the connection between their own experience and the experience of a character in the book.</p> | |
| | <p>Standards:</p> <p>RL.6.2 : Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 : Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> | | | |
| 50 mins | <p>ANNOTATION: Ability to read closely to comprehend a text.</p> | <p>CLOSE READING WITH METACOGNITIVE MARKERS</p> <p>Read the passage once through, then, using the Close Reading Routine, read the passage a second and third time</p> | <p>Exceeding</p> <ul style="list-style-type: none"> Student is able complete the close reading routine comfortably. S/he reads with purpose, overcomes comprehension | <p>After the initial introduction to the close reading routine, which should be explicitly modeled for students using a step by step process with a teacher chosen text passage, you may wish to have students decide which pivotal moments they would like to return to read more closely and analyze in terms of theme development. For struggling students, it may be necessary to assign specific passages that you know will</p> |

with your partner or in a group of three and complete the close reading steps.

challenges independently and makes appropriate inferences about and/or draws connections between the text and other texts or larger concepts.

At level

- Student is able complete the close reading routine with little difficulty. S/he reads with purpose, overcomes most comprehension challenges independently and makes appropriate inferences about and/or draws connections between the text and other texts or larger concepts.

Developing

- Student is able complete the close reading routine with some guidance. S/he reads with purpose, overcomes some comprehension challenges independently and is sometimes able to make appropriate inferences about and/or draw connections between the text and other texts or larger concepts.

Beginning

- Student completes the close reading routine with guidance and support. S/he reads with some purpose, overcomes some comprehension challenges independently and is beginning to







provide them with multiple opportunities to consider theme.



WARM UP

1. Students are given the text they will be reading – this can be pasted into the Close Reading Table or students can use the three column chart to record their thoughts and ideas.
2. They are divided into pairs or groups of three.

MODELING

1. Read the Close Reading Routine handout with the class. Demonstrate how to complete each step using a passage from the book and the metacognitive markers on the accompanying student handout.
2. If you are introducing this process for the first time, you may choose to introduce the steps or the metacognitive markers so that you focus on one or two at a time.
3. Your objective is to explicitly model each step so that students understand the thought processes behind them and see the value in each step of the process.
4. Model the close reading process together as a class using the text pasted into the close reading three-column table. Display the text in the table using a document camera or projecting onto the smart board and use the markers to annotate the text and write responses in the right and left hand margins.
5. Lead the students collaboratively through unpacking their thoughts and responses to the first section of the text and write responses together as a class. This provides high quality guided model.
6. Students can then work through the next section of text together in pairs or groups of three.
7. As a class review responses; value the diversity of ideas and connections and evidence of deep thinking – reinforcing the idea that people will read texts differently depending on their prior knowledge and experience.
8. As you model the steps, demonstrate your thought process, use thinking aloud strategies and discuss strategies for digging deeper into text i.e. discussion with peers or teacher, dictionary, context clues, background knowledge, additional research. Reinforce the ideas that good readers use strategies and understand and improve their reading processes as they develop metacognitive skills.
9. Ask students how their understandings changed after completing the Close Reading Mini Task.

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| | | | make appropriate inferences about and/or draw connections between the text and other texts or larger concepts. | <p>PRACTICE</p> <p>Assign students to read the rest of the passage or another key passage with a partner or in a group of 3. Ask students to read the text 2-3 times and complete each step of the routine. They should discuss the passage as they proceed through the steps.</p> <p>As an extension activity – ask students to write a brief summary of the passage and how it relates to the theme after their first reading. Then develop a summary after their close reading and compare the two summaries. Discuss how their understandings changed after completing the Close Reading Mini Task.</p> <p>CLOSING</p> <p>Share student thinking as a whole class. Which steps were the most challenging?</p> <p>Which steps came most easily?</p> |
| <p>Standards:</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR.R.3 : Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CCR.R.4 : Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.</p> | | | | |
| <p>Additional Attachments:</p> <p> Close Reading 3 column chart.docx</p> <p> Close Reading - Before and After</p> <p> Close Reading Bank Table</p> <p> Steps in the Close Reading Routine</p> <p> close reading slide .pptx</p> <p> close reading slide .pdf</p> | | | | |
| 50 mins | <p>ANNOTATION: Ability to read closely to comprehend a text.</p> | <p>HOW CAN WORDS OF THE WISER HELP THE READER IDENTIFY THEME?</p> <p>Authors have many techniques that they use to develop the plot and/or theme of a text. One of those techniques is called Words of the Wiser which is a scene, or sometimes more than one, where wise words are shared, often by an older character. So, as</p> | <p>- Extracts relevant quotes from the text that reveal wise words from a character.</p> <p>- Clearly explains the direct connection between the evidence and the character's development using 2-3 sentences.</p> | <p>Once students are familiar with this process, it can be incorporated into Close Reading with Metacognitive Markers.</p> <p>Do Now</p> <p>Take 5 minutes to write about someone in your life to whom you look for guidance. What kind of advice does that person give you? Can you remember a specific time when this person offered you words of wisdom? What were they and how did they affect your life?</p> <p>1. Explain to students: Authors have many techniques to develop lessons and themes in a story. One technique, which we will focus on now, is called Words of the Wiser. This is a</p> |

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| | | <p>readers, we want to be on the lookout for scenes like this because they usually contain information that will be important to the main character.</p> | | <p>pivotal moment in the story when one character, usually an older person, gives a younger character, most often the main character, advice. As a reader, it is important to ask oneself questions like, "What does this moment really mean? What is it teaching the character or me?"</p> <p>2. Model how to complete the chart by reading and thinking aloud about a key scene in <i>Esperanza Rising</i>.</p> <p>3. Now as a guided practice exercise, project the chart on the overhead/computer with only the first section of the chart filled out.</p> <p>4. Ask students to read the next few paragraphs from the passage and write down any other examples of a wise character giving advice.</p> <p>5. Get responses from students and synthesize them into one idea by writing 2-3 sentences in the second column.</p> <p>6. Have students use this process with passages from their own book, either individually or in their partnership groups. Students can either identify appropriate passages independently or you can provide them with several passages to get them started.</p> <p>7. Share out.</p> <p>Some examples of Word of the Wiser in <i>Esperanza Rising</i>:</p> <p>pges 1-3</p> <p>pges. 13-15</p> <p>pges. 75-80</p> |
| | <p>Standards:</p> <p>RL.6.2 : Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.4 : Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5 : Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>Additional Attachments:</p> <p> Words of the Wiser chapter.pdf</p> <p> Words of the Wiser handout.docx</p> | | | |
| 50 mins | <p>BRIDGING CONVERSATION/ COMPREHENDING TEXTS/ READING PROCESS: The ability to construct meaning of</p> | <p>RECIPROCAL READING</p> <p>Read and discuss a text as a small group of 4-6 talking their way through</p> | <p>Exceeding</p> <p>The student is able to complete the reciprocal reading group process effectively. Reading is</p> | <p>Key Context points to make explicit with students during instruction</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Use reciprocal reading groups and roles to |

a text, to comprehend and develop understanding through a discussion in a collaborative small group setting.

a text to deepen comprehension. The students follow the roles and responsibilities and stages of the reciprocal reading process.

Each group member will take the responsibility of performing a role of: Predictor, Clarifier, Questioner and Summarizer as the group reads, pauses, asks questions, makes predictions and clarifies understanding in an interactive process, as a way of self-monitoring understanding. As the reading progresses a summary is constructed to capture the group's comprehension of the text. The interaction between students is reciprocal, that is, one student acts in response to another.

completed, fulfilling the designated group role, taking leadership responsibilities in directing the discussion and facilitating the group to use a number of comprehension strategies to reach a deep understanding of the text.

At level

The student is able complete the reciprocal reading group process. Reading is completed, fulfilling the designated group role, some initiative is taken in contributing to the discussion and they have used a few comprehension strategies to reach a thorough understanding of the text.

Developing

The student is able complete the reciprocal reading process with some guidance. They read with purpose, overcome some comprehension challenges and at times fulfill group role responsibilities. They contribute some ideas to the group and have an awareness of comprehension strategies.

Beginning

The student is able complete the reciprocal reading process with guidance and support. They read parts of the text and attempt to take on some group role responsibilities. They contribute a few ideas to the group and have some awareness of comprehension strategies.

read, predict, clarify, pose questions and summarize in order to comprehend the text

- Have a role and responsibility to complete in the group as they read the text
- Follow role guidelines and sentence starters (on the bookmarks and the role question handout sheets as you read and respond to that section of the text)

During the discussion:

- Everyone can contribute to help each other to come to a fuller understanding of the text.
- The group leader directs group members to take turns to share their predictions, clarify words and phrases, ask questions and summarize but everyone in the group can contribute answers and ideas
- Each member has a responsibility is to support your group to become better readers
- Good readers understand the strategies and processes they use as they improve and develop skills

Instructional Steps for teachers:

Warm up - anticipatory set

- Hand out the reciprocal reading bookmark roles and the scaffold questions for the role, and or the place cards as students enter the classroom.
- Have the group composition organized before the lesson. Arrange the class desks in groups of 4. If there are uneven numbers in the groups have additional students duplicating roles in groups that you think may struggle and could use some extra support.
- Display the bookmark roles on the smart board - ask students to read, think and write 3 ideas about what their role will entail for 2 or 3 mins as the class settles
- Share responses and emphasize the importance of following the bookmark or place cards and the role questions to contribute effectively to the teamwork involved in this

Introduction of the lesson

- Explain - In reciprocal reading you have a specific role to focus on when you read the text and everyone in the group contributes to the discussion to help group members to understand the main ideas and the author's purpose more fully.
- Pose questions to unpack the language involved in the roles. What does the term mean - they can read the questions on the bookmarks and scaffold questions to help answer.
- Emphasize the importance of listening to the

information about all the reading roles because they will all have turns at all of the roles at some time as we work with reciprocal reading.

- Discuss the importance of the leader role to direct the action of the group - show how that works (steps in the process) on the visual of the book marks on the screen - the leader can be any one of the 4 roles but has the added responsibility of directing the group.

Options/ Guided Practice

- You could show the reciprocal reading video and/or have four students fishbowl reciprocal reading group and ask questions:
- What do you notice about the way the students are working in the group?
- What are the advantages of reading a text in this way?
- Why is it important for students to be able to work together to share their understanding and solve problems about a text?

Introducing The Text and the Process

- Introduce the section of the text the group will be working with today
- Explain the time sequence of the lesson
- 1 minute to preview the passage start to write predictions, questions and summary points in the 4 square reciprocal reading graphic organizer
- Reading the first section of the text (be clear about the section they need to read - chunk the text)
- Pacing suggestions: 2 or 3 mins to brainstorm questions and comments on the graphic organizer - focus group members on their square or role
- 6 or 8 mins discussion of this section of the text going around the group with each role following the steps on the bookmarks - the leader directing people to share their predictions, ask their questions inviting group members to answers to the questions or add comments. All members of the group can add to the thoughts and comments of others.
- The summarizer shares summary points for this section of text then the group moves on to reading the next section.
- Repeat the process (pacing suggestions)
- 6 - 8 mins reading the rest of the text
- 2 - 3 mins brainstorming their responses in their role
- Discuss again

Check for understanding

- The steps of the process and the text they will be reading and responding to
- Review the transition signals - when they will need to come back as a group and listen to teacher instructions

Independent practice - group work

- Monitor the group's progress and support groups with prompts and ideas as you circulate
- Reinforce their role tasks, supporting each other in the groups the importance of listening during the discussion
- Check in with the whole class after 15 mins - make sure they have completed the reading, and the discussion
- Reset for the next section of the text to be covered
- Optional task : once the reading of text and the discussion is completed, group members can collaborate to fill in the 4 squares of the organizer. Writing tasks can be developed in response to the deeper understanding gained from the text during the discussion

Review and Closure










- Review check and share interesting problems solved during the reading group -
- Who had a challenging or interesting question that the group solved?
- How did you solve it? what strategies did you use?
- Who had interesting predictions about what the text would be about and how it would be resolved in the end?
- Share and review the summarizer points from the discussion in the summary square of the organizer


Homework Options

- What questions do we still need answers to from the reading? Research for homework and share what you have found at the beginning of the next lesson
- Write a paragraph summary from the summary points on the organizer - make sure you cover the main points of the text
- Write an evaluation of how your group worked in their roles to read and comprehend the text.

Next lesson

- Review written summaries and discuss the main points in the text that group asked questions about and resolved as they continue to read and discuss the text.
- Share out information the students

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| | | | | <p>compiled from research completed for homework.</p> <ul style="list-style-type: none"> Evaluate how well did we learn from reading and discussing the text in reciprocal reading groups |
| | <p>Standards:</p> <p>SL.6.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>RL.6.4 : Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.3 : Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.2 : Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Additional Attachments:</p> <p> Reciprocal Reading Video</p> <p> RR Table Cards.pptx</p> <p> TeacherguideforReciprocalReadingSteps.docx</p> <p> Generation Ready Reciprocal Reading Guide.pdf</p> <p> Reciprocal Reading Student Rubric.docx</p> <p> RR Self -Reflection Checklist.docx</p> <p> Reciprocal Reading 4 square Graphic Organizer.docx</p> <p> Reciprocal Teaching Chart.docx</p> <p> Table Top Reciprocal Teaching Tower.docx</p> | | | |
| 10 mins | <p>ENHANCING COMPREHENSION/WRITING ABOUT READING: Ability to use conversational prompts in written reflection to deepen one's thinking about a text.</p> | <p>CONVERSATIONAL PROMPTS</p> <p>We often use conversation to deepen our thinking around a text or idea. Discussion helps us focus our thoughts and zero in on our understanding.</p> <p>Now, we are going to use the same process with our writing. After reading the text and discussing it with your classmates, you are going to write a short reflection about what you read today.</p> | <p>Exceeding</p> <p>The student is able complete the conversational prompt process effectively. Writing is completed and demonstrates the use of several prompts to reach a deep understanding of the text.</p> <p>At level</p> <p>The student is able complete the conversational prompt process effectively. Writing is completed and demonstrates the use of several prompts to reach a thorough understanding of the text.</p> | <p>Handout the list of conversational prompts and explain that today students will use them to extend their thoughts in writing.</p> <p>Before having students begin, you will want to model the strategy with a section from Esperanza Rising or another text that students know. Demonstrate that several of the prompts work together to help the writer develop an extended thought process and support his or her ideas with examples from the text.</p> <p>Ex. One idea this chapter (passage, quote etc.) suggests is _____. An example that shows this idea is _____. Another example is _____ because _____. This makes me realize _____.</p> |

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| | | | <p>Developing</p> <p>The student is able complete the conversational prompt process with some guidance. They write with purpose, overcome some comprehension challenges and at times are able to develop solid conclusions about the text. They are able to use one or more prompts to demonstrate an awareness of comprehension strategies and a basic understanding of the text.</p> <p>Beginning</p> <p>The student is able complete the conversational prompt process with guidance and support. They attempt to draw some conclusions and have some understanding of the text.</p> | |
| <p>Standards:</p> <p>W.6.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>RL.6.3 : Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.2 : Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Additional Attachments:</p> <p> Conversational prompt handout.docx</p> | | | | |
| Transition to Writing | | | | |
| 15 mins | <p>PREPARING FOR WRITING:</p> <p>Ability to generate a thesis statement that can be supported with evidence.</p> | <p>QUICK WRITING ABOUT YOUR THEME</p> <p>Now that you have read and discussed the book it is time to choose the theme you have identified and use the conversational prompts</p> | <p>Exceeding</p> <p>The student is able complete choosing a quote and the quick write process effectively. Writing is completed and</p> | <p>Teacher will model the strategy with <i>Esperanza Rising</i> or another text before having students work independently.</p> <p>Students should be given notice that they will need to have a theme chosen for today's class. Or, if they are unsure about which theme to choose, they may have 2-3 that they are</p> |

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| | <p>to do a quick write to help you focus your thoughts.</p> | <p>demonstrates the use of several prompts to reach a deep understanding of the theme and how it is developed throughout the book.</p> <p>At level</p> <p>The student is able complete choosing a theme and the quick write process effectively. Writing is completed and demonstrates the use of several prompts to reach a solid understanding of the theme and how it is developed throughout the book.</p> <p>Developing</p> <p>The student is able complete choosing a theme and the quick write process with some guidance. S/he writes with purpose, overcomes some comprehension challenges and at times are able to make solid connections between the theme and examples from the book. S/he is able to use one or more prompts to demonstrate an awareness of comprehension strategies and a basic understanding of the theme.</p> <p>Beginning</p> <p>The student is able complete choosing a theme and the quick write prompt process with guidance and support. S/he attempts to draw some conclusions and have some understanding of the text.</p> | <p>considering.</p> <p>Once students have their theme, they will complete a quick write using the Conversation Prompts they have been using throughout the module. Today they will focus on the theme they have identified and how the author develops this theme through pivotal moments for the main character(s). The goal of this writing is to begin to focus their thinking on which aspects of the plot they will use to support their ideas and set the groundwork for finding additional supporting evidence in the next mini-lesson.</p> <p><i>Additional strategies</i></p> <p>For struggling students it may be necessary for the teacher to identify a theme for them to work with and/or examples from the text that show its development.</p> |
| Standards: | | | |

W.6.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

RL.6.2 : Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Additional Attachments:

 **Conversational prompt handout.docx**

25 mins

PREPARING FOR WRITING:

Ability to generate a thesis statement that can be supported with evidence.

EVIDENCE ANALYSIS (CHART)

In the first column, fill in direct evidence from the text that you feel supports the theme you are writing about. In the right column, explain how you think the evidence supports the theme.

- Extracts relevant quotes from the text that support their chosen theme.

- Clearly explains the direct connection between the evidence and the theme.

1. Explain to students: "Part of author's craft is revealing the theme to the reader in various situations throughout the book. Advice from one character to another is one way. As you prepare to write your essay, you will need to find other ways that the author has done this to support your analysis of the theme. In the first column, write an example from the book. Remember that not everything that happens to the character is directly related to the theme, so you have to carefully select the pivotal moments that you feel move the character forward in learning a life lesson. In the second column, write how this example supports the theme you are writing about."

2. Model how to complete the chart by thinking aloud about some pivotal moments in *Esperanza Rising* and how the author uses them to develop the theme of the book.

3. Now as a guided practice exercise, project the chart on the overhead/computer with only the first section of the chart filled out.

4. Ask students to read the example aloud and write what the quote reveals about the theme.

5. Get responses from students and synthesize them into one idea by writing 2-3 sentences in the second column.

6. Have students re-read part of the selected text and complete the chart individually or with a partner.

7. Share out.

8. Students will then complete the chart using their own text.



Additional Instruction

-This is taught after students already know how to look for evidence. -Have students explain why the explanation provided by the teacher is sufficient.





Standards:



CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.W.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.

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| | | Additional Attachments:  How to Write a Thematic Essay.pdf  Planning the Writing- Finding Evidence From the Text.doc | | |
| 30 mins | <p>PREPARING FOR WRITING: Ability to generate a thesis statement that can be supported with evidence.</p> | <p>CHOOSING THE BEST SUPPORTING EVIDENCE Now that you have chosen a central theme of your book and gathered supporting evidence, you need to evaluate your information. You will work with a partner to present your evidence and decide which examples are the most supportive of your position.</p> | <p>Students will finish the session with 3-5 examples from the text that support their identified theme.</p> | <ol style="list-style-type: none"> 1. The teacher will model the process with <i>Esperanza Rising</i>. 2. Students will work in pairs or groups of three. 3. One student at a time will share the quote and evidence they have chosen to support the theme they have identified in the book. 4. As they share their evidence, their partner will ask why they have chosen each piece of evidence. Partners should feel comfortable saying, "I'm not sure how this fits. Can you say more about why you think this is a strong piece of evidence?" 5. The sharing student will take notes on the conversation and add explanation to their examples and/or find new evidence if necessary. |
| Standards: RL.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W.6.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content | | | | |
| Writing Process | | | | |
| 50 mins | <p>RECONSIDERING THE PROMPT: Ability to develop an thesis statement that addresses the prompt.</p> | <p>THESIS GENERATOR Use the thesis generator process to craft a thesis statement.</p> | <p>Not proficient: Four steps (and especially the thesis statement) are incomplete or do not address the writing task.</p> <p>Proficient: Uses the four steps of the thesis generator process to craft an effective thesis statement that guides purpose for writing. Purpose may be implied from thesis statement, but the thesis is precise and relevant.</p> <p>Advanced: Uses the four steps of the thesis generator process to craft a</p> | <p>Background: The thesis generator process is borrowed from Jim Burke's <i>The English Teacher's Companion</i> (2013). This process can be adapted for a variety of situations including non-text dependent writing tasks, independent research and writing tasks, and Advanced Placement Prompts.</p> <p>While the initial practice of this process will likely take longer than 15 minutes, the intention is for students to practice the process so they are able to generate thesis statements in an on-demand, timed setting such as an AP Exam. After students learn this process, they will be able to use it again and again in an increasingly effective and time-efficient manner.</p> <p>Instruction:</p> <ol style="list-style-type: none"> 1. Model the process by thinking aloud and crafting a thesis statement about <i>Esperanza Rising</i>. 3. Give students the opportunity to use the process to craft a thesis statement using their |

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| | | | <p>more sophisticated thesis statements. (i.e. Thesis moves from listing to a complex claim.)</p> | <p>writing about their theme.</p> <ol style="list-style-type: none"> 4. Circulate around the room to provide students feedback and provide suggestions for revision if necessary. 5. Students share thesis statements with one another and give feedback. 6. Collect thesis statements. Determine which students need additional help, and with what. Revisit the lesson ASAP. <p>Student Handouts and Work Samples:</p> <p>Included in the Student Handouts are resources for modeling the thesis generator process when introducing it to students, and then examples of how the process can be used with a template task.</p> <p>The student work samples include several template task examples for a module about how authors use language to reveal the essential message of a text.</p> <p>Note: The structure of this task is useful for all students but is particularly helpful for ELLs.</p> |
| <p>Standards:</p> <p>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.</p> <p>W.6.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> | | | | |
| <p>Additional Attachments:</p> <p>🔗 Thesis Generator Model</p> <p>🔗 Thesis Generator for Author's Message Module</p> <p>🔗 Example 1</p> <p>🔗 Example 2</p> <p>🔗 Example 3</p> <p>🔗 Example 4</p> <p>🔗 Thesis Chapter from Models for Writers</p> | | | | |
| 50 mins | <p>PLANNING THE WRITING:</p> <p>Ability to develop a line of thought and text structure appropriate to an explanatory task.</p> | <p>BOXES AND BULLETS - PLANNING YOUR WRITING</p> <p>Now that you have written your thesis statement and identified supporting evidence, it is time to plan your essay.</p> | <ul style="list-style-type: none"> • Creates an outline or organizer. • Supports controlling idea. • Uses the evidence they have chosen from their evidence analysis chart. | <p>Teacher will model the process using <i>Esperanza Rising</i> first.</p> <ol style="list-style-type: none"> 1. Now that students have their thesis statement, it is time to plan their writing. 2. Using the evidence they have chosen from their Evidence Analysis chart, students will begin to develop an essay structure. 3. They will need to have an introductory paragraph, topic sentence and supporting evidence for each paragraph and a conclusion. 4. For now, they need to focus on the content |

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| | | | | <p>of each paragraph rather than the craft. Topic sentences should be boxed with bullets underneath for supporting evidence and details.</p> <p>The student handout on essay structure demonstrates two possible essays structures. Depending on your students you will need to decide if you want to give students a choice or if you choose one for them.</p> |
| | <p>Standards:</p> <p>W.6.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>W.6.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Additional Attachments:</p> <p> Essay Structures.docx</p> <p> The_Wall_-_boxes_and_bullets20151124-3-1fepqef.docx</p> | | | |
| 50 mins | <p>INTRODUCTORY PARAGRAPH: Ability to develop an effective an engaging introductory paragraph with a hook, explanation and thesis.</p> | <p>INTRODUCTION PARAGRAPH Develop an effective and engaging introduction paragraph for your essay incorporating a hook, explanation, and thesis.</p> | <p>Meets expectations if:</p> <ul style="list-style-type: none"> Hook is engaging and relevant Explanation sucessfully bridges hook and argument. Thesis is specific, well articulated, and the actual topic of the paper. | <p>*This tool should be used with students who already know their thesis, not as a tool to develop one.</p> <ol style="list-style-type: none"> Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and chose the best one (emphasizing that the first idea isnt always the best). Allow students to complete the handout independently. Finish with a share, either class wide or between partners. |
| | <p>Standards:</p> <p>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.</p> <p>W.6.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Additional Attachments:</p> <p> Strategies for Writing A Literary Essay.docx</p> <p> Introduction Tool</p> | | | |
| 50 mins | <p>BODY PARAGRAPHS: Ability to develop body paragraphs that support the thesis through textual evidence and structured argument.</p> | <p>DRAFTING BODY PARAGRAPHS Now that you have decided on a thesis statement and supporting details, it is time to draft your body</p> | <p>Meets expectations if student:</p> <p>Composes at least one paragraph including text evidence and analysis aligned to</p> | <p>Connect</p> <p>Show students the model essay and have them analyze what techniques the writer used to develop the body paragraphs.</p> <p>Model</p> |

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| | | paragraphs. | classroom instructions. | <p>Teacher will model the process for students using <i>Esperanza Rising</i>.</p> <p>Going back to your boxes and bullets outline, model writing your first body paragraph.</p> <p>Demonstrate to students how you are using the topic sentence to start your paragraph and the expanding on the supporting detail by adding more information. Emphasize that in addition to providing text evidence, analysis is a crucial part of the essay. Students need to make sure they explain HOW their example support the theme that they are writing about.</p> <p>Guided Practice</p> <p>Give students several minutes to work in pairs to craft a second paragraph for your essay based on your outline. Circulate around the room to see what they are doing. Bring the class back together and highlight some of the successful strategies that you saw.</p> <p>Independent Practice</p> <p>Students will draft their own body paragraphs based on their outlines.</p> |
| | <p>Standards:</p> <p>W.6.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>W.6.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | | | |
| | <p>Additional Attachments:</p> <p> The_Wall body paragraphs.docx</p> <p> Transitional Phrases.docx</p> | | | |
| 50 mins | <p>CONCLUDING PARAGRAPH: Ability to write a concluding paragraph that restates the thesis and summarizes the essay's claim.</p> | <p>DRAFTING A CONCLUDING PARAGRAPH</p> <p>Write the concluding paragraph of your essay. Make sure to restate your thesis and summarize your argument.</p> | <p>Meets expectations if student:</p> <p>Composes a conclusion that is aligned to his or her essay.</p> | <p>Teacher will model the process for students using <i>Esperanza Rising</i>.</p> <p>1. Topic Sentence: This is where the main ideas are summed up and the thesis statement is restated in a different, interesting way.</p> <p>2. Summation: This is where the reader is told what he/she should have learned from the essay, why it is significant and how it relates to the real world.</p> <p>3. Concluding Sentence: This is the final thought, the final chance to leave the reader with something to think about. It should be a bold statement that cements the essays message in the mind of the reader.</p> |
| | <p>Standards:</p> | | | |

W.6.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Additional Attachments:

 **Elements_of_a_Conclusion.docx**

50 mins

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose based on teacher conferences and peer advice.

REVISION
Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include. Refine your concluding paragraph to support your position.

- Provides complete draft with all parts.
- Supports the opening in the later sections with evidence and citations.
- Improves earlier edition.

Teacher will model the process.

- Explain to students that now is the time to reread and ask, "What's missing? Where is there a hole in my argument? Where do I need to go back and strengthen the connection between the text evidence and my thesis? Where is there a piece of evidence that just doesn't fit?"
- Remind them that essayists pace for suspense in retelling a scene from the text or from their lives that we can say what the character didn't do or what didn't happen as a way of popping out what did (angled retelling): Glean and Glow didn't shrivel up and die during the war. When the family returned, not only were they still alive, the pond shimmered with hundreds of goldfish.
- Assign students to provide each other with feedback on those issues.
- Create a "writer's corner" where you and/or students can conference on revising problem areas in their compositions.

For advanced writers, you can show how essayists comment on how the author tells the story and not just on the story itself. In the retelling above the advanced writer might add another sentence or two about author's craft. For example, Eve Bunting contrasts the quiet joy of the mother and son at the discovery with the humorous exuberance of the younger sister as a way of illustrating the emotional depth of the moment.

Standards:

RL.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.6.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content


W.6.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Additional Attachments:

 **Revision Strategies.docx**

Identifying Theme in Literature

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| 50 mins | <p>REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose based on teacher conferences and peer advice.</p> | <p>EDITED ROUGH DRAFT</p> <p>Students will engage in peer and self-editing to improve and strengthen the draft of the essay.</p> | <p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> A draft essay with at least two sets of edit marks. | <ul style="list-style-type: none"> Students will edit their own essay using establish marking legend (attached). Students will exchange essays with at least one other student and peer-edit each other's essays using the marking legend. |
| <p>Standards:</p> <p>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.</p> <p>Additional Attachments:</p> <p> Marking Legend</p> | | | | |
| 50 mins | <p>REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose based on teacher conferences and peer advice.</p> | <p>CORRECT DRAFT</p> <p><i>Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.</i></p> | <p>Exit Ticket Scoring Points:</p> <p>*2 points are awarded when the student correctly responds to task with all elements addressed.</p> <ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. <p>*1 point is awarded when the student responds correctly to the majority of elements in the task.</p> <p>*No points are awarded when the student has few or no correct responses or does not complete the task.</p> | <ul style="list-style-type: none"> Post “must have” grammatical items – see grade level Language standards. Use error analysis to alert students to errors by placing a check mark at the end of lines where there is an error. Put one check for each error on a line. Let students see if they can find and correct the error/s. Assign students to proofread each other's texts a second time. |
| <p>Standards:</p> <p>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.</p> <p>W.6.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> | | | | |
| 50 mins | <p>FINAL DRAFT: Ability to submit final piece that meets</p> | <p>FINAL PIECE</p> <p><i>Turn in your complete</i></p> | <p><i>Fits the “Meets Expectations” category</i></p> | <ul style="list-style-type: none"> Have students score their own work. Conference with each student to agree on a |

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| expectations. | <i>set of drafts, plus the final version of your piece.</i> | <i>in the rubric for the teaching task.</i> | <i>final score and grade.</i> ● <i>Have students reflect on meeting their writing goal.</i> |
| <p>Standards:</p> <p>W.6.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>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.</p> | | | |

Instructional Resources

Teacher Resource

- 🔗 [What is theme and why is it important?](#)
- 🔗 [Notice and Note by Kylene Beers and Robert Probst](#)
- 🔗 [Teachers College Reading and Writing Project Homepage](#)
- 📄 [ThemeBasedLitEssay Anchor chart.pdf](#)
- 📄 [How to Write a Thematic Essay.pdf](#)
- 📄 [Explanation on Theme in Literature for Students by Sohelia Battaglia.docx](#)
- 🔗 [Teachers College 6th Grade Writing Units](#)

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

🔗 What is theme and why is it important? : <https://s ldc.org/u/ca34ssm0xjd04673ng0sprkk3>

🔗 Notice and Note by Kylene Beers and Robert Probst :

<https://s ldc.org/u/4v6mcx5vo1zrunl567ay1mi4l>

🔗 Teachers College Reading and Writing Project Homepage :

<https://s ldc.org/u/1h62acu27wb0zor9gegben0ji>

📄 ThemeBasedLitEssay Anchor chart.pdf : <https://s ldc.org/u/llq6ati9kfwnw6thdzsvrr24>

📄 How to Write a Thematic Essay.pdf : <https://s ldc.org/u/dhc3zxku84llggtp4gkclzpn4>

📄 Explanation on Theme in Literature for Students by Sohelia Battaglia.docx :

<https://s ldc.org/u/ax54ee2fwileadt0cy45k7hz4>

🔗 Teachers College 6th Grade Writing Units : <https://s ldc.org/u/3s0ry55awrwpp8807hwimpccq>