

# EdTPA General Lesson Plan 1

Grade Level: 10

Number of Students: 18

Instructional Location: Classroom

Date: 2/10/17

## Lesson Goals

### Central Focus of Lesson:

*Students analyze a complex literary text, focusing on the author's goals and method of writing to determine the text's meaning and value and create a written product denoting the key findings of the analysis.*

### Standard(s) Addressed: (Bold indicates instructional emphasis or assessment)

*MN State Standard 9.4.1.1* Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*MN State Standard 9.4.2.2* Determine a theme or **central idea of a text** and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

*MN State Standard 9.4.4.4* Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

*MN State Standard 9.4.5.5* Analyze **how an author's choices** concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) **create such effects** as mystery, tension, or surprise.

*MN State Standard 9.4.10.10* By the end of grade 10, read and comprehend literature and other texts including stories, dramas, and poems at the high end of the grades 9–10 text complexity band independently and proficiently. (B) Read widely to understand multiple perspectives and pluralistic viewpoints.

*MN State Standard 9.11.3.3* Apply knowledge of language to understand **how language functions** in different contexts, **to make effective choices for meaning or style**, and to comprehend more fully when reading or listening.

*MN State Standard 9.11.4.4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

*MN State Standard 9.11.5.5* Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

*MN State Standard 9.11.6.6* Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Lesson Objectives and Demands

**Content Objectives:**

At the conclusion of the lesson, the students will be able to define the terms *meaning*, *method*, *goals*, and *value* as they relate to literary criticism.

At the conclusion of the lesson, the students will be able to explain how an author's meaning, method, and goals impact and determine a text's value.

During the lesson, the students will work collaboratively to analyze the meaning, method, goals, and value of the final scene in *To Kill a Mockingbird*.

**Language Objectives:**

Throughout the discussion, students will be expected to demonstrate their growing understanding of the terms meaning, method, value, and goals as they relate to literary criticism.

Throughout the lesson, the students will be expected to use terms related to literary criticism, particularly literary devices such as symbol, metaphor, parallel structures, etc.

**Key Vocabulary in Lesson: (Definitions based off of Dictionary.com)**

Analysis- a detailed examination of anything complex in order to understand its nature or to determine its essential features: a thorough study

Meaning- what is intended to be, or actually is, expressed or indicated; signification; import of the text

Method-the procedure, technique, or way of writing

Value- relative worth, merit, or importance of the text

Goals- the result or achievement toward which effort is directed; aim; end.

**Lesson Considerations**

**Materials:** Students will need copies of the assignment description and rubric (to be provided by teacher) (1.1 and 1.2) and copies of the novel. Teacher will need access to the projector and a digital copy of the final two pages of the novel (1.5), along with a whiteboard.

**Prior Academic Learning and Prerequisite Skills:**

Based on the comments of my supervising teacher, the students have had minimal to no experience in writing formal literary analyses, meaning that I will need to pay careful attention to verbal and nonverbal evidence of understanding, potentially altering the pace of the lesson. However, based on the nature of our typical novel discussions, students should be familiar with breaking down texts to get to the meaning, value, and goals. This will be the first time students are attaching these meanings to the given terms.

**Misconceptions:**

I do not anticipate pre-existing misconceptions about this content. I do anticipate that my students will struggle the most with the elements included in method and how to identify them in the text. Discussions of the novel to this point have focused on what was written, rather than how it was written. As I teach, I will need to spend the most instructional time on this aspect of criticism.

**Lesson Plan Details:**

**Lesson Introduction - “Before”: Teacher will say...**

“We have spent seven weeks on *To Kill a Mockingbird*. During those weeks we were able to have some really strong conversation and occasional disagreements about the novel and the messages it holds, but what we were really doing was analysis. By a show of hands, how many of you can recall writing a formal analysis? Can any of you define analysis? [Call on a student, if one is confident.] An analysis is a detailed examination of anything complex in order to understand its nature or to determine its essential features. Our next writing project is going to be a literary analysis on a passage from *To Kill a Mockingbird*. Before we get into it, I want to remind you that analysis isn’t something we can only do with a piece of literature. You analyze math problems and sports statistics and articles. This skill is not only important for this next assignment, but for understanding the world around you!”

**Students Will:**

Raise hands if they have written a formal analysis when prompted. Volunteer a definition of *analysis*.

**Learning Activities - “During”: Teacher will...**

Pass out assignment description and rubric. (Instructional Materials 1.1 and 1.2) Clarify the point value and holistic summative assessment for the unit; see top of 1.1. As students to volunteer to read the first two paragraphs on 1.1.

Overview possible topics for the analysis. Recommend specifically: 1) “It’s a sin to kill a Mockingbird” because we have spent a lot of discussion time on the topic and 2) Atticus’s Closing Statement because the students completed a worksheet breaking down the topic earlier in the unit and much of the brainstorming work would be done.

Read the last paragraph on 1.1, giving clear emphasis to the fact that there is no length requirement, but to do well on the assignment, students will need to address and support each of the aspects of the analysis.

Draw a grid (1.3) on the whiteboard with a square for *meaning, method, value, and goals*. Define each of the four terms. See vocabulary list above. After defining each term, ask students to do a think-pair-share and explain it in their own words. If students are struggling, point them to the prompting

**Students Will:**

At prompting, volunteer to read portions of the rubric aloud.

Do a think-pair-share and define meaning, method, value and goals in their own words.

<p>questions on the rubric. Clarify and correct student responses where necessary, filling in the chart as students respond.</p> <p>“Now that we have our terms, let’s practice identifying each of the terms as they relate to a text. We’ll take a look at the final scene in <i>To Kill a Mockingbird</i>.” Read the scene (1.5) aloud.</p> <p>“What did you think of the end of the novel?” Listen to student responses and lead into breaking the piece down into each of the vocabulary terms.</p> <p>Discuss the meaning, method, goals, and value of the passage one at a time. Ask for student input, but guide the answers toward what is suggested in Figure 1.4. As students respond to each of the terms, remove the general characteristics from the grid and replace them with points of analysis for the final scene.</p> <p>“This is the process that I want you to engage with as you analyze a passage from the text.” Tell students to open Schoology on their iPads and sign up for a passage. Allow five minutes for this.</p>	<p>Follow along in their copies of the novel.</p> <p>Share thoughts on the closing of the novel.</p> <p>Suggest and discuss possible meanings, elements of method, goals, and value of the final scene of the novel.</p> <p>Open Schoology and sign up for a passage for their analysis.</p>
<p><b>Closure - “After”:</b> Teacher will say...</p> <p>“As we move forward in this analysis, the most important thing to keep in mind is that while these four terms are unique and refer to specific things, a quality analysis will include all four aspects because they support each other. An author’s goals shape his or her meaning and influence the method. The method determines whether or not an author successfully achieves his or her goals. The meaning and intention behind the piece then determine the value. An analysis is a detailed study or a thorough examination. It cannot be shallow or superficial. When we are working in our small groups next time, really use that time to pick apart your passage. This brainstorming will be where your analysis will gain the most strength. If you haven’t already, be sure to sign up for a passage by the end of the day.”</p>	<p><b>Students Will:</b> Be signed up for a passage. Listen.</p>
<p><b>Extension:</b> If time permits, select an additional passage from the novel and look specifically at the method of writing. I anticipate that students will have the least understanding of what all is included in method and/or author’s style.</p>	
<p><b>NOTE: Attach any Relevant handouts, activities, templates, PPT slides, etc. that are referenced and utilized in this lesson.</b></p>	

## Lesson Plan 1 Appendix and Commentary Section

<p><b>Evidence and Formative Assessment of Student Learning:</b> How will you know whether students are making progress toward your learning goal(s) and/or how will you assess the extent to which they have met your goal(s)? Use the chart below to describe and justify at least 2 <b>formal or informal assessment strategies</b> that occur in your detailed plan above.</p>	
<p><b>Assessment Strategy #1:</b>            Informal-Observation of in-class participation and engagement. Based on both verbal and nonverbal communication from students, I will be able to determine when I need to slow down, do a think-pair-share, or ask a clarifying question, particularly as we go through each of the terms related to literary analysis</p>	<p><b>Alignment with Objectives:</b>            This method of assessment will help me to monitor student progress towards each objective, because each objective will be addressed in my instruction and our discussion. I will be able to monitor students' verbal and nonverbal feedback related to each objective.</p>
	<p><b>Evidence of Student Understanding:</b>            This assessment will not provide quantitative feedback on student understanding, but will help me to generally tailor my teaching to the students' needs. Despite being informal, nonverbal cues can give clear depictions of a student's understanding.</p>
	<p><b>Student Feedback:</b>            Feedback will be given instantly and verbally in response to student participation or contribution.</p>
<p><b>Assessment Strategy #2:</b>            Formal-Students will create a written product during the learning segment which demonstrates their understanding of Lesson 1's objectives. In this written product students will demonstrate their understanding of the terms meaning, method, value, and goals by identifying and explaining each in relation to a specific literary passage.</p>	<p><b>Alignment with Objectives:</b>            This method of assessment is in clear alignment with the language standards for this lesson and the content standards by focusing on student understanding and application of meaning, method, value, and goals, as related to literary criticism.</p>
	<p><b>Evidence of Student Understanding:</b>            Evidence of student understanding will be clearly identifiable in the written product.</p>
	<p><b>Student Feedback:</b>            Feedback for this assessment will come through a rubric (1.2), which will be shown at the beginning of the learning segment. Feedback will also be given directly on the essay, for structural or grammatical issues.</p>

### Utilizing Knowledge about Students to Plan and Implement Effective Instruction

#### Building on **Personal/Cultural/Community Assets**:

Students have spent approximately seven weeks reading and discussing the novel *To Kill a Mockingbird*. Many of the discussions keyed into topics that the students will be writing about for this assignment. Class discussion has focused heavily on the value of the text and its applicableness to current issues, including racism, prejudice, and bias, as well as movements such as Black Lives Matter and other political issues. All of this leads very neatly into the writing assignment, particularly as students are being asked to discuss the goals, relevance, and value of the text. This new learning about analysis characteristics and skills will also be helpful as they move forward academically and engage with real world ideas, political platforms, and media outlets. Developing skills in critical literacy will help students to be successful academically, professionally, and socially.

**Grouping Strategies:** NOT APPLICABLE

#### **Planned Supports:**

Students are provided with hard copies of most instructional material and all instructional material is linked into Schoology so students always have access to the information. For this lesson, I worked to make it accessible to visual and auditory learners, by creating a chart, writing on the whiteboard, and mixing in comprehension checks with my instruction. I use proximity and occasional cold-calling to ensure that students who are easily distracted or have a low interest level are positively engaged with the lesson. If I see that students are struggling with the content or not participating, I will incorporate think-pair-shares to make question asking less “risky” or more fun. The literary analysis is a large assignment and is being broken down into smaller, more manageable tasks throughout the learning segment, in compliance with several student IEPs.

### Supporting Literacy Development

#### **Essential Literacy Strategies:**

Students will receive direct vocabulary instruction on the definitions of the terms meaning, method, value, and goals as they relate to literary analysis. The class will also make use of a graphic organizer to help clarify definitions of the terms and break down the closing passage of the novel into its meaning, method, value, and goals. Examining a text with these elements in mind will help students to improve their analysis ability.

#### **Requisite Skills:**

Students will need to utilize their reading comprehension skills to both recall facts and make inferences and then apply their knowledge to the terms meaning, method, value, and goals.

**Reading/Writing Connections:**

Students will directly be writing about what they are reading and, ideally, make those connections and relate them to current issues.

**Supporting Literacy Development through Language****Identify a Language Function:**

The key language function is to analyze.

**Key Learning Task:**

The key learning task will be taking a closer look at the final pages of the novel and **analyzing the meaning, method, value, and goals** of the passage.

**Additional Language Demands:**

1. Vocabulary: Students need to understand the terms meaning, method, value and goals, as they relate to literary analysis.
2. Discourse: Students will specifically need to understand the characteristics of literary writing and how a literary style impacts the method of writing to effectively analyze a given passage.

**Language Supports:**

Prior to the key learning task, students will have specific instruction on the key language function and listed vocabulary terms. Definitions will be found on the project description, along with questions that can help students clarify the meaning of the words, all of which will be discussed during instruction. Based on previous class discussions, the students are already familiar with the discourse of how literary writing differs from informational writing, as well as specific characteristics of Harper Lee's writing style.

**Acknowledgements****Sources:**

*To Kill a Mockingbird* by Harper Lee, 1960

Dictionary.com and Merriam Webster Online Dictionary referenced for definitions of some terms

## EdTPA General Lesson Plan 2

Grade Level: 10

Number of Students: 18

Instructional Location: Classroom

Date: 2/13/17

### Lesson Goals

#### **Central Focus of Lesson:**

*Students analyze a complex literary text, focusing on the author's goals and method of writing to determine the text's meaning and value and create a written product denoting the key findings of the analysis.*

#### **Standard(s) Addressed:**

*MN State Standard 9.4.1.1* Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*MN State Standard 9.4.2.2* Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

*MN State Standard 9.4.4.4* Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

*MN State Standard 9.4.5.5* Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

*MN State Standard 9.7.5.5* Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

*MN State Standard 9.7.9.9* Draw evidence from literary or informational texts to support analysis, reflection, and research.

*MN State Standard 9.11.3.3* Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

*MN State Standard 9.11.4.4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

*MN State Standard 9.11.5.5* Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Lesson Objectives and Demands



**Content Objectives:**

During the lesson, students will work collaboratively to decode and interpret a complex literary text, to gain a deeper understanding of the piece's meaning, method, value, and goals.

At the conclusion of the lesson, students will have written a thesis, around which they will base their literary analysis.

At the conclusion of the lesson, students will be able to move on to the outlining phase of the writing process.

**Language Objectives:**

In brainstorming and prewriting activities for their literary analysis, students will be expected to demonstrate their understanding of the terms meaning, method, value, and goals as they relate to literary criticism.

In brainstorming and prewriting activities for their literary analysis, students will be expected to refer to at least one literary device, such as symbol, metaphor, parallel structures, etc.

**Key Vocabulary in Lesson:**

Analysis- a detailed examination of anything complex in order to understand its nature or to determine its essential features: a thorough study

Meaning- what is intended to be, or actually is, expressed or indicated; signification; import of the text

Method-the procedure, technique, or way of writing

Value- relative worth, merit, or importance of the text

Goals- the result or achievement toward which effort is directed; aim; end.

**Lesson Considerations**

**Materials:** Students will need copies of the rubric (1.2) and a printed out copy of their text selection for the analysis, on which they can write. Students should also have a notebook to jot down additional notes or ideas for their analyses.

**Prior Academic Learning and Prerequisite Skills:** The students have broken down texts in a similar manner in discussion and on worksheets. However, this activity will be challenging because in discussion and worksheets, the students have specific questions or starting points to work from, but this will require them to ask and answer their own questions.

**Misconceptions:** I do not anticipate any major issues of understanding with this lesson. If there are any, it would be with literary device definitions. Based on a pretest, the majority of students have a good understanding of common literary devices, but there are some gaps. The students will be split in groups based on passage selection, so there will be a variety of ability levels represented in each group and I will be talking with each group and available to answer any questions that come up.

Lesson Plan Details:									
<p><b>Lesson Introduction - “Before”:</b> Teacher will say...</p> <p>Yesterday, we worked on breaking down the final scene of <i>To Kill a Mockingbird</i> into meaning, method, value, and goals. Today, we’ll be doing the same thing, but instead it will be with the passages that you have selected. You’ll see that I have already put you into groups based on your passages. Please move your desks and get into those groups.</p> <p>Pass out highlighters and colored pens to each group.</p>				<p><b>Students Will:</b></p> <p>Move desks and get into their assigned groups.</p>					
<p><b>Learning Activities - “During”:</b> Teacher will...</p> <p>Group students based on passage selection prior to class. Write groups on the board.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Wynter, Jake Y, Randi, Neil</td> <td style="width: 20%;">Lauren, Brandon, Dan Makayla,</td> <td style="width: 20%;">Isaiah, Login</td> <td style="width: 20%;">Hannah, Alex, Lilly, Wyatt</td> <td style="width: 20%;">Devon, Tommy, Jake P</td> </tr> </table> <p>After students are in their groups and seated, say “What we are doing today is basically research for our writing. But what is nice for this assignment is that everything is coming from the same source, your passage. Our goal for today will be to break down the passage to identify the meaning, method, value, and goals, just like what we did yesterday. I’ve passed out highlighters and pens to each of your groups. Your job is to discuss your passage and mark it up. Highlight important dialogue. Draw a star next to the use of a literary device. Write notes in the margins. The purpose of this activity is to prepare you for the outlining and drafting parts of the writing process. The more work you put into your research, the easier the rest of the writing process will be. You will have twenty-five minutes to work with your group and decode your passage. During that time, I will be talking briefly with each group to see what you are coming up with. I am also passing out a brainstorming template. This is just to help your group focus on each of the elements. Again, I’ll encourage you to be thorough, because the more that you have on here, the easier the writing will be.”</p> <p>Pass out Brainstorming Template. (2.1) Spend approximately five minutes with each group, looking at what they have come up with for each element of the analysis, making suggestions and asking questions as warranted.</p> <p>After the working time, have students stay in their groups, but put their work face down. Have each group of students briefly talk about their passage and what they found when they took a closer look. (No longer than two minutes each.)</p>				Wynter, Jake Y, Randi, Neil	Lauren, Brandon, Dan Makayla,	Isaiah, Login	Hannah, Alex, Lilly, Wyatt	Devon, Tommy, Jake P	<p><b>Students Will:</b></p> <p>Work in small groups based on passage selection.</p> <p>Listen to instructions.</p> <p>Mark up their copies of the passage, relating to meaning, method, value, and goals. Fill out the brainstorming template.</p> <p>Informally present their findings to the rest of the class.</p>
Wynter, Jake Y, Randi, Neil	Lauren, Brandon, Dan Makayla,	Isaiah, Login	Hannah, Alex, Lilly, Wyatt	Devon, Tommy, Jake P					

<p>“For the last part of the class today, we will be taking a look at thesis statements. Up to this point, most of the thesis statements that you have written have begun, “In this paper, I will talk about X, Y, and Z.” That’s fine for beginning writing, but I am going to ask you to push a bit farther. In your thesis, tell me what you are arguing. In your thesis, tell me what you want me to take away from reading your paper. Don’t just tell me the elements included in your paper, tell my why they are included and what they mean”.</p> <p>Write on board: In this analysis, I will examine the meaning, method, value, and goals of a passage from <i>To Kill a Mockingbird</i>.</p> <p>Say: “This thesis works, but it could be so much stronger. In your groups, personalize it. Talk about what could be added (or taken away) to give the reader a clearer picture of the purpose of the writing. After your conversation, write your own thesis. Figure out what it is that you want to write in regards to your passage.”</p> <p>Walk around the classroom as students work on their theses and help as warranted.</p>	<p>Listen.</p> <p>Fix sample thesis and write their own thesis.</p>
<p><b>Closure - “After”:</b> <b>Teacher will say...</b></p> <p>If any of you are still struggling with what a strong thesis should look like, as always, the OWL at Purdue website has tips for writing thesis statements and sample thesis statements as well. There is a link on Schoology.</p> <p>For tomorrow, we will be continuing with the writing process. Be sure to bring your marked up copies of your passage as well as the thesis statement that you wrote today.</p>	<p><b>Students Will:</b></p> <p>Have a working thesis by the beginning of the next class period.</p>
<p><b>Extension:</b> This lesson could be extended by spending time workshopping thesis statements as a class. If students are not confident in their thesis, they could give the thesis to the teacher. The teacher would write it on the board and the class could work together to strengthen it. This could be done for as many students as wanted the help or one thesis per passage.</p>	
<p><b>NOTE: Attach any Relevant handouts, activities, templates, PPT slides, etc. that are referenced and utilized in this lesson.</b></p>	

## Lesson Plan 2 Appendix and Commentary Section

<p><b>Evidence and Formative Assessment of Student Learning:</b> How will you know whether students are making progress toward your learning goal(s) and/or how will you assess the extent to which they have met your goal(s)? Use the chart below to describe and justify at least 2 <b>formal or informal assessment strategies</b> that occur in your detailed plan above.</p>	
<p><b>Assessment Strategy #1:</b>            Informal-Observation of small-group participation and engagement. Based on both verbal and nonverbal communication from students, I will be able to determine when I need to intervene or assist with the small group discussions.</p>	<p><b>Alignment with Objectives:</b>            This method of assessment will help me to monitor student progress toward objectives related to learning segment vocabulary and the first content objective</p>
	<p><b>Evidence of Student Understanding:</b>            This assessment will not provide quantitative feedback on student understanding, but will help me to generally tailor my teaching to the students' needs. Despite being informal, this assessment will show me student understanding of learning segment vocabulary and provide opportunities to help students more personally.</p>
	<p><b>Student Feedback:</b>            Feedback will be given instantly and verbally in response to student contribution.</p>
<p><b>Assessment Strategy #2:</b>            Informal-Note and Thesis Statement Completion Check. As students work on their thesis statements, I will check in with them and make sure that they are on track for writing a strong thesis that will meet the requirements of the written assignment for the learning segment.</p>	<p><b>Alignment with Objectives:</b>            This method of assessment is in clear alignment with content standards two and three.</p>
	<p><b>Evidence of Student Understanding:</b>            Evidence of student understanding will be clearly identifiable in the written product.</p>
	<p><b>Student Feedback:</b>            Feedback for this assessment will be given verbally, corrective as necessary. Formal feedback will also be provided through the final assessment at the end of the learning segment.</p>
<p><b>Assessment Strategy #3:</b>            Formal-Students will create a written product during the learning segment which demonstrates their understanding of Lessons 1 and 2's objectives. In this written product students will demonstrate their</p>	<p><b>Alignment with Objectives:</b>            This method of assessment is in clear alignment with the language standards for this lesson and the first content standard by focusing on student understanding and application of meaning, method, value, and goals, as related to literary criticism.</p>
	<p><b>Evidence of Student Understanding:</b>            Evidence of student understanding will be clearly identifiable in the written product.</p>

<p>understanding of the terms meaning, method, value, and goals by identifying and explaining each in relation to a specific literary passage.</p>	<p><b>Student Feedback:</b> Feedback for this assessment will come through a rubric (1.2), which will be shown at the beginning of the learning segment. Feedback will also be given directly on the essay, for structural or grammatical issues.</p>
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**Utilizing Knowledge about Students to Plan and Implement Effective Instruction**

**Building on Personal/Cultural/Community Assets:**  
Students have spent approximately seven weeks reading and discussing the novel *To Kill a Mockingbird*. Many of the discussions keyed into topics that the students will be writing about for this assignment. Class discussion focused heavily on the value of the text and its applicableness to current issues, including racism, prejudice, and bias, as well as movements such as Black Lives Matter and political issues. All of this leads very neatly into this writing assignment, particularly as students are being asked to discuss the goals, relevance, and value of the text. This new learning about analysis characteristics and skills will also be helpful as they move forward academically and engage with real world ideas, political platforms, and media outlets. Developing skills in critical literacy will help students to be successful academically, professionally, and socially. Lesson 2 is a focused application and review of what was learned in lesson 1.

**Grouping Strategies:**  
Students will be grouped based on their interests and passage selection. Each group has a diversity of ability levels.

**Planned Supports:**  
Students are provided with hard copies of most instructional material and all instructional material is linked into Schoology so students always have access to the information. For this lesson, students will be able to use a graphic organizer as they decode the passage; this will be an asset to learners who are more visually inclined. Students will be working in small groups, with differently abled students, so high achievers will be able to assist struggling students even when I am working with a different group. The small group setup also fosters higher levels of participation and gives students more opportunities to ask questions and help others. I plan to move about the room, to ensure that students are remaining on task and being successful as they break down their passage. The literary analysis is a large assignment and is being broken down into smaller, more manageable tasks throughout the learning segment, in compliance with several student IEPs.

**Supporting Literacy Development**

**Essential Literacy Strategies:**  
A graphic organizer (2.1) will be used to help with student learning and decoding the selected passage. Students will utilize reciprocal teaching as they work in small groups and then present what they found to the other students.

**Requisite Skills:**

Students will need to utilize their reading comprehension skills to both recall facts and make inferences and then apply their knowledge to the terms meaning, method, value, and goals.

**Reading/Writing Connections:**

Today's lesson helps students to break down what they are reading so that they can then effectively write about what they read.

**Supporting Literacy Development through Language****Identify a Language Function:**

The key language function is to analyze.

**Key Learning Task:**

The key learning task will be students working in small groups and breaking down and analyzing the meaning, method, value, and goals of their selected passage.

**Additional Language Demands:**

1. Vocabulary: Students need to understand the terms meaning, method, value and goals, as they relate to literary analysis.
2. Discourse: Students will specifically need to understand the characteristics of literary writing, including use of literary devices, and how a literary style impacts the method of writing to effectively analyze a given passage.
3. Syntax: Students need to know how to write an effective thesis.

**Language Supports:**

Prior to the key learning task, students will have direct instruction on the key language function and listed vocabulary terms and have those definitions clearly stated on the project description (1.1). Based on previous class discussions, the students will already be familiar with how literary writing differs from informational writing, as well as specific characteristics of Harper Lee's writing style. The elements of an effective thesis will be addressed in class and applied through an in-class activity.

**Acknowledgements****Sources:**

*To Kill a Mockingbird* by Harper Lee, 1960

"Tips and Examples for Writing a Thesis Statement" taken from the Online Writing Lab at Purdue website:

<https://owl.english.purdue.edu/owl/resource/545/01/>

## EdTPA General Lesson Plan 3

Grade Level: 10

Number of Students: 18

Instructional Location: Classroom

Date: 2/14/17

### Lesson Goals

#### Central Focus of Lesson:

*Students analyze a complex literary text, focusing on the author's goals and method of writing to determine the text's meaning and value and create a written product denoting the key findings of the analysis.*

#### Standard(s) Addressed:

*MN State Standard 9.7.2.2* Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (B) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

*MN State Standard 9.7.4.4* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

*MN State Standard 9.7.5.5* Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

*MN State Standard 9.7.9.9* Draw evidence from literary or informational texts to support analysis, reflection, and research. (A) Apply grades 9-10 reading standards for literature. (9.4.1.1; 9.4.2.2; 9.4.4.4; 9.4.5.5; 9.4.10.10)

### Lesson Objectives and Demands

#### Content Objectives:

At the conclusion of the lesson, students will be able to use a new strategy for outlining papers.

At the conclusion of the lesson, students will have a completed outline and planned structure for their literary analysis.

At the conclusion of the lesson, students will be able to move on to the drafting phase of the writing process.

#### Language Objectives:

In outlining their analysis, students will be expected to demonstrate their understanding of the terms meaning, method, value, and goals as they relate to literary criticism.

In outlining their analysis, students will be expected to refer to at least one literary device, such as symbol, metaphor, parallel structures, etc.

#### Key Vocabulary in Lesson:

Analysis- a detailed examination of anything complex in order to understand its nature or to determine its essential features: a

thorough study

Meaning- what is intended to be, or actually is, expressed or indicated; signification; import of the text

Method-the procedure, technique, or way of writing

Value- relative worth, merit, or importance of the text

Goals- the result or achievement toward which effort is directed; aim; end.

### Lesson Considerations

**Materials:** Students will need copies of the rubric (1.2) and copies of the novel. Students are to come to class with marked up copies of their selected passage from the day before. Teacher will need access to the projector and the slideshow presentation entitled “Post-It Note Outlines.” Teacher will also need enough Post It notes for each student to have one.

#### **Prior Academic Learning and Prerequisite Skills:**

Students should be done with the brainstorming part of this analysis, meaning the focus can be only on organizing the information, rather than obtaining and organizing. Also, I know very few of the students outline their writing unless required to by a teacher. The students most likely will know about outlining generally, but this strategy will be new to them.

#### **Misconceptions:**

I am aiming to push students past “In this paper, I will talk about X, Y, and Z,” which many students consider to be quality writing. While this type of statement gives an overview of what is to come in the paper, it is not exemplary writing and also uses a first person pronoun. Many students tend to include irrelevant material that does not support their thesis. This outlining activity is intended to prevent that problem.

### Lesson Plan Details:

#### **Lesson Introduction - “Before”: Teacher will say...**

“How many of you or your parents have made a shopping list? Why make a list? What might happen if you don’t?”

“Planning helps you to be intentional and effective. We do it for grocery shopping, coaches do it when they get ready for a big game, people do it when leaving for a trip, AND we should do it when writing a paper. Who knows the word we use for planning writing? (Outlining) How many of you outline papers if your teacher doesn’t make you?”

“Today we’ll be going over traditional outlining and an alternative method of outlining, that tends to be a little less daunting, because whether you enjoy it or not, it is so important for successful writing.

#### **Students Will:**

Answer questions.

Anticipated answers: Most; so it’s easier and you don’t forget anything; it takes longer and you might forget things; outlining or brainstorming; very few.



**Learning Activities - “During”:** Teacher will...

Go through slideshow 3.1, one outline at a time.

(3.1) Top Left: “This is a traditional or roman numeral outline.”

Explain the structure of the outline and how and why certain things are indented further.

Discuss how it can be very useful for note taking.

Explain how the detailed nature can take much of the stress out of writing, because it breaks down paragraphs and the content of those paragraphs.

“Let’s make a sample of one of these outlines. Someone name a topic.”

Write on Board: An outline based on student suggested topic. Ex. Superman is better than Batman.

Come up with three reasons and supporting details. Emphasize to students that the most important this is that they are organizing the information logically. An outline should be a good plan for the order of information, not just a list of relevant things.

(3.1) Top Right: “Now, if I were to use a traditional outline to plan an essay on the final pages of *To Kill a Mockingbird*, it could look something like this.”

Explain that: this model is one that could be followed for any passage: Intro, Paragraph on Meaning, Paragraph on Method, Paragraph on Value, Paragraph on Goals, Conclusion. This model, will clearly work well with the rubric and can totally get full points, but it isn’t the most creative.

“I came up with two alternative structures for the same paper. What you’ll notice is that despite having a less predictable structure it is still hitting on each of the elements in the analysis.”

(3.1) Bottom Left: Provide context in the introduction. Body paragraphs focus on events or people, and the meaning and method are addressed together in each of the body paragraphs. Value and goals are addressed together in the conclusion.

(3.1) Bottom Right: Address the goals in the introduction. Have a body paragraph on meaning. Have a body paragraph on method. Address the value in the conclusion, relating it to Lee’s goals.

“With each of these outlines, I can fit it all on a single post-it note. For many of the things that I write, even my lesson plans, it starts with a single post-it note of planning. This helps me to really focus in on the key ideas and how I want to present them.”

**Students Will:**

Listen and take notes.

Make suggestions about the topic and supporting reasons and details.

Listen.

<p>“Pull out the thesis that you came up with yesterday. Everything you put in your outline, everything that you write needs to support your thesis. We will be spending the rest of the class period outlining our papers. I’m passing out sticky notes. If you want to do a full roman numeral outline, that’s totally fine, but by the end of the period, our goal is that you would have a clear plan on how you will be structuring your paper and like I said, a single post-it note can be more than enough. Once you’ve finished outlining, come show me what you have. Once I give you the go ahead, you can start drafting your essay.</p>	<p>Outline their essay with either a post-it note outline or a formal roman numeral outline.</p>
<p><b>Closure - “After”:</b> <b>Teacher will say...</b>  For tomorrow, you should have a rough draft of your paper. Again, it is not about length, but rather the quality of your content and how you support your thesis. With the brainstorming, group work, and outlining that we have done, the writing should be pretty easy. Looking ahead, tomorrow we will talk about formatting and editing. You’ll have worktime in the computer lab and the essay will be due on Friday.</p>	<p><b>Students Will:</b>  Write a rough draft by the beginning of the next class period.</p>
<p><b>Extension:</b> If not done the day before, this lesson could also be extended by having students workshop their thesis statement. Providing work time for students would also be valuable because they are expected to have a rough draft by the next class period.</p>	
<p><b>NOTE: Attach any Relevant handouts, activities, templates, PPT slides, etc. that are referenced and utilized in this lesson.</b></p>	

## Lesson Plan 3 Appendix and Commentary Section

<p><b>Evidence and Formative Assessment of Student Learning:</b> How will you know whether students are making progress toward your learning goal(s) and/or how will you assess the extent to which they have met your goal(s)? Use the chart below to describe and justify at least 2 <b>formal or informal assessment strategies</b> that occur in your detailed plan above.</p>	
<p><b>Assessment Strategy #1:</b> Informal-Observation of in-class participation and engagement. Based on both verbal and nonverbal communication from students, I will be able to determine when I need to slow down, do a think-pair-share, or ask a clarifying question.</p>	<p><b>Alignment with Objectives:</b> This method of assessment will help me to monitor student progress towards each objective, but is formative in nature and will help me to alter my instruction.</p>
	<p><b>Evidence of Student Understanding:</b> This assessment will not provide quantitative feedback on student understanding, but I will use my observations to tailor my teaching to the students' needs.</p>
	<p><b>Student Feedback:</b> Feedback will be given instantly and verbally in response to student contributions.</p>
<p><b>Assessment Strategy #2:</b> Informal-Outline Checks. When students have completed their outlines, I will check them and make sure that they are on track for writing an essay that will meet the requirements of the learning segment.</p>	<p><b>Alignment with Objectives:</b> This method of assessment is in clear alignment with all of the lesson's content and language standards.</p>
	<p><b>Evidence of Student Understanding:</b> Evidence of student understanding will be clearly identifiable in their outline and will be attested to in final assessment at the end of the learning segment.</p>
	<p><b>Student Feedback:</b> Feedback for this assessment will be given verbally after viewing students' completed outlines.</p>
<p><b>Assessment Strategy #3:</b> Formal-Students will create a written product during the learning segment which demonstrates their understanding of</p>	<p><b>Alignment with Objectives:</b> This method of assessment is in alignment with the content and language standards for this lesson by focusing on student understanding and application of meaning, method, value, and goals, as related to literary criticism and the way that the students organize</p>

Lessons 1, 2, and 3's objectives. In this written product students will demonstrate their understanding of the terms meaning, method, value, and goals by identifying and explaining each in relation to a specific literary passage in a well organized essay.	their information.
	<b>Evidence of Student Understanding:</b> Evidence of student understanding will be clearly identifiable in the written product.
	<b>Student Feedback:</b> Feedback for this assessment will come through a rubric (1.2), which will be shown at the beginning of the learning segment. Feedback will also be given directly on the essay, for structural or grammatical issues.

**Utilizing Knowledge about Students to Plan and Implement Effective Instruction**

**Building on Personal/Cultural/Community Assets:**  
Students have spent approximately seven weeks reading and discussing the novel To Kill a Mockingbird. Many of the discussions keyed into topics that the students will be writing about for this assignment. Class discussion focused heavily on the value of the text and its applicableness to current issues, including racism, prejudice, and bias, as well as movements such as Black Lives Matter and political issues. All of this leads very neatly into this writing assignment, particularly as students are being asked to discuss the goals, relevance, and value of the text. This new learning about outlining and organizing information will be based off of the instruction and activities of last two lessons, as they will be organizing the information from those lessons. This learning and ability to organize information will also be helpful in the future as the students face more demanding writing and speaking activities. Developing skills in critical literacy will help students to be successful academically, professionally, and socially.

**Grouping Strategies:** NOT APPLICABLE

**Planned Supports:**  
Resources for this lesson, including the slideshow will be posted on Schoology, so that the students are able to refer back to them. I will meet with students individually about their outlines, so that I can give struggling students the one on one time that they need to be successful. The literary analysis is a large assignment and is being broken down into smaller, more manageable tasks throughout the learning segment, in compliance with several student IEPs. Students are also encouraged to utilize online tools, specifically the Online Writing Lab at Purdue website if they have questions or misunderstandings about structuring, writing, or formatting their paper. Two of my students will go to the Resource Room to work on their outlines with a paraprofessional during the provided work time.

**Supporting Literacy Development**

**Essential Literacy Strategies:**  
Students will activate prior knowledge about their topic, make use of graphic organizers from previous lessons, and reexamine their thesis, to effectively organize their information into an outline. Students will use freshly taught outline strategies to organize their

information.

**Requisite Skills:**

Students need to build on their developing organizational skills for writing and creating a solid structure for a written product. Students will also need to be well versed in their topic, which in this case will require reading comprehension skills for recalling facts and making inferences from a literary text.

**Reading/Writing Connections:**

This lesson focuses on the transition between reading and researching critically and writing about what they read. Students are actively engaged in the writing process, but writing specifically about what they have read.

**Supporting Literacy Development through Language**

**Identify a Language Function:**

The key language function is to organize information.

**Key Learning Task:**

The key learning task will be organizing information based on the meaning, method, value, and goals of a passage and creating an outline.

**Additional Language Demands:**

1. Vocabulary: Students need to understand the terms meaning, method, value and goals, as they relate to literary analysis.
2. Discourse: Students need to know how to structure an analysis and support an argument in writing with textual evidence.

**Language Supports:**

Prior to the key learning task, students will have specific instruction on the listed vocabulary terms (also defined on the project description), methods of outlining an essay, and three specific possible structures for their outline.

**Acknowledgements**

**Sources:**

*To Kill a Mockingbird* by Harper Lee, 1960

## EdTPA General Lesson Plan 4

Grade Level: 10

Number of Students: 18

Instructional Location: Classroom/ Computer Lab

Date: 2/15/17

### Lesson Goals

#### Central Focus of Lesson:

*Students analyze a complex literary text, focusing on the author's goals and method of writing to determine the text's meaning and value and create a written product denoting the key findings of the analysis.*

#### Standard(s) Addressed:

*MN State Standard 9.7.2.2* Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (B) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (D) Use precise language and domain-specific vocabulary to manage the complexity of the topic. (E) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (F) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)

*MN State Standard 9.7.4.4* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

*MN State Standard 9.7.9.9* Draw evidence from literary or informational texts to support analysis, reflection, and research. (A) Apply grades 9-10 reading standards for literature. (9.4.1.1; 9.4.2.2; 9.4.4.4; 9.4.5.5; 9.4.10.10)

*MN State Standard 9.11.1.1* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

*MN State Standard 9.11.2.2* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*MN State Standard 9.11.3.3* Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (A) Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

*MN State Standard 9.11.6.6* Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Lesson Objectives and Demands

**Content Objectives:**

At the conclusion of the lesson, the students will know and be able to correctly use a variety of copy editing marks which will be demonstrated through editing peer analyses.

At the conclusion of the lesson, the students will have correctly formatted their literary analyses to meet MLA standards.

By the end of the lesson, the students will have fully participated in the writing process as applied to a literary analysis.

By the end of the lesson, the students will be able to finalize and publish a literary analysis which fulfills MN ELA standards as noted in the rubric.

**Language Objectives:**

Students will accurately express in writing, a text's meaning, method, and value and an author's goals based on the definitions for these terms given in class.

Students will accurately identify a literary device such as symbol, metaphor, parallel structures, etc. in a passage from *To Kill a Mockingbird* and explain its significance in writing.

**Key Vocabulary in Lesson:**

Analysis- a detailed examination of anything complex in order to understand its nature or to determine its essential features: a thorough study

Meaning- what is intended to be, or actually is, expressed or indicated; signification; import of the text

Method-the procedure, technique, or way of writing

Value- relative worth, merit, or importance of the text

Goals- the result or achievement toward which effort is directed; aim; end.

**Lesson Considerations**

**Materials:** Students will need copies of the rubric (1.2), a device to type on, and copies of the novel. Students are to come to class with a completed first draft of their literary analyses, as well as other materials from the writing process, including their marked up copies of the text, brainstorming notes, and outlines.

**Prior Academic Learning and Prerequisite Skills:** The students should be familiar with the grammatical and convention based errors which they will be editing for, but according to my supervising teacher, they have had limited exposure to formal copy editing marks and tend to be inattentive editors.

**Misconceptions:** Students have never been required to follow MLA formatting. While following a template is not necessarily difficult, I think many students will just put it out of mind when formatting their papers. The other limiting factor in regards to formatting is that most of my students are only using iPads to type their analyses. Word processing is more difficult on a tablet, compared with a

computer, because some formatting functions are either hidden or inaccessible on the mobile devices. In regards to the editing process, the biggest challenge will be that the students are not used to critically reading for grammatical issues. In some cases, because students are inexperienced or inattentive to these errors, this peer editing session could be like the blind leading the blind.

<b>Lesson Plan Details:</b>	
<p><b>Lesson Introduction - “Before”:</b> Teacher will say...</p> <p>Today, we will be moving into the final stages of the writing process: revising and editing. We will spend a little bit of time in the classroom going over formatting for your paper and expectations for your peer editing, and then we will move into the computer lab.</p>	<p><b>Students Will:</b> Listen.</p>
<p><b>Learning Activities - “During”:</b> Teacher will...</p> <p>Teach MLA formatting using example paper. (4.1)</p> <ol style="list-style-type: none"> <li>1. Running Header: Last name and page number</li> <li>2. Top Left: Student name, teacher’s name, course, and date</li> <li>3. Title-centered, no bold, no italics, no underlining, same size as the rest of the document</li> <li>4. Paper should be left-aligned, size 12, Times New Roman or Cambria, double-spaced</li> </ol> <p>Teach copy editing marks. Pass out handout. (4.2) For each correction review when it’s necessary and point out how the correction is marked.</p> <ol style="list-style-type: none"> <li>1. Delete</li> <li>2. Insert</li> <li>3. Switch</li> <li>4. Make lower case</li> <li>5. Capitalize</li> <li>6. Indent</li> <li>7. Close space</li> <li>8. Insert Space</li> <li>9. Spell out</li> <li>10. Incorrect spelling</li> <li>11. Add a period</li> </ol> <p>“We will be going into the computer lab. When you get there, the first thing to do is check the</p>	<p><b>Students Will:</b> Listen and take notes.</p> <p>Receive the handout on editing.</p> <p>Format their essays following MLA procedures.</p>



<p>formatting for your paper to ensure that it follows MLA standards. When it does, print it out and exchange it with your peer editing partner. When you finish editing your partner's paper, you should make the necessary corrections to your own essay.”</p> <p>Walk around lab, helping students with editing and correcting their work.</p>	<p>Exchange their essays with a peer and give corrective feedback, using typical copy editing marks.</p>
<p><b>Closure - “After”:</b> <b>Teacher will say...</b>  On Friday, at the beginning of class, you will need to have your final draft of your essay printed out and ready to turn in.</p>	<p><b>Students Will:</b>  Finalize their literary analysis by the beginning of class on Friday.</p>
<p><b>Extension:</b> Students are currently writing a paper for a Social Studies class. The learning could be extended by having students work on editing those papers with the modeled copy editing marks to reiterate to students that this is a skill that can be used across disciplines.</p>	
<p><b>NOTE: Attach any Relevant handouts, activities, templates, PPT slides, etc. that are referenced and utilized in this lesson.</b></p>	

## Lesson Plan 4 Appendix and Commentary Section

<p><b>Evidence and Formative Assessment of Student Learning:</b> How will you know whether students are making progress toward your learning goal(s) and/or how will you assess the extent to which they have met your goal(s)? Use the chart below to describe and justify at least 2 <b>formal or informal assessment strategies</b> that occur in your detailed plan above.</p>	
<p><b>Assessment Strategy #1:</b> Informal-Observation of in-class participation and engagement. Based on both verbal and nonverbal communication from students, I will be able to determine when I need to slow down, do a think-pair-share, or ask a clarifying question, particularly as we go through the information on formatting and editing.</p>	<p><b>Alignment with Objectives:</b> This method of assessment will help me to monitor student progress toward content objectives one and two. I will be able to monitor students' verbal and nonverbal</p>
	<p><b>Evidence of Student Understanding:</b> This assessment will not provide quantitative feedback on student understanding, but will help me to generally tailor my teaching appropriately. Despite being informal, nonverbal cues can give clear depictions of a student's understanding of the topic</p>
	<p><b>Student Feedback:</b> Feedback will be given instantly and verbally in response to student participation or contribution.</p>
<p><b>Assessment Strategy #2:</b> Informal-Observation of peer editing process. I will work my way around the room and see how students are doing with the editing: if they are noticing the errors and marking them correctly.</p>	<p><b>Alignment with Objectives:</b> This method of assessment will help me to monitor student progress toward content objective one.</p>
	<p><b>Evidence of Student Understanding:</b> This assessment will not provide quantitative or summative feedback on student understanding, but will provide opportunities to add to student learning.</p>
	<p><b>Student Feedback:</b> Feedback will be given instantly and verbally after viewing the students' feedback in their peer editing.</p>
<p><b>Assessment Strategy #3:</b> Formal-Students will create a written product during the learning segment which</p>	<p><b>Alignment with Objectives:</b> This method of assessment is in clear alignment with content standards two, three, and four and language standards for this lesson. This assessment is aligned with and will</p>

demonstrates their understanding of each lesson's objectives. In this written product students will demonstrate their understanding of the terms meaning, method, value, and goals by identifying and explaining each in relation to a specific literary passage in a well organized essay which follows standard conventions of English and MLA formatting.	demonstrate student learning for nearly every objective in the learning segment.
	<b>Evidence of Student Understanding:</b> Evidence of student understanding of all reading comprehension and writing standards and objectives will be clearly identifiable in the written product.
	<b>Student Feedback:</b> Feedback for this assessment will come through a rubric, which will be shown at the beginning of the learning segment. Feedback will also be given directly on the essay, for structural or grammatical issues.

<b>Utilizing Knowledge about Students to Plan and Implement Effective Instruction</b>	
<b>Building on Personal/Cultural/Community Assets:</b> Students have spent approximately seven weeks reading and discussing the novel To Kill a Mockingbird. Many of the discussions keyed into topics that the students will be writing about for this assignment. Class discussion focused heavily on the value of the text and its applicableness to current issues, including racism, prejudice, and bias, as well as movements such as Black Lives Matter and political issues. All of this leads very neatly into this writing assignment, particularly as students are being asked to discuss the goals, relevance, and value of the text. This new learning about formatting and editing will be the cap to the instruction and activities of last three lessons, to create a high quality written product that will analysis a passage from the novel. This learning and ability to write clearly and correctly format an essay will also be helpful as students continue in their academic careers and face more demanding writing and speaking activities. Developing skills in critical literacy will help students to be successful academically, professionally, and socially.	
<b>Grouping Strategies:</b> Students paired up for peer editing based on student preference. I believe that being paired up with a student who they did not know as well, would have caused the students to be more hesitant and less effective editors.	
<b>Planned Supports:</b> Students will work in pairs, so that they have someone as a resource and an extra set of eyes as they go through the final stages of the writing process, even if I am busy helping another student. I have linked various online resource and writing samples into Schoology, if students need further information to reference. Students are also encouraged to utilize online tools, specifically the Online Writing Lab at Purdue website if they have questions or misunderstandings about structuring, writing, or formatting their paper. Students are also able to refer to the assignment rubric as they finish up their writing. I will be available to the students to answer questions or clarify misunderstandings the entire time that they are working in the computer lab. The literary analysis is a large	

assignment and is being broken down into smaller, more manageable tasks throughout the learning segment, in compliance with several student IEPs. Two of my students will go to the Resource Room to work on their essays with a paraprofessional during the provided work time and one will have the deadline extended until the following Monday, as stipulated in their IEPs.

### **Supporting Literacy Development**

#### **Essential Literacy Strategies:**

Students will be successful in the publishing of their writing in this lesson because of engaging with the whole writing process: prewriting, outlining, drafting, revising, and editing over the learning segment. Another important writing strategy that students will be using in this lesson is peer editing, which can have a tremendous impact on a student's success as a writer.

#### **Requisite Skills:**

Students need to have a solid understanding of the conventions of standard English, regarding spelling, capitalization, punctuation, grammar, and usage to be an effective peer and self editor.

#### **Reading/Writing Connections:**

In this learning segment, students read, interpreted, and analyzed a written text and through the writing process, in this lesson, students created a written product based on that text analyzing its meaning, method, value, and goals.

### **Supporting Literacy Development through Language**

**Identify a Language Function:**

The key language function is to analyze.

**Key Learning Task:**

The key learning task is publishing a high quality analysis of a literary text. This task will be completed over several days, going through each step of the writing process.

**Additional Language Demands:**

1. Vocabulary: Students need to understand the terms meaning, method, value, and goals as they relate to a literary analysis.
2. Discourse: Students need to know how to structure an analysis and support an argument in writing with textual evidence.
3. Syntax: Students need to know how to write in a way that clearly communicates their meaning.

**Language Supports:**

Prior to the key learning task, students will have direct instruction on the key language function, as well as listed vocabulary, methods and models of structuring an analysis, and correctly formatting an essay. Students will receive help from their peers in revising and editing in order to have effective syntax in their writing.

**Acknowledgements****Sources:**

*To Kill a Mockingbird* by Harper Lee, 1960

“MLA Sample Paper” taken from the Online Writing Lab at Purdue website: <https://owl.english.purdue.edu/owl/resource/747/13/>