

## 10.4.1

## Lesson 7

## Introduction

In this lesson, students peer review and edit their End-of-Unit Assessment for correct punctuation, spelling, and sentence structure. Students are assessed on changes made to their End-of-Unit Assessment.

For homework, students revisit their homework from Lesson 3 and write a brief response considering how White's essay conforms to the classic outline of tragedy.

## Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L.9-10.2.a-c	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul>
Addressed Standard(s)	
W.9-10.2.a-f	<p>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.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples</li> </ul>

	<p>appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
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## Assessment

Assessment(s)
<p>Student learning is assessed via edits made to their multi-paragraph responses to the End-of-Unit Assessment in the previous lesson.</p> <p>① Student responses will be evaluated using the Control and Conventions portion of the 10.4.1 End-of-Unit Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Incorporate peer revisions, where appropriate, to strengthen the punctuation, spelling, and sentence structure of the multi-paragraph responses to the End-of-Unit Assessment in the previous lesson.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>None.*</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>None.*</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>None.*</li> </ul>

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the

protocols described in 1e of this document [http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf)

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.5, L.9-10.2.a-c, W.9-10.2.a-f</li> <li>Text: “Death of a Pig” by E. B. White</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Editing Instruction</li> <li>Peer Review and Editing</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>20%</li> <li>60%</li> <li>5%</li> </ol>

## Materials

- Copies of the Colon and Semicolon Handout for each student
- Student copies of the 10.4.1 End-of-Unit Text Analysis Rubric and Checklist (refer to 10.4.1 Lesson 6)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
i	Indicates instructional notes for the teacher.

## Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: W.9-10.5 and L.9-10.2.a-c. In this lesson, students peer review and edit their multi-paragraph responses from the End-of-Unit Assessment.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their Accountable Independent Reading (AIR) text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

## Activity 3: Editing Instruction

20%

Inform students that in this lesson they edit their multi-paragraph responses from the previous lesson. Students look for areas where parallel structure could be used more effectively and where different types of phrases might be used.

- ① Remind students of their work with parallel structure and various phrases in 10.4.1 Lesson 5.

In addition, inform students that they should always incorporate proper capitalization, spelling, and punctuation into their writing, and remind them that some of these conventions have been addressed in previous modules.

- ① **Differentiation Consideration:** If individual students need more focused instruction on specific capitalization, punctuation, and spelling conventions, consider providing web resources for students reference, such as: <http://owl.english.purdue.edu/> (search terms: capitalization, spelling conventions, etc.).
- ① Remind students of their work with colons and semicolons in 10.3.3 Lesson 9.

Ask the whole class the questions below.

**What is the proper use of a semicolon?**

- 💬 Semicolons are used to connect two related independent clauses.

- ① If necessary, distribute the Colon and Semicolon Handout to students. Explain that students can strengthen their writing and ability to communicate complex ideas by focusing on how to use semicolons and colons. Explain to students that semicolons are a type of punctuation that can be used to connect two independent clauses. Provide students with the following definition: *independent clause* means “a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb.” This means that an independent clause communicates a complete thought and it is usually a simple sentence. Display for students the following example of an independent clause: “Once in a while something slips” (section 1, paragraph 3).
- ① **Differentiation Consideration:** Students may need more support in understanding the components of a complete sentence in order to understand independent clauses. Consider explaining the basic functions of a subject and verb within a sentence. Consider providing the following examples:
- The following are complete sentences because they contain a subject and a verb: “I run.” “The dog eats.” “My sister is tall.”
  - The following are not complete sentences because they do not contain a subject and a verb: “My older sister.” “The blue wall in the classroom.” “Yelling loudly outside.”

**Provide an example of a proper use of the semicolon.**

💬 Student responses will vary, but should resemble:

- I am in class; it is wonderful.
- ① If necessary, explain to students that they should use a semicolon to join a related independent clause and show they are related. Display the following example for students:
- This uncertainty afflicts me with a sense of personal deterioration. If I were in decent health I would know how many nights I had sat up with a pig.
- ① Now display the joined clauses:
- “This uncertainty afflicts me with a sense of personal deterioration; if I were in decent health I would know how many nights I had sat up with a pig” (section 1, paragraph 1).
- ① Explain to students that it is possible to create two distinct sentences instead of conjoining the clauses with a semicolon, but since the ideas are linked, it makes sense to join them.

**What are some proper uses of a colon?**

💬 Student responses should include:

- Colons can introduce a quotation after an independent clause.
- Colons can introduce a list.

- ① If necessary, explain to students that a colon is another important form punctuation in an essay because a colon is used to introduce a quotation after an independent clause. Display the following example for students:
- Comparing the story to a “tragedy” on stage, White expands on this analogy and introduces his central idea: “Once in a while something slips—one of the actors goes up in his lines and the whole performance stumbles and halts” (section 1, paragraph 3).
- ① Another use of colons is to introduce a list. Display the following example for students:
- White uses various types of phrases in “Death of a Pig”: noun, verb, adjectival, adverbial, etc.
- ① **Differentiation Consideration:** If students are struggling to grasp the proper use of colons and semicolons, work with them individually to write out 5–10 examples of the proper use of each type of punctuation.
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Instruct students to review “Death of a Pig” to identify examples of White’s use of colons or semicolons.

- ▶ Students search for examples of semicolon and colon use in “Death of a Pig.”

💬 Student findings may include:

- “This uncertainty afflicts me with a sense of personal deterioration; if I were in decent health I would know how many nights I had sat up with a pig” (section 1, paragraph 1).
- “(There is never any identification needed on a country phone; the person on the other end knows who is talking by the sound of the voice and by the character of the question.)” (section 1, paragraph 5)
- “Unconsciously I held off, for an hour, the deed by which I would officially recognize the collapse of the performance of raising a pig; I wanted no interruption in the regularity of feeding, the steadiness of growth, the even succession of days” (section 1, paragraph 8).
- “I knelt, saw that he was dead, and left him there: his face had a mild look, expressive neither of deep peace nor of deep suffering, although I think he had suffered a good deal” (section 4, paragraph 2).
- “But even so, there was a directness and dispatch about animal burial, I thought, that made it a more decent affair than human burial: there was no stopover in the undertaker’s foul parlor, no wreath nor spray” (section 4, paragraph 4).

## Activity 4: Peer Review and Editing

60%

Instruct students to work in pairs to peer review their drafts for correct use of capitalization, punctuation, and spelling, as well as the use of parallel structure and various types of phrases. Instruct

students to look for instances in their classmate's paper where a semicolon or colon should be used, where sentences could use more phrasal variance, or where parallel structure is not used (and could be), or is not used properly.

Remind students to consult the Control and Conventions portion of the 10.4.1 End-of-Unit Text Analysis Rubric as they review their classmate's drafts.

- ▶ Students form pairs and review each other's drafts.
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After students review their peer's draft, instruct them to spend time independently editing their own drafts according to their peer's suggested revisions. Remind students to consult the Control and Conventions portion of the 10.4.1 End-of-Unit Text Analysis Rubric and Checklist as they review their own drafts.

- ▶ Students work independently to edit their drafts for parallel structure, use of various phrases, colons, and semicolons.

Collect revised student drafts.

## Activity 5: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to revisit their homework from 10.4.1 Lesson 3 and their research about classical tragedy. Instruct students to write a brief response to the following two questions. Remind students to provide textual evidence to support their response and to use this unit's vocabulary wherever possible.

**How does White's essay conform to the classic outline of tragedy? How does it differ from this outline?**

- ▶ Students follow along.

## Homework

Revisit your homework from 10.4.1 Lesson 3 and your research about classical tragedy. Write a brief response to the following two questions:

**How does White's essay conform to the classic outline of tragedy? How does it differ from this outline?**

## Colon and Semicolon Handout

Name:		Class:		Date:	
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### Common and Proper Uses of the Colon

- Use a colon when introducing a quotation after an *independent clause*. An *independent clause* contains both a subject and a verb, and can stand alone as a complete sentence.
  - Comparing the story to a “tragedy” on stage, White expands on this analogy and introduces his central idea: “Once in a while something slips—one of the actors goes up in his lines and the whole performance stumbles and halts” (section 1, paragraph 3).
- Use a colon when introducing a list.
  - White uses various types of phrases in “Death of a Pig”: noun, verb, adjectival, adverbial, etc.

### Common and Proper Uses of the Semicolon

- Use a semicolon to connect two *independent clauses* that are related to one another.
  - “This uncertainty afflicts me with a sense of personal deterioration; if I were in decent health I would know how many nights I had sat up with a pig.” (section 1, paragraph 1)

**Further reference:** The Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu> (search terms: semicolons, colons, quotation marks).