



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 2: Lesson 18

Launching the End of Unit Assessment: Drafting Literary Analysis



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

Supporting Learning Targets

- I can use my plans to draft a literary analysis describing how a theme is communicated in the myth and in *The Lightning Thief*, and how mythology is important today.

Ongoing Assessment

- Draft Literary Analysis

Agenda

1. Opening

- Engaging the Reader: *The Lightning Thief*—Interpreting Percy’s Prophecy (5 minutes)
- Unpacking Learning Targets (2 minutes)

2. Work Time

- Preparing to Draft: Review End of Unit Assessment Prompt, Model Essay, and Structure of a Literary Analysis Anchor Chart (10 minutes)
- Drafting Literary Analysis (25 minutes)

3. Closing and Assessment

- Debrief: How Did You Use Your “Stars and Steps” to Improve Your Writing? (3 minutes)

4. Homework

- Reread the model essay and the NYS Writing Rubric. Think about how to improve your own draft essay.

Teaching Notes

- In Lessons 14–17, students have planned their literary analysis for the end of unit assessment. In this lesson, students begin to draft their literary analysis, which is their end of unit assessment. This draft, however, is not formally assessed. The official “assessment” happens in Lesson 20, when students polish and submit their essay. They may use all their resources: their completed graphic organizers (from Lessons 14–17), the model essay, the Structure of a Literary Analysis anchor chart, and the key criteria on the NYS Writing Rubric.
- In the Opening of this lesson, students share their ideas about Percy’s Prophecy in an Inner Circle/Outer Circle. This gives students the opportunity to hear the ideas of other students in order to deepen their understanding of the prophecy. Review Part A of the Opening to envision how this works.
- Review: Concentric Circles protocol (Appendix 1).
- In advance: Post the learning targets and the end of unit assessment prompt.



| Lesson Vocabulary | Materials |
|-----------------------------------|--|
| draft; domain-specific vocabulary | <ul style="list-style-type: none">• End of unit assessment prompt (from Lesson 12)• <i>The Lightning Thief</i> (one per student)• Model Literary Analysis: “Connecting Themes in Prometheus and <i>The Lightning Thief</i>” (from Lesson 16; one per student)• Structure of a Literary Analysis anchor chart (from Lesson 14)• Stars and Steps index cards (completed by students in Lesson 14)• NYS Writing Rubric (from Lesson 12; one per student)• Equity sticks |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Engaging the Reader: The Lightning Thief—Interpreting Percy’s Prophecy (5 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their texts, The Lightning Thief. • Remind students of the homework: Interpreting Percy’s Prophecy. Tell them that now they are going to do an activity called Inner Circle/Outer Circle: <ol style="list-style-type: none"> 1. Divide the group in half. 2. Invite students to take their homework papers and one half of the group to get into a circle with the other half of the group forming a circle around them. 3. The inner circle students face out, and the inner circle ones face in. 4. Tell students on the inner circle to share their interpretation of Percy’s prophecy now that they have finished the book, with the person facing them in the outer circle. 5. Then the students in the outer circle do the same with the person facing them in the inner circle. 6. Invite the inner circle to move to the left and share their ideas about Percy’s prophecy with the next person. 7. Repeat so that students share their ideas about the prophecy with two people. | <ul style="list-style-type: none"> • Use of protocols (like Inner Circle/Outer Circle) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills. • Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. |
| <p>B. Unpacking Learning Target (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can use my plans to draft a literary analysis describing how a theme is communicated in the myth and in <i>The Lightning Thief</i>, and how mythology is important today.” • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “So now that you have seen the learning targets for this lesson, what do you think you will be doing today? Why?” • Listen for: “Writing the draft of our literary essay.” • Ask: <ul style="list-style-type: none"> * “What is a draft?” | <ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary. • build academic vocabulary. |



| Work Time | Meeting Students' Needs |
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| <p>A. Preparing to Draft: Review End of Unit Assessment Prompt, Model Essay, and Structure of a Literary Analysis Anchor Chart (8 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on their excellent thinking in determining the theme of the myth of Cronus and connecting it to a theme in <i>The Lightning Thief</i> in order to deepen their understanding of the novel and the choices Rick Riordan made. Tell them that now they are will put those plans into writing as they draft their literary analysis. • Display the end of unit assessment prompt and invite students to read along with you: <ul style="list-style-type: none"> * <i>“What is a theme that connects the myth of Cronus and The Lightning Thief? After reading the myth of Cronus and the novel The Lightning Thief, write a literary analysis in which you do the following:</i> <ul style="list-style-type: none"> • <i>Summarize the myth and present a theme that connects the myth and the novel</i> • <i>Describe how the theme is communicated in the myth</i> • <i>Describe how the theme is communicated in The Lightning Thief</i> • <i>Explain why myths still matter and why the author may have chosen to include this myth in the novel</i> * <i>You will have the opportunity to discuss the reading and your thinking with your partner before writing independently.”</i> • Remind students that in addition to the plans they made in Lessons 14-17, they also have the Model Literary Analysis: “Connecting Themes in Prometheus and The Lightning Thief” (from Lesson 16; one per student) and the Structure of a Literary Analysis anchor chart to refer to as they write their drafts. Invite a student volunteer to read the introductory paragraph of the Model Literary Analysis: Themes in Prometheus and <i>The Lightning Thief</i>. Refer students to the structural analysis of the introductory paragraph on the Structure of a Literary Analysis anchor chart. • Repeat with each paragraph of the model. Remind them to refer to the Structure of Literary Analysis anchor chart to make sure they have all the information they need to write the same kind of introductory paragraph for their essay. • Ten minutes may be enough time for all students to complete their plans for their introduction. Students should complete planners for homework. | <ul style="list-style-type: none"> • Providing models of expected work supports all learners but especially supports challenged learners. |



| Work Time (continued) | Meeting Students' Needs |
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| <p>B. Writing: Drafting Essay (27 minutes)</p> <ul style="list-style-type: none">• Distribute the student Stars and Steps index cards from Lesson 14. Invite students to take a minute to read their goals to remind themselves of what they need to work on when writing their drafts in this lesson.• Remind students that this is their first draft of their end of unit assessment, so they will work independently. (In the next lesson, they will give and receive feedback on their drafts).• Remind them to refer to their resources, all of which will help them to write a successful essay:<ul style="list-style-type: none">* End of unit assessment prompt* the plans they have made on graphic organizers (from Lesson 14 onward)* the Model Literary Analysis: “Connecting Themes in Prometheus and <i>The Lightning Thief</i>”* the Structure of a Literary Analysis anchor chart* their Stars and Steps index cards* the NYS Writing Rubric.• Give students time to write their drafts.• If students finish early, invite them to focus on Rows 1 and 2 of the NYS Writing Rubric to improve their drafts. | |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Debrief: How Did You Use Your “Stars and Steps” to Improve Your Writing? (3 minutes)</p> <ul style="list-style-type: none">• Focus students whole group. Remind them that before drafting the literary analysis, they reflected on their “stars and steps” from their mid-unit assessment. Ask:<ul style="list-style-type: none">* “How did you use your ‘stars’ and ‘steps’ to improve your writing?”• Invite students to discuss this briefly with a partner next to them, showing evidence in their drafts. Then, using equity sticks, or another total participation technique, invite several whole class shares.• Collect students’ draft writing to informally assess (see teaching note below). | <ul style="list-style-type: none">• Allowing students time to talk about their writing with a peer promotes language acquisition for ELL students, as well as constructed knowledge for all students. |
| Homework | Meeting Students' Needs |
| <p>A. Reread the model essay and the NYS Writing Rubric. Think about how to improve your own draft essay.</p> <p><i>Note: Before Lesson 19, skim students’ drafts to identify any patterns. Focus in particular on identifying students who may have had significant difficulty in getting started. During Lesson 19, there is time allocated to provide targeted support to a small group as needed.</i></p> <p><i>Look at the independent reading list and prepare some of the titles for students to look at in Unit 3, Lesson 1.</i></p> | |