



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 2: Lesson 11

Mid-Unit 2 Assessment: Writing an Analytical Mini-Essay about Mythological Elements and Theme



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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 cite text-based evidence to support analysis of an informational text. (RI.6.1)

I can determine a theme based on details in a literary text. (RL.6.2)

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

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

Supporting Learning Targets

- I can use a model text to guide my writing of an introduction and conclusion for my analytical mini-essay.
- I can use feedback to revise and publish an analytical mini-essay about Prometheus.

Ongoing Assessment

- Partner Writing: Analytical mini-essay recording form (introduction and conclusion)
- Final draft of the analytical mini-essay



Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (2 minutes)	
2. Work Time A. Partner Writing: Crafting an Introduction and Conclusion (10 minutes) B. Peer Critique of Analytical Mini-Essays (10 minutes) C. Mid-Unit Assessment: Using Feedback to Revise and Write a Polished Version of an Analytical Mini-Essay (20 minutes)	<ul style="list-style-type: none">• This assessment centers on writing standards. The point of the revision is to craft strong analytical paragraphs, linked to W.6.2 and W.6.4. Students have already had support from the teacher (in Lessons 9 and 10) with reading and analyzing the myth itself. However, because students are communicating their thinking about the myth (most specifically related to RL.6.2 about theme), reading standards are also named in the assessment. Note that in order to truly and fully demonstrate mastery of RL.6.2, students would need to read a grade-level literary text on their own and determine the theme based on details. Students will have opportunities to demonstrate independent mastery of this standard in future modules.• This assessment is based on students' best revised writing after peer feedback. If technology is available and your students know how to word process, consider having them type their revisions so they can also do spell check, etc. This would address W.6.6. (Students may need more time for word processing.) If not, be sure in students' final drafts that you focus more on their analytical thinking than their spelling or proofreading, which has not yet been explicitly taught.• Students will need their drafts and their graphic organizers (from Lessons 9 and 10).• Note that students are asked to "have a go" at writing a conclusion sentence to their essay. Conclusions have not been formally taught at this point in the unit, so it is fine if students just restate their introduction in different words. Present the conclusion as a challenge for students who are ready, but be clear that students will not be formally assessed on the quality of their conclusion. They will have opportunities to more deeply practice writing a conclusion for their end of unit assessment, and in future modules.
3. Closing and Assessment A. Stars and Steps (3 minutes)	
4. Homework A. Catch up on reading in <i>The Lightning Thief</i> , or reread favorite sections. Come ready to share a key element of mythology or theme that you noticed.	<ul style="list-style-type: none">• In advance: Consider intentional partnerships for the peer critiques. These pairs should be different from the pairs that talked through their drafts with each other during Lesson 10. Determine pairs based on strengths and needs that complement each other. In this way, a particular student's strengths best serve his or her partner's needs.• Evaluate students' mini-essays based on the NYS Writing Rubric, with a focus on Rows 1 and 2.



Lesson Vocabulary	Materials
revise, feedback, criteria, critique	<ul style="list-style-type: none">• Equity sticks• Model Analytical Mini-Essay: “Elements of Mythology and Theme of Cronus” (from Lesson 7; one per student)• Students’ materials from Lessons 8-10: “Prometheus,” Elements of Myth graphic organizer, Theme graphic organizer, drafts• Peer Critique recording form (one per student)• Mid-Unit 2 Assessment: Final Draft of Analytical Mini-Essay recording form (one per student; or, if preferred, have students word process or use lined paper for their final draft)• NYS Writing Rubric (for teacher reference only)

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite a series of student volunteers to read aloud each target, one at a time, as the other students read along. Ask:<ul style="list-style-type: none">* “What are the important words in these targets?”* “What do you need to keep in mind as you complete today’s assessment?”• Give students a moment to think. Then use equity sticks to invite whole-class shares about these questions.• Remind students that there are no “tricks” to this assessment. They have been working for several lessons now to think and plan their writing about Prometheus. Today is simply a chance for them to do a little more learning about analytical essays, get some feedback, and then do their very best final draft.	



Work Time	Meeting Students' Needs
<p>A. Partner Writing: Crafting an Introduction and Conclusion (10 minutes)</p> <ul style="list-style-type: none">• Direct students' attention back to the Model Analytical Mini-Essay: "Elements of Mythology and Theme of Cronus" that they looked at in Lesson 7. Zoom in on the introduction sentence. Remind students that they did not work on this part of their essay during the last essay. This is because the purpose of an introduction sentence is to alert the reader to the big ideas of the mini-essay. So often it's easiest to write the introduction after you have done the thinking to know what your theme is about.• Tell students that their introduction should introduce the two main ideas from their two body paragraphs:<ul style="list-style-type: none">* This is a classic myth (this relates to their first body paragraph).* It has a specific theme (this relates to their second body paragraph).• Invite students to Think-Pair-Share with their partner:<ul style="list-style-type: none">* "What might you write in your introduction sentence?"• Use the shares to clear up any confusion or misconceptions about the introduction sentence. Then direct students to write down an introduction sentence above their body paragraphs.• Tell students that their conclusion should just take their introduction one step further: Why does this matter? (Acknowledge to students that this is their first shot at writing a conclusion; they will learn much more about it later in the year.)	<ul style="list-style-type: none">• Consider providing sentence stems for the introduction and conclusion to scaffold select students' thinking and writing.• Some students may need additional time to complete this assessment writing. Consider accommodations that may be needed for these students (additional time, scribe, etc.).
<p>B. Peer Critique of Analytical Mini-Essays (10 minutes)</p> <ul style="list-style-type: none">• Be sure students have their materials from Lessons 8-10:<ul style="list-style-type: none">* "Prometheus"* Elements of Myth graphic organizer* Theme graphic organizer* Drafts• Pair each student up with a new partner. It is important that this is not the person they did the thinking and writing with, as the critique should be done with a "fresh set of eyes." Point out that the word revise means to "look again"; working with a new partner will help them see their own work with fresh eyes.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Tell students that they have the very important task of providing <i>feedback</i> to their peers. Remind them that they have done this before, when they wrote about <i>The Lightning Thief</i> and “The Hero’s Journey.” Tell them that it is very important that they check for all of the <i>criteria</i> on the checklist, provide positive feedback (what they did well), and next steps (ways in which they could make their mini-essay better). Point out that <i>criteria</i> and <i>critique</i> are from the same word family: The root “crit” means “to separate” or “to choose.” So they will be helping each other choose what is most important (or <i>critical</i>) to focus on as they revise. • Distribute a Peer Critique recording form to each member of the class. Tell students that they should take about 7 minutes to do the following: <ol style="list-style-type: none"> 1. Review the criteria for critiquing the mini-essay. 2. Read your partner’s mini-essay. 3. Fill out the Peer Critique recording form about your partner’s work. • Circulate to support students as they work. Coach them on the task, asking probing questions such as: <ul style="list-style-type: none"> * “What does this criteria mean?” * “How specifically does your partner’s essay meet this criteria?” • After 7 to 8 minutes, pause students in their work. Reassure them that it is fine if they did not finish every aspect of the critique form; often the thinking and conversation are most important. Ask students to give the Peer Critique recording form to their partner. Tell them they have the next couple of minutes to explain their feedback in more detail and clear up any confusion about why they wrote what they wrote. Circulate to listen in on the conversations, probing or adding as needed. 	
<p>C. Mid-Unit Assessment: Using Feedback to Revise and Write a Polished Version of an Analytical Mini-Essay (20 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will now have an opportunity to use the thoughtful feedback of their peers to create a polished and final copy of their analytical mini-essay. Give directions: <ol style="list-style-type: none"> 1. Read the feedback given to you by your peer. 2. Use this feedback to annotate your draft. How can you use the feedback to make your analytical mini-essay better? 3. Rewrite your analytical mini-essay on the Analytical Mini-Essay Final Draft recording form. • Circulate and support students as they write. Ask them to explain what types of changes they are making based on the 	



feedback they received. Remind students to go slowly and use their best handwriting.

Closing and Assessment	Meeting Students' Needs
<p>A. Stars and Steps (3 minutes)</p> <ul style="list-style-type: none">• Invite students to meet with their regular triads. Ask them to take 30 seconds to think, and then share with their triad:<ul style="list-style-type: none">* “What is a ‘Star’ related to your mini-essay? What do you feel good about?”* “What is a ‘Step’ related to your mini-essay? What is something you think you still need more practice with?”• Congratulate students on their work planning, drafting, and revising their mini-essay. Give specific positive praise about behaviors or thinking you noticed.	
Homework	Meeting Students' Needs
<p>A. Catch up on reading in <i>The Lightning Thief</i> or reread favorite sections. From the section that you read (either a new section or a reread), come ready to share one important element of mythology or one important theme that you encountered.</p>	



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Supporting Materials



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Name:

Date:

Place a **✓** if the criteria is included in the writing.
Place an **X** if the criteria is not included in the writing.

Criteria for an Analytical Mini-Essay:

_____ The mini-essay begins with an introductory sentence that introduces both elements of mythology and an important theme in the myth.

_____ The first body paragraph identifies two elements of mythology present in the myth of Prometheus.

_____ The first body paragraph includes evidence to show each element of mythology.

_____ The second body paragraph identifies a theme of Prometheus.

_____ The second body paragraph provides two details that contribute to the theme.

_____ The second body paragraph explains how the details help to prove the claim.

_____ The mini-essay ends with a concluding sentence that shows the writer's thinking about why this matters.

Star: One thing you did well in your mini-essay is:

Step: One thing you should work on to make your mini-essay better is:



.....
Name:

.....
Date:

Write an analytical mini-essay that responds to the following questions:

- What are the significant elements of mythology in the Prometheus text? Explain how elements of mythology in the plot make Prometheus a classic myth.
- What is an important theme in this myth? Explain how key details in the myth help to contribute to this theme.

Remember to do the following:

- Write an introduction sentence that introduces both body paragraphs of your writing.
- Write a conclusion that explains how an element of mythology connects to a theme of the myth.

Use evidence from both the myth and the informational text to support your answer.

Introduction Sentence:



Paragraph 1: (Elements of Mythology)

Paragraph 2: (Theme)



Concluding Sentence:



NYS Grade 6-8 Expository Writing Evaluation Rubric can be found in the New York State Educator Guide to the 2013 Grade 7 Common Core English Language Arts Test, page 14

New York State Grade 6-8 Expository Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	W2 R.1-9	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W9 R.1-9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W2 L.3 L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.