



EXPEDITIONARY  
LEARNING

## **Grade 6 Module 3A: Unit 2: Lesson 10**

### **Making a Claim: Moon Shadow's Point of View of the Immediate Aftermath**



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

I can develop the topic with relevant facts, definitions, concrete details, and quotations. (W.6.2d)

I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

I can apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels; and fantasy stories] in terms of their approaches to similar themes and topics"). (W.6.9a)

Supporting Learning Targets

- I can make a claim about Moon Shadow's point of view of the immediate aftermath.
- I can *develop* my claim using concrete details and quotations.
- I can draft the second body paragraph of my literary analysis essay.

Ongoing Assessment

- Structured notes
- Making a Claim Graphic Organizer: Moon Shadow's Point of View of the Immediate Aftermath
- Draft of body paragraph 2 of literary analysis essay



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Comparing Body Paragraph 2 of the Model Literary Analysis against the Rubric (6 minutes)</li><li>B. Modeling Making an Evidence-Based Claim (8 minutes)</li><li>C. Making an Evidence-Based Claim: Moon Shadow's Point of View of the Immediate Aftermath (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Begin Drafting Body Paragraph 2 (9 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Finish drafting body paragraph 2.</li><li>B. Use the resources from today's lesson to support you in completing this body paragraph about Moon Shadow's point of view of the immediate aftermath of the earthquake.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students continue to draft their literary analysis essays. This lesson follows a similar structure as Lesson 9, direct instruction with the model literary analysis followed by students' work on their own literary analysis essays.</li><li>• This lesson asks students to draft their second body paragraph based on the model essay, their planning documents, and the instruction provided in Lessons 8 and 9.</li><li>• Part of the New York State Grades 6–8 Expository Writing Evaluation Rubric asks students to “develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s).” In this lesson, students focus on Moon Shadow's point of view of the immediate aftermath of the earthquake.</li><li>• The Making a Claim Graphic Organizer: Moon Shadow's Point of View of the Immediate Aftermath helps students analyze how their evidence supports a claim. It also scaffolds the writing of the second body paragraph, which they begin in the Closing of this lesson. Students should finish drafting their second body paragraph for homework.</li><li>• As students have already had practice filling out this organizer in the previous lesson and did most of thinking about Moon Shadow's point of view of the immediate aftermath in Lesson 8, use the time when they are filling out their graphic organizers in pairs to circulate and read through some of the first body paragraphs that students wrote for homework. Provide feedback. Make a note of those students who require additional support to work with in a group in the Closing of the lesson.</li><li>• In advance: Review the model literary analysis and evaluate according to the New York State Grades 6–8 Expository Writing Evaluation Rubric and consider the support students will need to identify the use of relevant evidence from the model to produce a similar claim in their own literary analysis essay (see Making a Claim Graphic Organizer: Moon Shadow's Point of View of Dragons (answers, for teacher reference).</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
develop	<ul style="list-style-type: none"><li>• Model literary analysis (from Lesson 7; one per student)</li><li>• Document camera</li><li>• Qualities of a Strong Literary Analysis Essay anchor chart (begun in Lesson 8)</li><li>• New York State Grades 6–8 Expository Writing Evaluation Rubric (from Lesson 7; one per student)</li><li>• End of Unit 2 Assessment Prompt: Point of View of the Immediate Aftermath Literary Analysis Prompt (from Lesson 7; one per student)</li><li>• Making a Claim Graphic Organizer: Moon Shadow's Point of View of Dragons (one to display)</li><li>• Making a Claim Graphic Organizer: Moon Shadow's Point of View of Dragons (answers, for teacher reference)</li><li>• Making a Claim Graphic Organizer: Moon Shadow's Point of View of the Immediate Aftermath (one per student and one to display)</li><li>• Analyzing Moon Shadow's Point of View of the Immediate Aftermath of the Earthquake (from Lesson 8; one per student)</li><li>• Making a Claim Graphic Organizer: Moon Shadow's Point of View of the Immediate Aftermath (answers, for teacher reference)</li><li>• Lined paper (one piece per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite a student to read the learning targets aloud while the others follow along:<ul style="list-style-type: none"><li>* "I can make a claim about Moon Shadow's point of view of the immediate aftermath."</li><li>* "I can <i>develop</i> my claim using concrete details and quotations."</li><li>* "I can draft the second body paragraph of my literary analysis essay."</li></ul></li><li>• Remind students that they had similar learning targets in the previous lesson and that they will meet the third target in class and finish the second body paragraph for homework.</li></ul>	<ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>• Posting learning targets allows students 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.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Comparing Body Paragraph 2 of the Model Literary Analysis against the Rubric (6 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to retrieve the <b>Model Literary Analysis</b> they annotated in Lesson 7 and display a copy using a <b>document camera</b>. Remind students that the two paragraphs in the middle are the body paragraphs. Invite them to reread the second body paragraph of the essay.</li><li>• Focus students on the description of body paragraph 2 on the <b>Qualities of a Strong Literary Analysis anchor chart</b>.</li><li>• Invite students to discuss in triads:<ul style="list-style-type: none"><li>* “What is the claim made in the second body paragraph?”</li></ul></li><li>• Select volunteers to share their answers with the whole group. Listen for them to explain that the claim is that Moon Shadow believes there are good dragons and bad dragons.</li><li>• Invite students to take out their <b>New York State Grades 6–8 Expository Writing Evaluation Rubric</b> and, with their triads, evaluate the evidence used to support the first claim in body paragraph 2. Say:<ul style="list-style-type: none"><li>* “How does the model literary analysis use concrete details and quotations to support the first claim?”</li><li>* “What evidence is being used to support the claim?”</li></ul></li><li>• Cold call students to share their responses. Refer to the model literary analysis to check the responses. Make sure that students have a clear understanding of what makes the evidence in the model meet the criteria of the rubric.</li></ul>	<ul style="list-style-type: none"><li>• Inviting students to compare a model against the rubric can help them to see why the model is strong and therefore is a good example to follow.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Modeling Making an Evidence-Based Claim (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to reread the <b>End of Unit 2 Assessment Prompt: Point of View of the Immediate Aftermath Literary Analysis Prompt</b> to ground themselves in what they are being asked to do.</li><li>• Display the <b>Making a Claim Graphic Organizer: Moon Shadow's Point of View of Dragons</b>. Remind students of the Think-aloud modeled in the previous lesson on how to complete this graphic organizer.</li><li>• Model how to complete the Making a Claim graphic organizer using the claim in body paragraph 2 of the model literary analysis by asking students to help complete each section. Refer to the <b>Making a Claim Graphic Organizer: Moon Shadow's Point of View of Dragons (answers, for teacher reference)</b> as necessary. Explain that you are going to remind students how to use this graphic organizer.</li><li>• Ask for help answering the focus question:<ul style="list-style-type: none"><li>* "What is Moon Shadow's point of view of dragons?"</li></ul></li><li>• Cold call students to share with the whole group. Record their responses. Listen for: "Moon Shadow believes there are good and bad dragons and that dragons cause a lot of things that happen in life." Record the evidence on the displayed organizer. Refer to the Making a Claim Graphic Organizer: Moon Shadow's Point of View of Dragons (answers, for teacher reference) as a guide.</li><li>• Continue to refer to the teacher reference as a guide to think aloud how to complete the remaining boxes on the organizer. Ask students the questions on the organizer to gain their input and record appropriate suggestions on the displayed model.</li></ul>	<ul style="list-style-type: none"><li>• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.</li><li>• Clear modeling of how to fill out a graphic organizer supports all students in understanding what the content of each part of the organizer should look like, enabling them to work more independently and freeing up the teacher to work with students who are struggling and require additional support.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Making an Evidence-Based Claim: Moon Shadow's Point of View of the Immediate Aftermath (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus students on the assessment prompt, particularly the second bullet:             <ul style="list-style-type: none"> <li>* "What is Moon Shadow's point of view of the immediate aftermath of the earthquake? Use evidence from the text to support your claim."</li> </ul> </li> <li>• Display and distribute <b>Making a Claim Graphic Organizer: Moon Shadow's Point of View of the Immediate Aftermath</b> and explain that students are going to use the excerpt of text from <i>Dragonwings</i> on pages 198–204 and the points of view recorded on their <b>Analyzing Moon Shadow's Point of View of the Immediate Aftermath of the Earthquake</b> from Lesson 8 to fill out their graphic organizer.</li> <li>• Invite students to get back into the same partnerships from the previous lesson (based on the mid-unit assessment). Tell them that each student is responsible for completing his or her own graphic organizer.</li> <li>• As students have already had practice filling out this organizer in the previous lesson and have done most of thinking for this in Lesson 8, use this time to circulate to read through some of the first body paragraphs that students have written for homework and to provide feedback. Make a note of those students who require additional support to work with in a group in the Closing of the lesson.</li> <li>• Refocus students whole group. Explain that it is important for them to share their work with their peers to help synthesize their thinking before they begin writing their second body paragraph.</li> <li>• Invite students to find a new partner with whom they can share their Making a Claim graphic organizers. Encourage them to find a partner who has a similar claim in order to compare their supporting evidence. It is OK if not all students find a partner with the same claim.</li> <li>• Invite students to evaluate their partner's claim and supporting evidence against the rubric. Say:             <ul style="list-style-type: none"> <li>* "Has the claim been developed with relevant facts, definitions, details, quotations, or other information and examples from the text(s)?"</li> </ul> </li> <li>• Circulate to support student discussions. Refer to the <b>Making a Claim Graphic Organizer: Moon Shadow's Point of View of the Immediate Aftermath (answers, for teacher reference)</b>. Listen for students to push each other to find more relevant evidence connected to their claim.</li> </ul> <p>Encourage them to revise their claims or evidence based on their partner collaboration.</p>	<ul style="list-style-type: none"> <li>• Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li> <li>• Guiding questions provide motivation for student engagement in the topic and give a purpose to reading a text closely.</li> <li>• Inviting students to discuss their ideas in pairs before they record anything on their graphic organizers can help to ensure that all students are engaged in the thinking process. It can also provide additional support to ELLs.</li> </ul>





Closing and Assessment	Meeting Students' Needs
<p><b>A. Begin Drafting Body Paragraph 2 (9 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students for all their hard work making claims and organizing evidence from the texts. Explain that now it is time for them to begin writing their second body paragraph using all of the resources they have been working with in this lesson.</li><li>• Distribute <b>lined paper</b>. Remind students that there are expectations for quiet writing time. They have had several opportunities to talk about Moon Shadow's point of view of the immediate aftermath. Now the focus is on working independently to draft a quality literary analysis essay.</li><li>• Spend time with students who you identified need additional support.</li></ul>	<p>Some students may benefit from saying sentences aloud before writing them down. Consider seating those students together in the same area so you can circulate to support each one as they write.</p>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish drafting body paragraph 2.</li><li>• Use the resources from today's lesson to support you in completing this body paragraph about Moon Shadow's point of view of the immediate aftermath.</li></ul>	



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# Grade 6: Module 3A: Unit 2: Lesson 10

## Supporting Materials



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**Making a Claim Graphic Organizer:**  
Moon Shadow's Point of View of Dragons

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Focus Question	What is Moon Shadow's point of view of dragons?
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Detail	Detail	Detail

My thinking about this detail	My thinking about this detail	My thinking about this detail

How I connect these details	
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Claim	What is Moon Shadow's point of view of dragons?
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**Making a Claim Graphic Organizer:**  
Moon Shadow's Point of View of Dragons  
(Answers, for Teacher Reference)

Focus Question	What is Moon Shadow's point of view of dragons?  <b>Moon Shadow believes there are good dragons as well as bad and that dragons are responsible for a lot of things that happen.</b>	
Detail	Detail	Detail
<b>"They sounded more and more like what Mother and Grandmother had told me about the outlaw dragons" (143).</b>	<b>"... the true dragons of the sea, who were wise and benevolent" (143)</b>	<b>"Do you think one of the mean dragons is doing all this?" (198)</b>
My thinking about this detail	My thinking about this detail	My thinking about this detail
<b>He says this in response to Miss Whitlaw's description of dragons as wicked. This shows that he agrees that there are bad dragons.</b>	<b>This explains how he believes there are good dragons.</b>	<b>Moon Shadow asked his father this question during the earthquake, which shows he believes that dragons can be responsible for things that happen.</b>
How I connect these details	<b>These details show that Moon Shadow believes in good and bad dragons and that they are responsible for things that happen.</b>	
Claim	What is Moon Shadow's point of view of dragons?  <b>Moon Shadow believes there are good dragons as well as bad and that dragons are responsible for a lot of things that happen.</b>	



**Making a Claim Graphic Organizer:**  
Moon Shadow's Point of View of the Immediate Aftermath

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Focus Question	What is Moon Shadow's point of view of the immediate aftermath of the earthquake?
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Detail	Detail	Detail

My thinking about this detail	My thinking about this detail	My thinking about this detail

How I connect these details	
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Claim	What is Moon Shadow's point of view of the immediate aftermath of the earthquake?
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**Making a Claim Graphic Organizer:**  
Moon Shadow's Point of View of the Immediate Aftermath  
(Answers, for Teacher Reference)

Focus Question	<p>What is Moon Shadow's point of view of the immediate aftermath of the earthquake?</p> <p><b>He was upset and disturbed by what he saw and heard.</b></p>
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Detail	Detail	Detail
<p><b>"I could see Jack sitting up in bed with his two brothers. His mother and father were standing by the bed holding on to Maisie.... Then they were gone, disappearing in a cloud of dust as the walls and floor collapsed. Father held me as I cried" (199).</b></p>	<p><b>"People, trapped inside the mounds, began calling. Their voices sounded faint and ghostly, as if dozens of ghosts floated over the rubble, crying in little, distant voices for help" (201).</b></p>	<p><b>"One woman in a nightgown walked by, carrying her crying baby by its legs as if it were a dead chicken" (203).</b></p>

My thinking about this detail	My thinking about this detail	My thinking about this detail
<p><b>This describes how he was upset.</b></p>	<p><b>The language he uses here suggests he was disturbed by what he could hear because he makes it sound very scary.</b></p>	<p><b>The way he describes the baby as being held like a dead chicken makes it sound like he was very disturbed.</b></p>

How I connect these details	<p><b>They all suggest Moon Shadow was shocked and disturbed by what he saw and heard.</b></p>
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Claim	<p>What is Moon Shadow's point of view of the immediate aftermath of the earthquake?</p> <p><b>He was shocked, upset, and overwhelmed by what he saw and heard.</b></p>
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