

11.4.1 Lesson 5

Introduction

In this lesson, the Mid-Unit Assessment, students use textual evidence from Tim O'Brien's story "On the Rainy River" from *The Things They Carried* to craft a formal, multi-paragraph response to the following prompt: Choose a specific part of the text and analyze how it contributes to the overall meaning and structure of the text.

Students review their annotated texts, lesson Quick Writes, discussion notes, homework notes, and tools to organize their ideas. Students then develop their responses to convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. The Mid-Unit Assessment is assessed using the 11.4.1 Mid-Unit Text Analysis Rubric.

For homework, students continue their Accountable Independent Reading (AIR).

File: 11.4.1 Lesson 5 Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Standards

File: 11.4.1 Lesson 5 Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>



Assessed Standard(s)	
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
W.11-12.2.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> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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).
Addressed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.9.a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

Assessment

File: 11.4.1 Lesson 5 Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>



Assessment(s)

Student learning in the first part of this unit is assessed via a formal, multi-paragraph response. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- Choose a specific part of the text and analyze how it contributes to the overall meaning and structure of the text.
- Student responses are evaluated using the 11.4.1 Mid-Unit Text Analysis Rubric.

High Performance Response(s)

File: 11.4.1 Lesson 5 Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

A High Performance Response should:

- Choose a specific part of the text (e.g., The story's introduction in which the narrator tells readers "This is one story I've never told before" contributes to the structure and meaning of the text. The narrator describes how he has "had to live with [his story]" for two decades and calls it a "confession" (p. 37). The narrator also explains that the reason he tells the story now is a hope "to relieve at least some of the pressure on my dreams" (p. 37).).
- Analyze how this part of the text contributes to the overall meaning of the text (e.g., O'Brien's introduction makes readers aware of the story's importance to the narrator, and the "confession" the narrator is about to tell (p. 37). The narrator confesses a long-kept secret for the first time, a story in which he is not the "secret hero" who has a "secret reservoir of courage," giving the impression that the story will be about his personal lack of heroism or courage (p. 37).).
- Analyze how this part of the text contributes to the overall structure of the text (e.g., Through the introduction, O'Brien establishes the story as a reflection. The narrator describes wanting "to relieve at least some of the pressure on [his] dreams," indicating he needs validation or at least a break from the burden of his past shame which he hopes to attain by confiding in readers via his confession (p. 37).).

A High Performance Response may include the following evidence in support of a multi-paragraph analysis:

- In the boat on the Rainy River, the narrator recalls the "sudden tightness in [his] chest" (p. 53) from twenty years before, and interrupts his reflection to engage the reader by saying, "as I write this, I can still feel that tightness" (p. 54). Breaking the structure of the narrative pulls the reader into the intensity of the narrator's conflict. He asks readers to imagine themselves in his situation, telling them "I want you to feel it ... You're at the bow of a boat on the Rainy River. You're twenty-one years old, you're scared, and there's a hard squeezing pressure in your chest" (p. 54). The narrator further engages the reader in his "moral split" (p. 42) with a series of hypothetical questions, starting with "What would you do?" (p. 54). By directly addressing readers, the narrator creates feelings of empathy and further clarifies the meaning of the story, which is his ongoing struggle to resolve the conflict between his shame and his beliefs. This structural choice contributes to the overall structure of the text by momentarily breaking the narrator's reflection. Following this break, the narrator returns to the story by addressing his reflections at the beginning of the story about why he "never told this story before," thus, connecting the past to the present (p. 54).
- The narrator recalls his past as though it happened "in some other dimension" because "[n]one of it ever seemed real" (p. 52). The narrator recalls "[e]ven now I can see myself as I was then" (p. 52). O'Brien manipulates time by shifting between the narrator's present observations and recollections of the past. The narrator tells the

Vocabulary

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

*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.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.5, W.11-12.2.a-f, W.11-12.4, W.11-12.9.a Text: “On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability 11.4.1 Mid-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 80% 5%

Materials

- Copies of the 11.4.1 Mid-Unit Assessment for each student
- Copies of the 11.4.1 Mid-Unit Text Analysis Rubric and Checklist for each student

File: 11.4.1 Lesson 5 Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

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.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	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: RL.11-12.5 and W.11-12.2.a-f. In this lesson, students complete the Mid-Unit Assessment in which they analyze how specific parts of the text contribute to the overall meaning and structure of the text.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out the previous lesson's homework assignment. (Review and expand notes, tools, and annotations in preparation for the following lesson's Mid-Unit Assessment.)

Instruct students to form pairs and share how they reviewed and expanded their materials for the Mid-Unit Assessment.

- Students discuss how they reviewed and organized materials for the Mid-Unit Assessment.

Activity 3: 11.4.1 Mid-Unit Assessment

80%

Explain to students that because it is a formal writing task, the Mid-Unit Assessment should include an introductory statement, well-organized ideas supported by the most significant and relevant evidence, and a concluding statement or section. Students should use appropriate and varied transitions and syntax to clarify relationships among complex ideas, and manage the complexity of the topic by using precise language, domain-specific vocabulary, and techniques such as metaphor and simile. Remind students to use this unit's vocabulary, as well as proper grammar, capitalization, punctuation, and spelling in their responses to establish a formal style and objective tone.

Instruct students to write a multi-paragraph response to the following prompt:

Choose a specific part of the text and analyze how it contributes to the overall meaning and structure of the text.

Instruct students to use their annotated texts, lesson Quick Writes, discussion notes, homework notes, and tools to write their response. Distribute and review the 11.4.1 Mid-Unit Text Analysis Rubric. Remind students to use the Text Analysis Rubric to guide their written responses. Ask students to use this unit's vocabulary wherever possible in their written responses.

- Consider reminding students that the appropriate use of textual evidence to support their response demonstrates their application of W.11-12.9.a.
- If necessary, consider reviewing the components of W.11-12.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience.

Instruct students to use the remaining class period to write their Mid-Unit Assessment.

- Students independently answer the prompt using evidence from the text.
- See the High Performance Response at the beginning of the lesson.
- Consider encouraging students who finish early to reread and revise their responses.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, students should continue to read their AIR texts through the lens of a focus standard of their choice and prepare for a 3-5 minute discussion of their texts based on that standard.

- Students follow along.

Homework

For homework, continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3-5 minute discussion of your text based on that standard.

File: 11.4.1 Lesson 5 Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

11.4.1 Mid-Unit Assessment

Text-Based Response

Your Task: Based on your reading and analysis of “On the Rainy River” from *The Things They Carried* by Tim O’Brien, write a well-developed, text-based response to the following prompt:

Choose a specific part of the text and analyze how it contributes to the overall structure and meaning of the text.

Your response will be assessed using the 11.4.1 Mid-Unit Text Analysis Rubric.

Guidelines:

Be sure to:

- Read the prompt closely
- Address all elements of the prompt in your response
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

CCSS: RL.11-12.5, W.11-12.2.a-f

Commentary on the Task:

This task measures RL.11-12.5 because it demands that students:

- Analyze how an author's choices concerning how to structure specific parts of the text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

This task measures W.11-12.a-f because it demands that students:

- 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.
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - 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).

11.4.1 Mid-Unit Text Analysis Rubric

____ / ____ (Total points)

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Content and Analysis The extent to which the response analyzes how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Skillfully analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact.	Accurately analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact.	With partial accuracy, analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact.	Inaccurately analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact.

File: 11.4.1 Lesson 5 Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Command of Evidence and Reasoning</p> <p>The extent to which the response thoroughly develops the topic through the effective selection and analysis of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.ELA-Literacy.W.11-12.2 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.</p> <p>CCSS.ELA-Literacy.W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>Thoroughly and skillfully develop the analysis with the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Develop the analysis with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Partially develop the analysis with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Minimally develop the analysis, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>

File: 11.4.1 Lesson 5 Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, includes formatting, graphics, and multimedia.</p> <p>CCSS.ELA-Literacy.W.11-12.2 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.</p> <p>CCSS.ELA-Literacy.W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>The extent to which the response uses</p>	<p>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, skillfully include formatting, graphics, and multimedia. (W.11-12.2.a)</p> <p>Skillfully use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, include formatting, graphics, and multimedia. (W.11-12.2.a)</p> <p>Effectively use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole; when useful to aiding comprehension, somewhat effectively include formatting, graphics, and multimedia. (W.11-12.2.a)</p> <p>Somewhat effectively use transitions or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Inconsistently use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that loosely follows from and so ineffectively supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole; when useful to aiding comprehension, ineffectively include formatting, graphics, and multimedia. (W.11-12.2.a)</p> <p>Ineffectively use transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Lack a formal style and objective tone that adheres to the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f)</p>

File: 11.4.1 Lesson 5 Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

File: 11.4.1 Lesson 5 Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

11.4.1 Mid-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my response...	✓
Content and Analysis	Analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact? (RL.11-12.5)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the response with the most significant and relevant textual evidence? (W.11-12.2.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.11-12.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? (W.11-12.2.a)	<input type="checkbox"/>
	When useful to aiding comprehension, include formatting, graphics, and multimedia? (W.11-12.2.a)	<input type="checkbox"/>
	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? (W.11-12.2.c)	<input type="checkbox"/>
	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? (W.11-12.2.d)	<input type="checkbox"/>
	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? (W.11-12.2.e)	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the explanation or analysis? (W.11-12.2.f)	<input type="checkbox"/>

File: 11.4.1 Lesson 5 Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License