

SIOP Lesson Plan

Grades 9 – 12 – ESL/ELA

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Topic: Introduction to Critical Lens Essay **Length of Lesson:** Two 45-minute class periods

Content Objectives: TSWBAT

- ✓ Interpret a literary quote to infer author’s purpose
- ✓ Identify works of literature that support interpretation of the quote.
- ✓ Develop the introduction to a five paragraph critical lens essay during a cooperative group activity.

Language Objectives:

- ✓ Describe the meaning of a literary quote in own words both verbally to a partner, and in writing on a graphic organizer
- ✓ List on a graphic organizer six literary works and their authors
- ✓ Plan and discuss the elements in the introductory paragraph with cooperative group members.

Key Concepts and Vocabulary:

| | | | |
|---------------------|------------------|------------|------------------|
| Critical lens | Protagonist | Antagonist | Literary devices |
| Works of Literature | Author’s purpose | Analysis | Interpretation |
| Script | Point of View | Reference | Interpret |

Supplementary Materials:

Handouts on literary devices, copies of previous ELA Regents Exams, writing scripts, graphic organizers identifying works of literature and authors, DVDs of literature based movies, computers, and bilingual dictionaries, quotation packets, poster-sized graphic organizers, and markers.

Cooperative Learning Activities:

- ✓ **Think-Pair-Share**
- ✓ **Home groups** for general content and vocabulary review, motivation/project introduction, inquiry teams, and wrap up discussions
- ✓ **Numbered Heads Together**
- ✓ **Jigsaw** – choosing and studying particular quotes
- ✓ **Guided Reading/Writing** groups
- ✓ Pairs for **Peer Editing**
- ✓ **Study groups** for watching and analyzing text, graphic novels, and literary videos

Preparation:

- ✓ Create agendas with objectives, vocabulary, instructions for activities, and timelines
- ✓ Create quote packets
- ✓ Set up graphic organizers for students.
- ✓ Make poster size copies of the graphic organizers for group work.

- ✓ Prepare PowerPoint (PPT) presentation that explains the use of the writing scripts for the introductory paragraphs.
- ✓ Get small laptop cart from the computer lab.

Motivation:

- ✓ **State Objectives:** As students enter the room they will pick up their binders and daily agendas and sit in groups of four.
- ✓ Students read the content and language objectives (COs and LOs) for the day and annotate them with any questions or predictions. Bring up the COs and LOs onto the screen for a quick review and discussion.
- ✓ **Vocabulary Review:** Students review the vocabulary words listed in their agendas. Each group is assigned a different word to discuss and to write a definition for that will be shared with the class. Using numbered heads to choose the group reporter, the students verbally present words to class. Add their definitions to the PPT.
- ✓ **Introductory Activity:** Choosing a quote.
 - ✓ Provide each group of cards listing a critical lens quote from previous Regents exams.
 - ✓ After some discussion in regards to what each of the quotes mean, each student will choose a quote they wish to work with.
 - ✓ Group students according to the quote they choose.

Presentation:

- ✓ Pass out quotation packet, markers, chart paper, and graphic organizers to each group.
 - ✓ The group will then work together to analyze their quote.
 - ✓ Provide access to laptop cart computers/internet and bilingual dictionaries to assist students in finding the meanings of their quotes.
 - ✓ Students write out their quote and its analysis onto the poster-size graphic organizer.
 - ✓ Each student will then individually identify whether they agree or disagree with the author of the quote along with their rationale for the decision.
 - ✓ On their individual graphic organizers students will write out a justification for their choices.
 - ✓ Each group will then identify three works of literature that support their point of view regarding the quote.
 - ✓ They will then identify three works of literature that support the opposite point of view.
 - ✓ These works will be listed on their poster-size and individual graphic organizers to use as a reference point.

Practice/Application:

✓ **Graphic to text:**

Students take their completed graphic organizers and meet at their guided writing groups' area for the writing component. Each group will get a copy of the script (Appendices A & B) to use as a guide. Model for the whole class the use of the script through a PowerPoint presentation using a quote not given as a student choice. Elicit student responses to fill in the blanks. In this way the whole class writes the paragraph together. Leave the sample up as a model.

B – group – Beginner proficiency

- ✓ Student work with the teacher as a group.
- ✓ One student volunteers to share their quote and graphic organizer. As a group, everyone provides feedback to the student.
- ✓ The group will then assist the student in filling out the script, choosing two literary works from their list literary works, choosing correct words for explanations.
- ✓ This is copied onto chart paper (or PPT if available) to use as a model.
- ✓ The students will then pair up and work as a team to do the same with their own quotes.
- ✓ These will be put on chart paper for review.
- ✓ Each Beginner student will have a chart paper copy of their paragraph for review.
- ✓ The whole group will review the charts and make suggestions for improvement using post-it notes. Final versions will be copied into the students' binders.

I – group – Intermediate level proficiency

- ✓ Students will share and review their quotes and analyses with peers to double-check their interpretations.
- ✓ Each student will receive a feedback sheet (Appendix G) to fill out during the discussion.
- ✓ Students will then receive feedback from the other group members as to which literary works will best support their points of view and quote interpretation.
- ✓ Group members will sign off on the student's feedback sheet.
- ✓ Once everyone has finished the discussion, each will use the script model and feedback sheets to write out their introductory paragraphs.
- ✓ Students are allowed to consult with a partner in regards to word usage, grammar, and sentence structure.

A – group – Advanced proficiency

- ✓ Students will work individually to write their essay introduction. Allow them to use the basic script as a point of reference and consult with a partner in regards to word usage and sentence structure.
- ✓ They will utilize their graphic organizers, bilingual dictionaries, worksheets on literary devices and terms, and the teacher model.
- ✓ Once written, students will share their introductory paragraphs and peer edits. All students receive an editing rubric based on the NYS Regents exams. Edits are done on post-it notes or, if on the laptop, they may use the track change option on the MS Word program.
- ✓ Once peers finishing editing, writers will meet with their editors and discuss adaptations and revisions.
- ✓ Once changes and revisions are made, students submit final drafts.

Review/Assessment:

- ✓ Students return to their original home groups with their completed paragraphs to share with their partners.
- ✓ Students use an adapted rubric from the New York State Regents ELA to assess their team members' introductory paragraphs.
- ✓ Students will read their paragraphs to the group using the inquiry model outlined below”

Inquiry Model:

- ✓ Student reads the paragraph to the group members.
- ✓ Group members take notes during the reading and use the rubric to assess.
- ✓ Each member in the group then asks clarifying questions or makes suggestions for improvement.
- ✓ The reader takes notes on suggestions and answers the questions.
- ✓ The reader collects all the rubrics from team members to add to his/her notes.
- ✓ Repeated until each member has read and collected the rubrics.
- ✓ For homework, the students will make necessary changes and will hand in by the end of the week the new paragraph and graphic organizer.
- ✓ Consider providing:
 - ✓ Individual grade for first draft of paragraph
 - ✓ Individual grade for final draft of paragraph
 - ✓ Group work grade using rubrics for group work grade
 - ✓ Individual and partner grades for peer editing
 - ✓ Group grade for poster size graphic organizers

Extension Activities:

- ✓ Follow the same format on subsequent days for paragraphs 2–5, with final versions being put together into one essay
- ✓ Give students time (before school, after school, lunch, or study groups) to view videos on various works of literature that are text based in order to build literary background or improve comprehension.
- ✓ Make copies of graphic novel versions for certain literary works available for low intermediate and beginner level students to build literary background or improve comprehension.

Appendix A: Critical Lens Essay – Script (B Group)

_____ (author) once said,

“ _____ (rewrite quote exactly as stated). ”

This means that _____

_____ (explain the quote). This quote is

_____ (agree or disagree/correct or

incorrect). This is clearly seen in the literary work,

_____ (Title), by _____ (Author).

In this story, _____ (short explanation

of conflict). Another good example of this is seen in (introduce

title of second literary work), by (author). In this story,

_____ (short

explanation of conflict).

The authors of each of these stories show that _____

_____ (argument that supports your point of view of the quote).

Appendix B: Critical Lens Essay – Script (I & A Groups)

_____ (author) once said,
 “_____ (rewrite quote exactly as stated).
 This means that _____
 _____ (explain the quote). This quote is
 _____ (agree or disagree/correct or incorrect). This is clearly seen in the literary work,
 _____ (Title), by _____ (Author).
 In this story, _____ (short explanation of conflict). Another good example of this is seen in (introduce title of second literary work), by (author). In this story,
 _____ (short explanation of conflict).
 The authors of each of these stories use _____
 _____ (literary device(s)) to present _____
 _____ (argument that supports your point of view of the quote).

Appendix C: Critical Lens Essay – (Guided Practice Sample) – Advanced Group

An anonymous writer once said, “All conflict in literature is, in its simplest form, a struggle between good and evil.” This quote illustrates how the purpose of literature is to present the main struggle of the human race; the struggle between what is right and what is wrong. This quote is absolutely correct. This is clearly seen in the literary work, Les Miserables, by Victor Hugo. In this story, the protagonist, Jean Valjean struggles to remake himself into a better person and positively influence society, however he must continuously face and defeat the evils of his past. In addition, the quote also shows the reader that literature not only illustrates the struggle between a good and evil, but that it also demonstrates the basic struggle of mankind for survival. A good example of this is seen in the story Frankenstein, by Mary Shelley. Here the Monster struggles to survive his existence among humans as well as decide between good and evil actions when dealing with his creator. The authors of each of these stories use imagery and sequencing techniques (for example: flashbacks and fast forwards) to present the struggles of their protagonists, and how each of these characters either succeeds or fails to reach their goals.

Appendix D: Critical Lens Essay – (Guided Practice Sample) – Advanced & Intermediate Groups

An anonymous writer once said, “All conflict in literature is, in its simplest form, a struggle between good and evil.” This means that it is the purpose of literature to present to the reader the main struggle of the human race; the struggle between what is right and what is wrong. In one way, this quote is absolutely correct. This is clearly seen in the literary work, Les Miserables, by Victor Hugo. In this story, the protagonist, Jean Valjean struggles to make himself a new and better person, while facing the evils of his past. However, the quote presented here is also incorrect. Literature not only shows the reader the struggle between a good and evil, it also demonstrates the basic struggle of humans to survive. A good example of this is seen in The Odyssey, by Homer. Here the protagonist, Odysseus, struggles to survive his trip home to his beautiful island of Ithaca against the desire of the Greek god Poseidon, who wants to teach him a lesson. The authors of each of these stories use imagery and sequence of events to present the struggles of their main characters, and how each of these characters succeeded to reach their goals.

Appendix E: Critical Lens Essay – (Guided Practice Sample) – Intermediate Group

An anonymous writer once said, “All conflict in literature is, in its simplest form, a struggle between good and evil.” This means that it is the purpose of literature to present to the reader the main struggle of the human race; the struggle between what is right and what is wrong. This quote is correct. This is seen in the literary work, Les Miserables, by Victor Hugo. In this story, the protagonist, Jean Valjean struggles to make himself over into a good person, while facing the evil of his past. Another good example of this is seen in 20,000 Leagues Under The Sea by Jules Verne. Here the main character, Captain Nemo is both the protagonist and the antagonist. He struggles between the good he can do for humanity and his angry feelings against the people who killed his family. Both authors use imagery to present the struggles of their main characters, and how each of these characters will either succeed or fail in reaching their goals.

Appendix F: Critical Lens Essay – (Guided Practice Sample) – Beginner Group

An anonymous writer once said, “All conflict in literature is, in its simplest form, a struggle between good and evil.” This means all literature shows the reader the fight between what is good and what is bad. It is easy to agree with this quote. This idea is seen in the book, Les Miserables, by Victor Hugo. In this story, the protagonist, Jean Valjean has to fight all the bad things from the past to make a good future. Another good example of this is seen in Fences by August Wilson. In this story, Troy, the main character, also fights against the bad things from his past and the good for his family. The difference between these two books is that in one good succeeds and in the other it does not. The authors of each of these stories shows how the main characters face their struggles and how the decisions they make affects the result.

Appendix G: Feedback Sheet

Name: _____

Other Group Members: _____

Date: _____

Quote:

Analysis:

I agree with this quote because...

I disagree with this quote because...

| Author (Last, First Name) | Title | Supports the quote | Disagrees with quote | Lit. devices used by author |
|------------------------------|-------|--------------------|-------------------------|--------------------------------|
| | | | | |
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| | | | | |
| | | | | |

| Quality | 6 | 5 | 4 | 3 | 2 | 1 |
|--|--|---|---|--|--|--|
| Meaning: level of understanding, interpretation, and analysis of task and text | Provide interpretation of the (quote that is faithful to the complexity of statement and establishes a full analysis. | Provide a thoughtful interpretation of the critical lens that clearly establishes and uses the criteria for analysis. | Provide reasonable interpretation of the critical lens that begins the analysis and makes explicit connections | Provide a simple interpretation of quote that suggests some analysis criteria, superficial connections to text | Provide confused or incomplete interpretation that alludes to, but does not use the analysis of the texts. | Does not refer to the critical lens, Minimal or no analysis of the texts. |
| Development: how ideas are explained using evidence from text | Develop ideas clearly, making use of a wide range of evidence from appropriate literary elements from both texts | Develop ideas clearly and consistently using relevant evidence and appropriate literary elements | Develop some ideas more fully with reference to relevant evidence and appropriate literary elements | Develop ideas briefly using some evidence from text, mainly on plot summary. | Incomplete or largely undeveloped, hinting at ideas, but references to text are unclear or unjustified | Minimal with no evidence of development |
| Organization: how responses exhibit direction, shape, and reason | Maintains the focus established by the critical lens. Exhibits a logical, coherent structure through use of devices and transitions. | Maintains the focus established critical lens. Exhibits logical sequence of ideas structured thru use devices/transitions | Maintains a clear and appropriate focus, exhibits logical sequence of ideas, but may lack internal consistency | Establishes, but fails to maintain an appropriate focus. Simple structure, but includes some inconsistencies | Lack of appropriate focus, but suggests some organization; may suggest a focus but lacks organization. | Shows no focus or organization. |
| Language use: how responses shows the awareness of audience, & purpose through effective use of words, sentence structure, and variety. | Stylistically sophisticated, using language that is precise and engaging with a sense of voice, awareness of audience, and purpose. Vary structure and sentence length and type. | Use of language that is fluent and original, with awareness of audience and purpose. Varied structure and length of sentences to control rhythm and pacing. | Use appropriate language, with some awareness of audience and purpose. Sometimes makes effective use of sentence structure and length | Relies on basic vocabulary, with little awareness of audience or purpose. Some attempts to vary sentence structure or length, but with uneven success. | Uses language that is not precise or suitable for the audience or purpose; reveals little awareness of how sentences are used to achieve effect. | Minimal use, uses language that is confused or inappropriate. |
| Conventions: how responses exhibit spelling, grammar, paragraphing, capitalization | Demonstrates control of the conventions with essentially no errors and use of sophisticated language | Demonstrates control of the conventions, occasional errors, only when using sophisticated language. | Demonstrated partial control, exhibiting occasional errors, but does not get in the way of understanding. | Demonstrates emerging control, exhibiting occasional errors that gets in the way of understanding | Demonstrates a lack of control, exhibits many errors that make comprehension difficult. | Uses minimal, unreliable assessment of conventions, may not be readable or recognizable as |

Adapted from: University of the State of New York; State Education Department (2013). Regents High School Examination-English: Scoring Rubric-Reading and Writing for Critical Analysis. Albany, NY; New York State Education Department.