



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 2: Lesson 16

Planning the Introductory and Concluding Paragraphs of the End of Unit Assessment Essay



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

I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)
With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5)

Supporting Learning Targets

- I can plan effective introductory and concluding paragraphs for my analytical essay.
- I can cite where I found my evidence.

Ongoing Assessment

- Forming Evidence-Based Claims Graphic Organizer (with a claim to answer the question: “Who is Ha before she flees home?”)
- Planning Your Essay Graphic Organizer (homework for Lessons 15 and 16)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Sharing Homework and Unpacking Learning Targets (7 minutes) 2. Work Time <ol style="list-style-type: none"> A. Forming an Evidence-Based Claim: “Who Is Ha before She Has to Flee Her Home?” (10 minutes) B. Planning the Introductory Paragraph (10 minutes) C. Planning the Concluding Paragraph (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Peer Critique of Plans for Introductory and Concluding Paragraphs (8 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete, review, and revise your Planning Your Essay Graphic Organizer in preparation for writing your essay in the next lesson. Make sure your plans are at the stage that you can use them as a basis for your writing. 	<ul style="list-style-type: none"> • In this lesson, students plan the introductory and concluding paragraphs of their end of unit assessment analytical essay. • The introductory paragraph has two components. First, students introduce their central claim (thesis statement). They then provide brief background to describe Ha’s character before she had to flee Vietnam. This context is important so students can then, in the body paragraphs of their essay, explain how Ha’s experience is a specific example of the universal refugee experience of being turned “inside out” and then “back again.” • To help students plan their introductory paragraph, they again use the Forming Evidence-Based Claims Graphic Organizer to gather and connect details about who Ha is before she flees her home. • Students have taken copious notes on Ha’s character throughout the module and should also refer to their Who Is Ha? Anchor Charts (used primarily in Unit 1). Continue to reinforce the concept of Ha as a dynamic character: It is important to establish who she was before fleeing so we can then describe how she has changed. • This lesson, which focuses on the introduction and conclusion, includes important new learning for students. Up until this point, they have primarily been writing strong analytical paragraphs (QuickWrites), which are more similar to the two body paragraphs they will write in this extended essay. • This is the final lesson during which students will gather evidence and plan their essay. In Lesson 17, they will draft the essay. Encourage students to take home their three Forming Evidence-Based Claims Graphic Organizers and their Planning Your Essay Graphic Organizer to review and revise for homework. • Decide in advance how to pair students for the peer critique, based on their abilities or personalities, in order to provide a collaborative and supportive structure. • This lesson may require more time for students, especially if they struggle with writing or completing homework. Consider your school schedule and the needs of your students, and arrange for a time, if possible, when students can continue their writing, possibly with the support of an adult. • Consider which students might need access to the Vocabulary Guide for this lesson to support their acquisition of text. The glossary can be provided during an additional support class in advance, with time to pre-teach the words, or modified to be used by students independently (see supporting materials). • Post: Learning targets, Who Is Ha? Small Group Anchor Charts.



Lesson Vocabulary	Materials
introductory, introduction, concluding, conclusion, thesis, cite	<ul style="list-style-type: none">• Document camera• Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’” (from Lesson 8; one to display)• Who Is Ha? Small Group Anchor Charts (begun in Unit 1, Lesson 4; students added to this chart throughout Unit 1 in their small groups)• Forming Evidence-Based Claims Graphic Organizer (one new blank one the same as from Lesson 15, plus one for display)• Citing Books and Articles Anchor Chart (from Lesson 15; one per student and one to display)• Directions for Forming Evidence-Based Claims: Who Is Ha before She Is Forced to Flee Vietnam? (one per student)• Planning Your Essay Graphic Organizer (begun for homework in Lesson 15)• <i>Inside Out & Back Again</i> (book; one per student)• NYS Grade 6-8 Expository Writing Evaluation Rubric (from Lesson 11) <p>Optional Materials</p> <ul style="list-style-type: none">• Vocabulary Guide



Opening	Meeting Students' Needs
<p>A. Sharing Homework and Unpacking Learning Targets (7 minutes)</p> <ul style="list-style-type: none"> • Invite Numbered Head 1 to pair up with number 2, and number 3 to pair up with number 4. • Give students 4 minutes to share with their partner the planning they did for Body Paragraphs 1 and 2 of their essay. • Circulate to check that all students completed the homework and have now completed planning Body Paragraphs 1 and 2. • Focus students on the posted learning targets. Invite several volunteers to read each target aloud: <ul style="list-style-type: none"> * “I write a successful introductory and concluding paragraph.” * “I can cite where I found my evidence.” • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What is an <i>introductory</i> paragraph?” * “Where do you find the <i>introduction</i> in a piece of writing?” * “What does the introduction do?” • Listen for students to say that the introduction is at the beginning of a piece of writing and introduces what the writer is going to be discussing. It gives the reader an idea of what to expect. Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What is a <i>concluding</i> paragraph?” * “Where do you find the <i>conclusion</i> in a piece of writing?” * “What does the conclusion do?” • Listen for students to say that the conclusion is at the end of a piece of writing and restates the point the author is trying to make, summarizes the main points, and leaves the reader with a final thought. • Point out that the second target is repeated from Lesson 15. Review, asking students to Think-Pair-Share: <ul style="list-style-type: none"> * “What does <i>cite</i> mean?” * “Why do you need to cite where you found evidence?” * “How do you cite evidence?” • Listen for students to say that cite means to list where they found the evidence so that they can support their claims and make them stronger. First you list the author’s last name, then the page number. 	<ul style="list-style-type: none"> • Students may benefit from having the directions for this activity posted as “do now” when they arrive in class. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary. • Some students may benefit from referring to the Lesson Vocabulary Guide for this lesson. • Circulating teachers and aides should gently encourage struggling students to use their glossaries as needed throughout the lesson.



Work Time	Meeting Students' Needs
<p>A. Forming an Evidence-Based Claim: “Who Is Ha before She Has to Flee Her Home?” (10 minutes)</p> <ul style="list-style-type: none"> Using a document camera, display the Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’” and read the introductory paragraph aloud as students follow along silently. Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “So what is the introduction about? What does it tell you? Why?” Listen for students to explain that it tells them what the essay is about and who Ha’s mother is before she has to flee Vietnam. This helps make it clear that she turns “inside out” as a result of having to flee and find home. Remind students that for homework in Lessons 12 through 14, they began to locate the strongest evidence at the beginning of the novel to answer the question: “Who is Ha before she is forced to flee Vietnam?” Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “Why were you doing this? How is this relevant to the content of our essay?” Listen for: “To describe how Ha, as an example of a refugee, turns ‘inside out’ and ‘back again,’ we first need to describe who she was before.” Draw students’ attention to the Who Is Ha? Small Group Anchor Charts around the room. Distribute a new Forming Evidence-Based Claims Graphic Organizer. Remind students that they used this same organizer in the previous lesson to make claims for Body Paragraphs 1 and 2. Today, they will use the same process to form an evidence-based claim to answer the question: “Who is Ha before she has to flee Vietnam?” This will become part of the introductory paragraph of their essay. Refer to the Citing Books and Articles Anchor Chart to remind students to cite their sources. Pair up Numbered Heads 1 with 4 and 2 with 3 to work on making a claim to answer the question. Post and distribute Directions for Forming Evidence-Based Claims: Who is Ha before She Is Forced to Flee Vietnam? Ask students to begin. Circulate to provide support. Ask probing questions to guide students through the rows of the Forming Evidence-Based Claims Graphic Organizer: <ul style="list-style-type: none"> * “What are the three strongest pieces of evidence that explain who Ha is before she flees her home?” * “Why did you choose those details?” 	<ul style="list-style-type: none"> Providing models of expected work supports all learners, especially those who are challenged. Graphic organizers engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing. For students who have trouble with following multiple-step directions, consider displaying these directions using a document camera or interactive white board. Another option is to type up the instructions for students to have in hand. Consider arranging for an additional support period for students who may struggle forming an evidence-based claim and creating the organizer. They could have additional time to form the claim and choose strong evidence with support from an adult.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * “Where did you find those details?” * “How are all of the details you have collected on your organizer connected?” * “Based on how your details are connected, what claim are you making about who Ha is before she has to flee her country?” 	
<p>B. Planning the Introductory Paragraph (10 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their novel <i>Inside Out & Back Again</i>. Pair up odd-numbered and even-numbered heads. • Invite students to refer to the first row of the NYS Grade 6-8 Expository Writing Evaluation Rubric and remind them of the section about introductory paragraphs: “Clearly introduce a topic in a manner that follows from the task and purpose.” • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “So now that you have read the introductory paragraph of the model and the row of the rubric about introductions, what do you think makes the introduction of an essay effective?” • List student ideas on the board. Ensure that they include: <ul style="list-style-type: none"> * Outlines what the essay will be about—gives a clear purpose * Outlines the main point you are trying to make, and why you are making that point * Outlines the evidence you will be using • Tell students that they will now begin to plan their own introductory paragraph. Focus the class on the Planning Your Essay Graphic Organizer (from Lesson 15). Point out the statements that students can use to help them build their central claim or thesis in the bottom half of the Introductory Paragraph box. <ul style="list-style-type: none"> * “Explain the point that you, the author, will be making (your purpose).” * “Explain, in general, what evidence you will be using, and why.” • Explain that the thesis statement tells the reader what point you will be making and the evidence you will be using to support your claims. • Ask students to think about the three claims they have made so far: <ul style="list-style-type: none"> * Who Ha is before she flees her home * How refugees turn “inside out” * How refugees turn “back again” as they flee and find home 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that they will need to consider all of these ideas when writing their thesis. Ask students:<ul style="list-style-type: none">* “What point are you going to make in your essay with these claims?”• Give students 2 minutes to think and discuss ideas with their partner.• Refocus students on the Planning Your Essay Graphic Organizer, specifically the bottom half of the Introductory Paragraph box. Ask students to record their thinking there. Remind them that this is just a planning organizer, so they don’t need to write in full sentences. But their plans should be clear enough for them to follow to write their essay.• Circulate to identify anyone who may need additional support refining their thesis statement. Ask probing questions:<ul style="list-style-type: none">* “What point will you, the author, be making?”• Ask students to look at the statements in the top part of the Introductory Paragraph box on their Planning Your Essay Graphic Organizer. Invite them to read along with you:<ul style="list-style-type: none">* “Describe what Ha is like before she flees her home.”* “Explain why we need to know this to understand how she turns ‘inside out and back again.’”• Tell students to use the following resources to finish planning their introductory paragraph on their Planning Your Essay Graphic Organizer:<ul style="list-style-type: none">– The model essay– The criteria (listed on the board)– The Forming Evidence-Based Claims Graphic Organizer about “Who is Ha?”• Remind students that this is just a planning organizer, so they don’t need to write in full sentences, but their plans should be clear enough for them to follow to write their essay.• Refer to the Citing Books and Articles Anchor Chart to remind students to cite their evidence on their planning graphic organizer so that they have everything they need when they begin to write.• Circulate while students plan to offer guidance.• Some students may not finish in the time allotted; remind them that they can keep working on their plans for homework.	<ul style="list-style-type: none">• Consider arranging for an additional support period for students who may struggle with the introduction or thesis. They could have additional time to do so with support from an adult.



Work Time (continued)	Meeting Students' Needs
<p>C. Planning the Concluding Paragraph (10 minutes)</p> <ul style="list-style-type: none">• Display the model essay, “How Ha’s Mother Is Turned ‘Inside Out,’” again. Read aloud the concluding paragraph as students follow along silently.• Invite students to Think-Pair-Share:<ul style="list-style-type: none">* “What makes this conclusion effective?”• Record students’ ideas on the board. These should include:<ul style="list-style-type: none">– Conclusion should tie everything together– Conclusion should restate the thesis statement– Conclusion should review the main points that have been made– Conclusion should remind the reader of what you have outlined in your writing– The final sentence should be like a final thought.• Tell students to use the criteria listed on the board and the model essay to plan their essay’s concluding paragraph on the Planning Your Essay Graphic Organizer. Remind them again that this is just a planning organizer, so they don’t need to write in full sentences.• Circulate to offer guidance while the class writes. Ask probing questions:<ul style="list-style-type: none">* “What was your thesis statement?”* “What are the main points you made throughout the essay?”* “What is your final thought that you want to leave the reader with? Why?”• If students finish planning their concluding paragraphs, invite them to do the following:• Review and revise the Planning Your Essay Graphic Organizer.• Reread the model to see what else they notice that might help them draft their essays in the next lesson.	<ul style="list-style-type: none">• Many students benefit from having the time available for this activity displayed via a timer or stopwatch.• Consider arranging for an additional support period for students who may struggle with the conclusion. They could have additional time to do so with support from an adult.



Closing and Assessment	Meeting Students' Needs
<p>A. Peer Critique of Plans for Introductory and Concluding Paragraphs (8 minutes)</p> <ul style="list-style-type: none"> • Invite Numbered Heads to pair up—odd numbers and even numbers—to peer-critique their plans for the introductory and concluding paragraphs. • Follow these directions for the peer critique: <ol style="list-style-type: none"> 1. Decide who will go first. 2. Partner A, take two minutes to talk Partner B through your plan for your essay. 3. Partner B, tell Partner A one “star” (positive thing) about his or her plan. 4. Partner B, ask Partner A one question that will help Partner A think more deeply about one aspect of his or her plan in order to improve it. Examples could include: <ul style="list-style-type: none"> • “So which evidence are you using in your essay to support your claims?” • “Why are you using that evidence?” • “What is your final thought?” • “Why have you chosen that final thought?” 5. Partner A, write down one step you will take for homework to improve your plan. 6. Trade roles and repeat. • Circulate as students work and name specific positive behaviors that you notice. 	<ul style="list-style-type: none"> • Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of the learning target. • If your students have minimal experience with peer editing, you may need to model a peer critique conversation with another adult in the room, or with a capable student. • If time permits, make a note of constructive comments that you hear as you circulate, and share them when students are finished.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Complete, review, and revise your Planning Your Essay Graphic Organizer in preparation for writing your essay in the next lesson. Make sure your plans are at the stage that you can use them as a basis for your writing. 	<ul style="list-style-type: none"> • Some students may benefit from a separate session in which they work on the homework with teacher support.



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Grade 8: Module 1: Unit 2: Lesson 16

Supporting Materials



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Forming Evidence-Based Claims

Name ➡ Task

<p>FINDING DETAILS</p> <p>I find interesting details that are <u>related</u> and that stand out to me from reading the text closely.</p>	<p>Detail 1 (Reference:)</p>	<p>Detail 2 (Reference:)</p>	<p>Detail 3 (Reference:)</p>
<p>CONNECTING THE DETAILS</p> <p>I re-read and think about the details, and <u>explain</u> the connections I find among them.</p>	<p>What I think about detail 1:</p>	<p>What I think about detail 2:</p>	<p>What I think about detail 3:</p>
<p>MAKING A CLAIM</p> <p>I state a conclusion that I have come to and can support with <u>evidence</u> from the text after reading and thinking about it closely.</p>	<p>How I connect the details:</p> <p>My claim about the text:</p>		

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1. Focus on the Who Is Ha? Anchor Chart and your structured notes.
2. With your partner, discuss the strongest pieces of evidence that show who Ha is before she is forced to flee Vietnam.
3. Record those details on your Forming Evidence-Based Claims Graphic Organizer. Include the author's name and the page number where the detail can be found.
4. Focus on the next row of the graphic organizer. With your partner, discuss how you think the details you have chosen connect.
5. Record this on your Forming Evidence-Based Claims Graphic Organizer.
6. With your partner, discuss a claim you can make using the connection between the details you have chosen.
7. Record your claim on your Forming Evidence-Based Claims Graphic Organizer.



GRADE 8: MODULE 1: UNIT 2: LESSON 16 OPTIONAL MATERIALS

Lesson Vocabulary Guide

Word	Definition
introductory (adj) *	related to the beginning of something
introduction (n) *	a section at the beginning of a piece of writing that indicates what the writer is going to be discussing
concluding (adj) *	related to the ending of something
conclusion (n) *	a section at the end of a piece of writing that restates and summarizes
thesis (n) *	central idea statement
cite (v) * +	use the work of someone else in your own work

* Words that will be important again in Common Core classes

+ Repeated from earlier in the module