

Texas Sampler Grade 9

— SpringBoard® —

Writing Workshops

English Textual Power™

Vertical Articulation of Online Writing Workshops

The ten SpringBoard writing workshops cover the writing process and major writing modes. These modes change from middle school to high school to provide distinctions in organizational structure, style, and writing techniques.

Writing Workshop 1 consists of two distinct writing process workshops: one explicitly for middle school and one for high school.

- The middle school workshop is designed to introduce and guide students through the stages of the process, helping them to understand and practice writing in each of the stages.
- The high school workshop assumes that students know the basic skills so they can focus more on stylistic techniques, rhetorical elements, and syntactical structure that writers consider as they move through the various stages of the process.

Writing Workshops 2, 3, and 5 include the short story, poetry, and script writing workshops. All have students work from model texts to explore creative writing modes. As students move through the workshop levels, they develop more independently through continued creative writing opportunities.

Writing Workshop 4 begins with personal narrative writing in middle school and moves into reflective writing in high school to help prepare students for the kind of writing they will need to become college ready.

Writing Workshop 6 consists of expository workshops that allow students to explore a variety of organizational structures, such as cause-effect, compare-contrast, problem-solution, definition, and synthesis.

Writing Workshop 7 includes procedural writing workshops, which give students practice in practical writing applications that develop writing skills appropriate for the workplace and college.

Writing Workshop 8 focuses on persuasive writing and moves through two distinct organizational structures that ultimately prepare students for end-of-course exams and AP. The middle school workshops focus on persuasive essays, whereas high school workshops focus on AP prompts that prepare students to transfer the elements of persuasive writing to more sophisticated elements of argumentation.

Writing Workshop 9 has students analyze texts and write a response to a literary or expository text. These workshops allow students to analyze both fiction and nonfiction texts and write thoughtful responses analyzing the elements of each. The model texts analyzed range from short stories to poetry and expository texts.

Writing Workshop 10 includes research to introduce, reinforce, and refine research process skills, collaborative skills, and evaluation of results. Students produce an expository text reporting the results and their interpretation of their research and its application to a specific topic.



SpringBoard® Writing Workshops

English Textual Power™

This sampler contains Writing Workshops 8, Persuasive Writing: Argumentation, and 9, Response to Literary or Expository Text, for Grade 9.

SpringBoard instruction in writing is addressed in two integrated ways: through project-based, scaffolded writing assessments and through SpringBoard Online Writing Workshops. Writing Workshops offer teachers and students guided experiences in specific rhetorical and grammar and usage skills, emphasizing practice and mastery of specific writing modes. Writing Workshops are designed to offer additional direct writing instruction to support and extend mastery of the writing process and commonly assessed written products. Each workshop guides students through the writing of three separate texts in the specific mode being taught: one that is constructed as a class with direct guidance from the teacher, one that is peer constructed with teacher support, and one that is written independently.

Ten different writing workshops are available on SpringBoard Online for each grade level from grades 6 through Senior English. The workshops for each level cover the following writing modes:

Writing Workshop Genres, Grades 6–12:

- Writing Workshop 1: **The Writing Process**
- Writing Workshop 2: **Short Story**
- Writing Workshop 3: **Poetry**
- Writing Workshop 4: **Personal Narrative (or Reflective Essay)**
- Writing Workshop 5: **Script Writing**
- Writing Workshop 6: **Expository Writing**
- Writing Workshop 7: **Procedural Texts**
- **Writing Workshop 8: Persuasive Writing**
- **Writing Workshop 9: Response to Literary or Expository Text**
- Writing Workshop 10: **Research**

The SpringBoard® Writing Workshops are closely aligned to the Texas writing standards. These workshops help prepare students to write well in a variety of writing modes that are key to college readiness and to success on high stakes assessments such as Texas end-of-course exams, AP tests, and the SAT.

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Writing Workshop 8

Persuasive Writing: Argumentation

Materials:

- 3 × 5 note cards
- 2009, AP Language and Composition, Question 3 Sample Response 3 B from AP Central

Focus:

Students will create three separate texts through this series of steps: one that is co-constructed as a class with direct guidance from the teacher, one that is peer constructed, and one that is written independently.

TEACHER TO TEACHER This workshop uses a prompt from a released AP Language and Composition exam. For your reference you can find a sample student response located at apcentral.collegeboard.com. Go to **AP Courses and Exams** and then click on **Exam Questions**, then find **AP Language and Composition**. You can then select the appropriate year and question. This sample response (3B) can be used at various points during this lesson to model the elements of an argumentative essay.

Steps:

Activity 1: Examining the Elements of an Argumentative Essay

1 **Activate** students' **prior knowledge** about responding to a prompt. Deconstruct the prompt with your students and have them summarize the task.

2 Place the three possible responses on the board. Spend time discussing the terms **defend**, **challenge**, and **qualify**. Add these new terms to your persuasive **Word Wall**.

Writing Workshop 8

Persuasive Writing: Argumentation

SUGGESTED LEARNING STRATEGIES: Close Reading, Brainstorming, Think-Pair-Share, Drafting, Summarizing, Graphic Organizers, Discussion Groups, Peer Editing, Sharing and Responding

Focus:

The purpose of persuasive writing is to influence readers' attitudes to persuade them to agree with the writer or to take action on issues the writer describes. Effective persuasion involves clearly identifying issues, anticipating and responding to objections, presenting support for a position, and using sound reasoning to help convince the audience.

Goal:

To write argumentative essays for appropriate audiences that:

- A clear thesis or position based on logical reasons supported by precise and relevant evidence.
- Consideration of the whole range of information and views on the topic, and consideration of accurate and honest representation of these views.
- Counter-arguments based on evidence to anticipate and address objections.
- An organizing structure appropriate to the purpose, audience, and context.
- An analysis of the relative value of specific data, facts, and ideas.

To achieve this goal, you will engage in a series of activities in which you work with your teacher and with your classmates to construct two persuasive essays. You will then use these models for your own writing.

Activity 1: Discovering the Elements of an Argumentative Essay

Sample Text

The following paragraphs are from the 2009 AP Language and Composition Exam (Question 3).

Adversity has the effect of eliciting talents which in prosperous circumstances would have lain dormant. –Horace

Consider this quotation about adversity from the Roman poet Horace. Then write an essay that defends, challenges, or qualifies Horace's assertion about the role that adversity (financial or political hardship, danger, misfortune, etc.) plays in developing a person's character. Support your argument with appropriate evidence from your reading, observation, or experience.

- 2.** Your teacher will provide a sample student response to the preceding prompt. With your class, read the sample response, paying close attention to the thesis, the evidence used to prove the thesis, and the student's commentary about the importance or significance of the evidence.

- 3** Students are ready to do a **shared reading** of the sample student response (Response 3B) to the 2009 AP Prompt, Question 3. Do a **close reading** of the response, paying most attention to the thesis, examples and commentary. **Note:** Examples from student sample response 3B include personal experiences and the novel *The Grapes of Wrath*.

Activity 2: Writing a Class-Constructed Argumentative Essay

Prompt: As a class, write an essay that responds to the prompt listed in the Sample Text. Your class-constructed essay should meet the requirements given in the goal statement for essays of argumentation.

1. Read the prompt in the Sample Text. There are three possible positions or claims you can assert:
Defend: You agree that adversity brings out talents that otherwise might have been undeveloped.
Challenge: You disagree and believe that adversity does not bring out talents that might otherwise have gone undeveloped.
Qualify: You see and understand the validity of both sides, but believe one has more validity than the other.
2. In the space provided, brainstorm texts, experiences, and examples that could be used in response to the prompt. At this point, your examples could be used for any or all of the above choices.
3. Once you have brainstormed your list, choose the two or three most precise and relevant pieces of evidence to support one of the three claims. Write this evidence on the board.
4. After everyone has submitted evidence, you will have collected a solid representation of a range of views and information. As a class, evaluate which position has the most logical, precise, and relevant evidence, and draft a thesis for your class-constructed essay.

Writing Workshop 8

Continued

Steps:

Activity 2: Writing a Class-Constructed Argumentative Essay

TEACHER TO TEACHER As with all class-constructed texts, the key is allowing students to visually represent their ideas, discuss pros and cons, and manipulate these ideas into a class-constructed text.

- 4 Encourage students to begin **brainstorming** texts, experiences, and examples that could be used to respond to this prompt. It is important to note that they have not yet made a choice on which position to take. The examples will help them do this.
- 5 Instruct students to **think-pair-share** their ideas with a partner. Have them choose the two or three most precise and relevant examples to share with the class.
- 6 Once all groups have reported out, discuss the range of views and examples. Evaluate which category has the most logical and relevant evidence and **draft** a thesis for the class-constructed essay.

Writing Workshop 8

Continued

Steps:

7 Introduce the concept of **ethos** by asking students to **summarize** the definition. Add the term to your persuasive **Word Wall**. Review evidence from your class brainstorm and identify ethical appeals. If none is apparent, work as a class to add evidence that reflects the quality and character of the speaker.

8 Place students into small groups and ask them to create **manipulative** cards for all the evidence in support of their claim. (Each piece of evidence should have a card.) On each card, instruct students to write an L, E, or P to correspond to the evidence's logical (logos), emotional (pathos), or ethical (ethos) appeal. Evaluate the balance of the class's evidence and add or subtract as needed.

9 Discuss the term **relative value** with your students. Have students use their **manipulative cards** to place the evidence in order of its relative value. This will help transition to the next step of organizing paragraphs.

10 You can use the suggested organizational structure or an organizational structure of your own to help move your students from a list of evidence to cohesive supportive paragraphs. The focus here is on the connection between **topic sentence**, **evidence**, and **commentary**. Use the sample text for reference. Have students draft and share their ideas and then create class paragraphs.

TEACHER TO TEACHER A Comment about Essay Form: For many beginning writers, a tightly organized essay structure is a trustworthy way to begin. However, once students have learned the basic tenets of essay organization, consider encouraging them to develop their own organized "style" for presenting ideas.

Writing Workshop 8

continued

Persuasive Writing: Argumentation

Your class should now have a clear and thoughtful thesis/position statement, as well as a list of specific and relevant evidence. The next item to consider is the credibility and authenticity, or **ethos**, of the speaker.

5. Read and summarize or paraphrase the following definition of **ethos**:

Ethical appeals, or **ethos**, attempt to persuade the reader or listener by focusing on the qualifications or the character of the speaker. The speaker's credibility is paramount in an ethical appeal. Ethical appeals depend on the speaker even more than on the situation. Examples of ethical appeals in advertising are expert or celebrity endorsements of products. The experience of the speaker may also qualify him or her as credible. Other examples of ethical appeals are a teen's argument that he or she should be allowed to do something because he or she is trustworthy and has never been in trouble.

6. Review the class collections of evidence and identify any possible ethical appeals. If none has been identified yet, make sure you add evidence that can be accurately and honestly submitted that reflects the quality and character of the speaker.

7. In order to rank the relative value of the evidence you have, begin by making a card for each of the items of evidence that you have developed as a class. On each card, label the corner with an L, E, or P (Logos, Ethos, and Pathos). Is there a balance between logical, emotional and ethical evidence? If not, brainstorm as a class what possible evidence you could add.

8. Once your cards are complete, organize them according to their **relative value by asking focus questions**. In other words, for the **purpose** of this particular essay, are opinions more important than facts? Would some of the evidence you brainstormed resonate more with a particular **audience**? In the **context** of a formal essay, how important is the speaker?

Organizing the Essay

9. Now it is time to organize your evidence into confirmation paragraphs. Use the appropriate organizational structure (below) to draft your paragraphs. Then share your results to create the class-constructed essay. Draft your confirmation paragraphs on separate paper.

- **Sentence 1: Topic Sentence:** Statement of a reason to support your thesis claim.
- **Sentence 2: Evidence:** Examples to support the claim (facts, details, stories, etc.).
- **Sentence 3: Commentary:** Explanation of the significance of the evidence or the connection to the claim.
- Repeat sentence types 2-5.

10. The steps you just went through to create your confirmation paragraphs are essential to a well-balanced argumentative essay. For review, those steps were:
- Step 1:** Brainstorm evidence and create a workable thesis.
 - Step 2:** Identify the most logical and relevant evidence for your position.
 - Step 3:** Review for a balance of appeals (logos, ethos, and pathos).
 - Step 4:** Analyze the relative value of the evidence.
 - Step 5:** Organize your paragraphs considering the purpose, audience, and context of the essay.
11. The counter-argument must be presented to show you acknowledge other points of view. On a separate piece of paper, use an appropriate graphic organizer to identify two to three pieces of evidence that could be used in a counter-argument. For each piece of evidence, point out the weaknesses or argue that your claim is more valid. When you are done, report to the class, select a counter-argument, and add it to the class-constructed essay.
12. As a final step, draft a conclusion in the space provided. Use ideas from your draft to help create a class-constructed conclusion.

Activity 3: Creating a Peer-Constructed Argumentative Essay

Prompt: Working within groups, your task is to respond to the prompt in the Sample Text. Your collaborative essay should take the opposing view of the class-constructed essay. Be sure your essay meets the requirements listed in the goal statement for argumentative essays.

1. In writing groups, review the writing steps from the class-constructed argumentative essay and apply them as you create your peer-constructed argumentative essay.
2. Upon completing your essay, exchange essays with another group and evaluate and provide feedback for that group's essay, based on criteria established in the goal statement. Use the revision checklist on the next page to guide your work.
3. Revise your essay based on feedback. Edit your essay for proper language conventions, and make it ready for publication.

Writing Workshop 8

Continued

Steps:

- 11 Ask students to create a **graphic organizer** to identify two or three pieces of evidence that could be used as a counter-argument. You should already have ideas listed on the board from your original brainstorming session.
- 12 On the graphic organizer, ask students to point out the weaknesses and/or argue that the class claim is more valid. Revisit the class construction process and develop a quality paragraph for concessions and refutations.
- 13 Review the elements of a strong conclusion and have students draft individual conclusions. Collect student samples and then construct one together.
- 14 Model using the Revision Checklist on the next page with the class-constructed essay. Have students reflect on their own understanding of the process of writing this persuasive essay.
- 15 Use the reflections to check for understanding and plan mini-lessons to address common questions and concerns as needed.

Activity 3: Creating a Peer-Constructed Argumentative Essay

- 16 From within **discussion groups**, assign students to pairs. As the pairs follow a similar process for writing an argumentative essay, facilitate their process and monitor their progress. Clarify students' understanding as needed.
- 17 When students have completed their essays, facilitate the **peer editing** process by encouraging students to use the Revision Checklist and review the targets outlined in the original goal.
- 18 After pairs have received feedback from another pair via **sharing and responding**, check for understanding and provide support as students prepare for writing an argumentative essay independently.

Writing Workshop 8

Continued

Steps:

Activity 4: Independent Argumentative Writing

19 Assign the independent writing prompt, providing support as needed during the writing process.

Writing Workshop 8

continued

Persuasive Writing: Argumentation

Persuasive Essay Revision Checklist (Adapted from <i>The AP Vertical Teams Guide for English</i>)	
1. Issue/Topic	<ul style="list-style-type: none">• Are there multiple viewpoints surrounding this issue?
2. Claim	<ul style="list-style-type: none">• Does the claim have a topic and opinion?• Does the writer give reasons for making the claim?
3. Support	<ul style="list-style-type: none">• What facts, statistics, examples, and personal experiences are used?• Does the writer use sound reasoning and relevant details?• Is the evidence relevant, accurate, current, and typical?
4. Audience	<ul style="list-style-type: none">• To whom do the reasons, evidence, appeals, and examples seem to be targeted?• Are the above appropriate for the intended audience?
5. Opposing Viewpoints	<ul style="list-style-type: none">• Does the writer address opposing viewpoints clearly, fairly, and completely?• Does the writer acknowledge and refute opposing viewpoints with logic and relevant evidence?
6. Conclusion	<ul style="list-style-type: none">• Does the writer conclude the argument effectively?

Activity 4: Writing an Argumentative Essay Independently

Prompt: Your task is to defend, challenge, or qualify the following quote:

“What’s money? A man is a success if he gets up in the morning and goes to bed at night and in between does what he wants to do.” – Bob Dylan

Use the examples, process, goal, and revision steps from your previous activities to accomplish your task. Your essay should meet the requirements listed in the goal statement for argumentative essays.

Persuasive Writing: Argumentation

Writing Workshop 8

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
Ideas	<p>The writer’s composition does the following:</p> <ul style="list-style-type: none"> • asserts a sophisticated and well-defined thesis or position • includes detailed evidence and authoritative commentary that is effectively organized to support the writer’s viewpoint • uses research and evidence effectively to make a clear distinction between fact and opinion • demonstrates effective analysis of data and ideas exemplified through inclusion of relevant support for the thesis and effective counterarguments • thoroughly anticipates and answers readers’ concerns and counterarguments. 	<p>The writer’s composition does the following:</p> <ul style="list-style-type: none"> • presents a thesis or position • includes evidence, examples, and reasoning that are organized to support the writer’s viewpoint • makes a distinction between fact and opinion • demonstrates analysis of data and ideas exemplified through relevant support for the thesis and effective counterarguments • anticipates and addresses readers’ concerns and counterarguments. 	<p>The writer’s composition does the following:</p> <ul style="list-style-type: none"> • presents no thesis or one that is not focused on the issue • includes some evidence and commentary that may not be relevant and/or does not support the argument • fails to make a clear distinction between fact and opinion • fails to exemplify an analysis of data and ideas for relevancy to the thesis • does not anticipate and/or address readers’ concerns and counterarguments.
Organizational Structure	<p>The persuasive composition is coherent and exceptionally organized to support the author’s viewpoint. It maintains consistent focus and includes the following:</p> <ul style="list-style-type: none"> • an engaging introduction with an effective hook and strong thesis • clearly follows the structure for persuasive writing with well-supported body paragraphs • provides an insightful conclusion that contains a clear call to action. 	<p>The persuasive composition is coherent and organized to support the author’s viewpoint. It maintains consistent focus and includes the following:</p> <ul style="list-style-type: none"> • an introduction with a strong hook and clear thesis • body paragraphs that support the thesis • an effective conclusion with a call to action. 	<p>The persuasive composition lacks coherence, is unfocused, and is difficult to follow. Some or all of the following are missing:</p> <ul style="list-style-type: none"> • an introduction with an effective hook and thesis • supportive body paragraphs • a conclusion and/or call to action.

Persuasive Writing: Argumentation

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
Persuasive Techniques	The composition skillfully uses persuasive language and appeals that effectively advance the argument, supports the writer’s purpose and context, and considers the particular audience. The composition considers and addresses multiple views while also skillfully anticipating and alleviating readers’ concerns.	The composition uses persuasive language and appeals that support the thesis and writer’s purpose and context and address the intended audience. The composition considers other opinions and anticipates and addresses readers’ concerns.	The composition attempts to use persuasive language and/or appeals for a specific purpose, context, and audience, but the appeals may be vague and/or repetitive. The composition fails to include a variety of views and does not adequately address readers’ concerns.
Writing Process	The composition demonstrates use of the writing process through its clear organization, internal and external coherence, variety of sentence structures, effective transitions, avoidance of repetition and extraneous information, and few, if any, errors.	The composition demonstrates the writing process through its clear organization, coherence, use of varied sentence structures, transitions, and lack of repetition and extraneous information. The composition may contain some errors that do not detract from the overall presentation.	The composition provides little or no evidence of following the writing process and contains problems with organization, coherence, use of varied sentence structures, transitions, and repetitive or extraneous information.
Conventions	The composition contains few or no errors in grammar, spelling, punctuation, or capitalization.	The composition may contain some minor errors in grammar, spelling, punctuation, or capitalization that do not detract from the work.	The composition contains multiple errors in grammar, spelling, punctuation, or capitalization that detract from the quality of the work.
Additional Criteria:			

Comments: _____

Response to Literary or Expository Text

Response to Literature: Short Story

SUGGESTED LEARNING STRATEGIES: Quickwrite, Close Reading, SIFT, Think Aloud, Free Writing, Marking the Text, Graphic Organizer, Questioning the Text, Notetaking, Think-Pair-Share, Brainstorming, Webbing, Outlining, Drafting, Sharing and Responding

Focus:

The purpose of a response-to-literature essay is to demonstrate thoughtful understanding of a literary passage. The writer crafts an analysis of the text and the author's stylistic technique and supports it with textual evidence to convey meaning to the reader.

Goal:

Write a multi-paragraph response-to-literature essay that:

- Presents effective introductory and concluding paragraphs.
- Analyzes literature and extends beyond a summary or literal analysis.
- Contains a controlling idea or thesis.
- Provides evidence from the text using embedded quotes.
- Analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices.
- Includes relevant information and valid inferences.
- Uses an organizing structure appropriate to purpose, audience, and context.
- Uses a variety of rhetorical devices.
- Uses transitions between paragraphs.
- Uses a variety of sentence structures.

To achieve this goal, you will engage in a series of activities in which you work with your teacher and with your classmates to construct two model essays. You will use these models to write your own essay.

Activity 1: Discovering Elements of a Multi-Paragraph Response-to-Literature Essay

1. **Quickwrite:** Describe the purpose, organization, elements, and possible audiences of a response-to-literature essay. Describe your past experiences writing in this genre.

Writing Workshop 9

Writing Workshop 9 Response to Literary or Expository Text

Focus: Short Story

This sequence of activities is designed to provide direct writing instruction. Students will create three separate essays through this process: one that is co-constructed as a class with direct guidance from the teacher; one that is peer constructed, and one that is written independently.

Connection to Embedded Assessments:

This workshop provides additional scaffolding for Level 4, Unit 2, Embedded Assessment 2, Writing a Style Analysis Essay; Unit 3, Embedded Assessment 2, Analyzing and Presenting a Poet; and Unit 5, Embedded Assessment 2, Analyzing a Passage in *To Kill A Mockingbird*.

Steps:

Activity 1: Discovering Elements of a Multi-Paragraph Response-to-Literature Essay

1 To **activate students' prior knowledge** have students respond to the **quickwrite**. Solicit responses and chart them on the board. Preview the goal of this writing workshop.

2 Ask students to generate a list of an essay's organizational components (introduction, thesis, body, conclusion, transitions) and characteristics (key issues, textual evidence, commentary). Chart responses on the board. Co-construct a **graphic organizer** of the components and characteristics of a multi-paragraph response-to-literature essay that can be used to plan during the writing process of their own essay.

Writing Workshop 9

Continued

Steps:

3 Use **close reading** to make meaning from Liliانا Heker’s short story, “The Stolen Party,” located in *Springboard*, Level 4, page 110. Use a **think aloud** to help students analyze the text with the **SIFT strategy**. Guide students through the process of extending beyond a literal understanding by conducting a deeper analysis of theme as well as the effects of an author’s use of literary devices to convey meaning. Encourage students to **mark the text** and **take notes** on supporting information (details, examples, and/or quotes) from the text to support analysis. Solicit responses and redirect thinking as needed by pointing out concepts or supporting information not shared by the students.

Writing Workshop 9

continued

Response to Literary or Expository Text Response to Literature: Short Story

- 2.** Conduct a **close reading** of Lilianna Heker’s short story “The Stolen Party.” While reading, mark the text for elements of SIFT in order to analyze how the author uses symbolism, imagery, figurative language, and tone to convey theme. You are preparing to write a response-to-literature essay.

“SIFT” through the parts to comprehend the whole.

Literary Device	Examples from the Text	Interpretation: Consider the author’s use of this device. What is the effect on the reader?
Symbols: Writers use symbols (an object, person, place, or action) to convey meaning beyond the literal object itself to provide insight on something larger, such as a quality, attitude, belief, or value.		
Imagery: Writers use language to create sensory impressions and to evoke specific responses to characters, objects, events, or situations in their work.		What effect is the author trying to convey with these images?
Figures of Speech: Writers form images by using figures of speech such as similes, metaphor, personification, irony, allusion, etc.	Find examples of figurative language and other devices.	What effect is the author trying to convey with these figures of speech?
Tone/Theme: A close examination of word choice, imagery, and detail reveals the author’s attitude (tone) toward the conflict and contributes to the reader’s understanding.	Discuss how all the devices reveal tone and theme.	What effect is the author trying to convey with this tone?

A Deeper Analysis of Theme

When analyzing a text for the theme the author is conveying to the reader through the text, it is important that the analysis extends meaning beyond a summary or literal understanding. Use levels of questions to consider three levels of meaning to deepen analysis of theme using the following guidelines:

- **Literal meaning:** What is the central idea or main message about life presented in the text?
- **Interpretive meaning:** What are the personal connections (e.g., what you get out of the story personally in relation to your own life) or moral considerations (e.g., what the story teaches us about how people relate to one another and the world we live in)?
- **Universal meaning:** What does the text reveal to the reader about people, life, and issues as they work together in the universe?

3. Identify and discuss possible themes in “The Stolen Party.”

Literal:

Moral:

Universal:

4. Use a few words to identify the subject or conflict of the short story.

Heker’s short story, “The Stolen Party,” is about...

Activity 2: Writing a Class Essay

Prompt: Based on a close reading of Liliانا Heker’s short story “The Stolen Party,” write a response-to-literature essay analyzing how the writer uses at least two literary devices and/or stylistic techniques to convey a theme to the reader. Be sure the essay meets the requirements listed in the goal statement for writing an effective multi-paragraph response-to-literature essay.

Steps:

Activity 2: Writing a Class Essay

4 Use a **think-pair-share** to review the prompt and discuss what it requires for the class essay.

5 Begin the writing process by **brainstorming** a variety of prewriting strategies (e.g., **free writing/looping, webbing and mapping**) to generate ideas that address all aspects of the prompt. Direct students to select a prewriting strategy and use it. If necessary, use **guided writing** to model how to use a particular prewriting strategy.

Writing Workshop 9

Continued

Steps:

6 Review the components of a thesis. **Think aloud** the process of constructing a working thesis from the key ideas generated in prewriting and use **guided writing** to co-construct a working thesis for the class essay. Review and revise the working thesis to ensure coherence.

7 Co-construct a topic sentence outline with students using **guided writing** to develop and revise topic sentences. Next, asks students to revisit the **SIFT graphic organizer** and ideas generated from prewriting to **brainstorm** specific examples and details that support their topic sentences. **Think aloud** the process of reorganizing and elaborating on ideas and deleting extraneous information that does not support the thesis.

8 Have students review the components of a body paragraph and the process to embed quotations. Use guided writing to co-construct an effective body paragraph that embeds quotes from the text. Evaluate the draft and discuss ways to revise it for coherence, organization, and clarity of ideas. Model an appropriate revision strategy to refine the draft.

Writing Workshop 9

continued

Response to Literary or Expository Text Response to Literature: Short Story

Prewriting

1. Explore all aspects of the prompt. Based on your reading and SIFT discussion of the story, brainstorm ideas about the theme and what kind of literary devices Heker uses to tell her story.
2. In order to create an effective draft, you will need a thesis to provide focus for the essay. A thesis statement has two purposes: to express a central opinion to be proven and to provide direction as to how the writer intends to show or develop the opinion. An effective thesis should include an opinion to be proven; it is not a fact. Consider a three-part process when developing a working thesis:
 - Define or identify the **task** set by the prompt.
 - Consider **what** needs to be addressed in the response.
 - Decide **how** to best respond.

Generate a working thesis statement, a one-sentence statement that expresses the point you will make about the subject of your essay.

Heker uses _____ and _____
literary device literary device
to convey _____
theme

Preliminary Outline

3. Now that you have a thesis, consider an effective order for presenting your ideas that is appropriate to the purpose, audience, and context of your topic. Before drafting, organize the main ideas generated from prewriting to support your thesis in a preliminary topic sentence outline:
 - I. Thesis
 - A. Topic Sentence 1
 1. Examples, Details, Quotes
 - B. Topic Sentence 2
 1. Examples, Details, Quotes

Body Paragraphs

A body paragraph has these elements:

- **Topic sentence:** A sentence that has a subject and an opinion that works directly to support the thesis.

- **Transitions:** Words and phrases used to connect ideas within and between paragraphs (e.g., *for example, for instance*).
- **Supporting information:** Textual evidence in the form of the most appropriate examples and/or details.
- **Commentary:** Sentences that explain how the information is relevant to the thesis/topic sentence. These sentences are vital as they serve to reflect, analyze, explain, and interpret. Sentences of commentary also bring a sense of closure to the paragraph.

Integrating Quotations

4. On a separate sheet of paper, draft the body paragraphs and include a quotation where appropriate from Heker's text. Consider using the following process to embed a quote into your body paragraph smoothly.
- **Introduce the quote** (use a transition).
 - **Use the quote** (use an appropriate quote from the text and be sure to place quotation marks around the author's words).
 - **Explain the quote** (explain how the quote supports your topic sentence).

Now that you have co-constructed a thesis statement and body paragraphs, you are ready to create the introduction and conclusion of the essay.

Introduction and Conclusion

Introductory paragraphs consist of:

- A **hook/lead:** Question, Quote, Anecdote, or Statement of Intrigue (**QQAS**) that is related to the topic. If you ask a question, answer it; if you use a quote, analyze it; if you use an anecdote or statement of intrigue, explain it.
 - A connection between the QQAS and the thesis using a TAG (title, author, genre) statement (e.g., Heker's short story "The Stolen Party" conveys...).
 - **Thesis statement** describing a subject and an opinion.
5. Concluding paragraphs bring a sense of closure to the essay by synthesizing insights presented in the text and examining the larger ramification of those ideas. Use levels of questions to guide your thinking in crafting a conclusion:
- What did you say? (Literal)
 - What does it mean? (Interpretive)
 - Why does it matter? (Universal)

Revising

6. Now that the class essay has been drafted, consider the language used to convey ideas. A writer makes stylistic choices in language to achieve an intended effect. Revise the class essay to incorporate some or all of the following rhetorical devices.

One stylistic choice writers often make is incorporating **rhetorical devices**. Well-chosen rhetorical devices show ideas in interesting ways and help your ideas have a lasting effect on your reader. Examples of rhetorical devices are parallelism, analogy, rhetorical questions, allusion, and anaphora.

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Writing Workshop 9

Continued

Steps:

- 9 Now that students have a model body paragraph, co-constructed in class, release them to generate an additional body paragraph to support the second topic sentence that embeds at least one quote. Have students collaborate in small groups to review and revise the draft for coherence and clarity of ideas to make sure it guides the reader's understanding.
- 10 Have students review the components of an introductory paragraph. Use **guided writing** to co-construct an introductory paragraph that incorporates the refined thesis and an engaging lead.
- 11 Review the elements of an effective concluding paragraph. Use the levels of questions on the student page to co-construct a draft of a concluding paragraph. Begin this process by asking students to **free write** on the first question. Next, direct students to review what they wrote and free write on the second question. Have them review their response to the first and second questions and use that information to **free write** on the third. Use **guided writing** to model how to **rearrange** ideas, **delete** redundant information, and combine sentences for coherence and bring a sense of closure to the essay.
- 12 Use **guided writing** to model revision for overall coherence (using rhetorical devices, transitions, and varying sentence structures). For further support, use the model text to identify and analyze components that are present. Use the prompts on the student page to model **sharing and responding** while revising for coherence. To support students in revising for coherence, use the three-fold topic sentence model: subtly refer to the ideas discussed in the previous paragraph, refer briefly to the overall thesis, and refer more specifically to any new ideas to be discussed in the next paragraph.

Writing Workshop 9

Continued

Steps:

- 13 Guide students through the editing process to correct errors in grammar, punctuation, and spelling.
- 14 Invite students to reflect on their learning in preparation for writing the second essay in their writing groups.

Writing Workshop 9

continued

Response to Literary or Expository Text Response to Literature: Short Story

- **Parallelism** is using the same structure for similar parts of a sentence. Use parallelism to add balance, rhythm, and clarity to a sentence. Examples: *I stand here today, grateful for clean air to breathe, humbled by enough food to eat, and thankful for fresh water to drink.* (parallel adjectives)
The ecologist's briefcase held three environmentally friendly notebooks, two biodegradable writing utensils, and one recyclable water bottle. (parallel objects)
- An **analogy** compares two things and expresses the relationship between them. Use an analogy to explain or clarify an idea or object. Example: *My need to recycle is like my need for food and water.*
- A **rhetorical question** is one for which the writer expects no reply, or the writer clearly directs the reader to one desired reply. Use rhetorical questions to emphasize an idea or to draw a conclusion from the facts. A rhetorical question may help remind your reader of a main point. Example: *Is that truly what we want for the environment? How can these facts lie?*
- **Allusion** is the direct or indirect reference to a person, place, or event in history, artwork, or literature that the writer expects the reader to recognize. Writers use an allusion to extend meaning on a subject; for example, *Jan has a good voice, but her talent will not land her a spot on American Idol.*
- **Anaphora** is the repetition of a word or phrase at the beginning of a clause. Writers use anaphora to emphasize an idea's importance; for example, *For those writers who want to be read, for those writers who want to be published, for those writers who want to be accepted, I say, never give up.*

Analyzing Rhetorical Devices for Effect

7. Select a rhetorical device from the short story studied in class that you thought was particularly effective, and explain how or why the rhetorical device affects the reader.
8. Choose a sentence from your own draft and revise it to include or refine a rhetorical device. Share your revised sentence with a partner and discuss the effect it has on your reader. Revise as necessary to achieve your intended effect.

Coherence

9. Revise the essay for **coherence**. A coherent essay presents ideas that tie together and flow smoothly, making the essay easy to follow. Create coherence by using transitional words within and between paragraphs and by using varied sentence structures. Review your draft and add appropriate transitions.
 - **Transitions to show comparison and contrast:** *similarly, on the other hand, in contrast, different from, like, unlike, same as, in the same way, nevertheless, likewise, by contrast, conversely*
 - **Transitions to show examples:** *for example, for instance, in this case, on this occasion, in this situation, to demonstrate, take the case of, as an illustration, to illustrate this point*
 - **Transitions to prove:** *because, since, for the same reason, obviously, evidently, furthermore, besides, indeed, in fact, in any case*

Varied Sentence Structure

10. Review your draft to see where you can vary your sentence structure in your paragraphs by using different sentence types to add interest and bring balance and emphasis to your writing.
- A **compound sentence** consists of two more independent clauses, usually joined by a conjunction (*and, but for, nor, or, so, yet*). Use a semicolon between parts of a compound sentence if they are not joined by a conjunction. Example: *The house is beautiful, and its lawn seems to stretch for miles.*
 - A **complex sentence** contains one independent clause and one or more dependent clauses. Example: *Although the house is small, its charm is grand.*
 - A **compound-complex sentence** contains two or more independent clauses and one or more dependent clauses. Example: *The house is beautiful, and although its roof was replaced last summer, it maintains its original charm.*
 - An **appositive** is a noun or noun phrase that adds information to sentences by renaming nouns (person, place, or thing). Appositives and appositive phrases are located next to the nouns that they rename and are offset by a dash or commas.
 - **Appositive using commas:** The raccoon, a midnight scavenger who roams campsites looking for food, can be a destructive nuisance.
 - **Appositive using a dash:** The qualities of a writer’s images—the details, colors, shapes, and movement—derive from visual perception. —Harry Noden

Analyzing Sentences for Effect or Purpose

11. Select a sentence pattern from the short story studied in class that you thought was particularly effective and explain how or why the structure of the sentence affects the reader.
12. Choose a sentence from your own draft and revise it to include or refine a rhetorical device. Share your revised sentence with a partner and discuss the effect it has on your reader. Continue to revise it as necessary to achieve your intended effect.
13. Reflection: What additional support do you need in writing a response-to-literature essay?

Activity 3: Writing an Essay with Peers

Prompt: Write a response-to-literature essay analyzing how the writer uses at least two literary devices and/or stylistic techniques to convey meaning or theme. Be sure the essay meets the requirements listed in the goal statement for writing an effective multi-paragraph response-to-literature essay.

Generating Content

1. In your writing group, review and make meaning from the prompt.
2. Next, read Eugenia Collier’s short story “Marigolds,” located in your SpringBoard book on page 122. Use the SIFT strategy to analyze the text.

Steps:

Activity 3: Writing an Essay with Peers

- 15** Students can write a second essay on a short story of your choice or Eugenia W. Collier’s short story, “Marigolds,” located in their SpringBoard book on page 122. Check for understanding and plan mini-lessons to address common questions and concerns as needed.
- 16** Organize students into writing groups (two to four students). Direct writing groups to follow a similar process for writing their essay in response to the same prompt using a new character, Mrs. Jones. As the groups follow a similar process for writing the essay, facilitate and monitor their progress. Clarify students’ understanding as needed.
- 17** Invite students to reflect on their experience and to set individual writing goals in preparation for moving to composing the third essay.

Writing Workshop 9

Continued

Steps:

Activity 4: Independent Writing

18 Students will choose a short story of interest to them and write a response to literature independently. Provide mini-lessons as necessary to meet students' needs as they move through the writing process.

Writing Workshop 9

continued

Response to Literary or Expository Text Response to Literature: Short Story

3. Use a prewriting strategy to explore ideas you generate from the prompt. Select the best ideas from your prewriting to construct a working thesis for your essay.
4. Co-construct a preliminary outline for your essay that includes your thesis and supporting topic sentences with relevant examples and details.

Drafting

5. Review the ideas from your prewriting and co-construct a draft of your body paragraphs. Where appropriate, embed quotes from the short story in your essay.
6. Read your body paragraphs and discuss an effective way to introduce and conclude your key ideas. Use a prewriting strategy to generate a draft that demonstrates the parts of effective introductions (e.g., hook/lead, connection, and thesis) and conclusions (response to the levels of questions).

Revising

7. Reread the goal of this workshop. Use the criteria as a checklist for revision. Read aloud your draft to your writing group, and gather feedback based on the criteria of an effective response-to-literature essay.
8. Review your draft for language use. Select ideas to emphasize by incorporating appropriate rhetorical devices, such as appositives and parallelism.
9. Review your draft for coherence:
 - Discuss which transitions can be used to link ideas effectively within and between your body paragraphs. Incorporate at least two into your draft.
 - Discuss ways to revise your draft to enhance style by adding rhetorical devices here appropriate.
 - If your draft contains too many simple, short sentences, try combining them. Discuss sentences that could be improved for clarity or to provide better description. Revise at least three sentences to make a compound, a complex, and a compound-complex sentence.

Editing for Publication

10. Read your draft and peer edit to correct errors in grammar, punctuation, and spelling.
11. Discuss the key ideas present in your essay and generate a list of potentially creative titles. Rank them and select one. Place a title at the top of your essay.

Activity 4: Independent Writing

Prompt: Choose a short story of interest to you, and write a response-to-literature essay. Analyze the text to examine how the writer uses at least two literary devices and/or stylistic techniques to convey meaning or theme. Be sure the essay meets the requirements listed in the goal statement for writing an effective multi-paragraph response-to-literature essay.

Response to Literary or Expository Text

Writing Workshop 9

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
Organizational Structure	<p>The multi-paragraph essay is sophisticated and well written, using an organizing structure appropriate to the purpose, audience, and context. The essay contains:</p> <ul style="list-style-type: none"> • an effective introduction with an engaging lead and strong thesis • coherent and focused body paragraphs designed to contain an insightful topic sentence, relevant textual support, and reflective commentary • a concise conclusion that insightfully captures the ideas presented and shows their larger ramifications. 	<p>The multi-paragraph essay is well organized and contains:</p> <ul style="list-style-type: none"> • an effective introduction with a clear lead and thesis • clear body paragraphs that contain relevant topic sentences, appropriate textual support, and reflective commentary • a clear conclusion that extends ideas presented in the essay. 	<p>The multi-paragraph essay may be disorganized and/or may be missing key structural components. It may contain the following:</p> <ul style="list-style-type: none"> • an unfocused introduction with a limited lead and thesis • limited body paragraphs that may contain inconsistent topic sentences, irrelevant textual support, or vague reflective commentary • a simplistic conclusion that confuses the reader, repeats ideas, or summarizes the essay.
Analysis of Text	<p>The essay contains an in-depth understanding of the reading passage that extends beyond a summary or literal analysis to provide sophisticated and valid inferences.</p> <p>The ideas presented in the essay demonstrate an insightful analysis of the aesthetic effects of an author’s use of stylistic techniques or rhetorical devices and conveys how they affect the reader and/or advance the plot or theme of the work.</p>	<p>The essay contains a clear understanding of the reading passage that extends beyond a summary or literal analysis.</p> <p>The ideas presented in the essay contain relevant information and valid inferences.</p> <p>The essay contains an appropriate analysis of the aesthetic effects of an author’s use of stylistic or rhetorical devices.</p>	<p>The essay displays a vague understanding of the reading passage, presenting misconceptions in the analysis.</p> <p>The essay contains an extensive summary or a literal analysis of the reading passage.</p> <p>The ideas presented contain extraneous or irrelevant information and inferences that are invalid, inconsistent, or repetitive.</p>

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
Writer's Style	<p>The essay contains skillful use of:</p> <ul style="list-style-type: none"> strong and consistent academic voice sophisticated vocabulary and word choice a variety of rhetorical devices used for effect a variety of sentence structures used for effect quotes embedded seamlessly to maintain the flow of ideas with appropriate citations. 	<p>The essay contains:</p> <ul style="list-style-type: none"> a consistent academic voice a variety of rhetorical devices a variety of sentence structures appropriate vocabulary and word choice appropriate use of embedded quotes and correct use of citations. 	<p>The essay contains:</p> <ul style="list-style-type: none"> inconsistent/ inappropriate voice ineffective sentence structure (run-ons / fragments) limited use of rhetorical strategies inappropriate or limited vocabulary and word choice inadequate use of quotes or citations.
Evidence of Writing Process	<p>There is extensive evidence that the writing process was used to produce a text that is ready for publication. The essay demonstrates thoughtful planning, significant revision, and technical command in editing.</p>	<p>There is evidence that the essay reflects the stages of the writing process and demonstrates planning, revision, and editing. Although some errors may be present in the essay, they do not interfere with the reader's comprehension of the text.</p>	<p>There is little or no evidence that the essay reflects the stages of the writing process. The essay demonstrates minimal evidence of planning, revision, or editing. The errors present are distracting or confusing to the reader.</p>
Conventions	<p>The composition contains few or no errors in grammar, spelling, punctuation, or capitalization.</p>	<p>The composition may contain some minor errors in grammar, spelling, punctuation, or capitalization that do not detract from the work.</p>	<p>The composition contains multiple errors in grammar, spelling, punctuation, or capitalization that detract from the quality of the work.</p>
Additional Criteria:			

Comments: _____



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