

| Lesson Information and Activities | | | | | | | Principles of EL Instruction |
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| Lesson Information | | | | | | | |
| Basic Information and Students | | | | | | | |
| Title: Introduction to Critical Lens Essay | | | | | | | |
| Content Area: English Language Arts/ESL | | | | Grade Level(s): 9-12 | | | |
| Unit Description: Students are learning about different forms of writing | | | | | | | |
| Length of lesson: One week--Five 45 minute class periods | | | | | | | |
| Classroom setting (content, ESL, push-in/pull-out, dual language, etc.): ESL self-contained | | | | | | | |
| English learners | | | Number of ELs: 25 | | | | |
| Proficiency Levels (WIDA) | 1 | 2 | 3 | 4 | 5 | n/a | |
| Els (numbers and/or names) | 3 | 5 | 8 | 7 | 2 | n/a | Value students' identities |
| Other relevant student information: Two students came as refugees with interrupted education; 1 student speaks Spanish as well as third indigenous language | | | | | | | |
| Standards and Objectives | | | | | | | |
| <u>Standards:</u> | | | | | | | |
| <ol style="list-style-type: none"> SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, revising, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.9-10.7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; asses the usefulness of each source in answering the research question; integration information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | | | Engage and challenge students |
| <u>Content Objectives:</u> I will be able to... | | | | | | | |
| <ol style="list-style-type: none"> Interpret a literary quote as to the author's purpose Identify works of literature that support my interpretation of the quote Develop the introduction to a five paragraph critical lens essay in a cooperative group activity | | | | | | | |

| Lesson Information and Activities | | Principles of EL Instruction | | | | |
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| <p><u>Language Objectives: I will be able to...</u></p> <ol style="list-style-type: none"> Describe the meaning of a literary quote in my own words both verbally and in writing List in a graphic organizer six literary works and their authors for use in my essay Plan and discuss the elements I will be including in my introductory paragraph with my cooperative group members <p>Assessment</p> <p>Describe how each objective will be assessed.</p> <ol style="list-style-type: none"> Students will orally interpret quotes through a fan and pick activity and then a quote that they choose. Students will list six literary works in the graphic organizer and submit it for feedback before writing their paragraphs. Students work on their introductory paragraphs by brainstorming in heterogeneous groups, writing in their proficiency level groups, and providing feedback on the rubric. Students then assess themselves and turn it all in for grading on the same rubric. <p>Incorporating all four language domains</p> <p>Identify the language demands of the tasks related to each language domain.</p> <table border="1" data-bbox="191 1060 1226 1696"> <tr> <td data-bbox="191 1060 706 1465"> <p>Reading</p> <ul style="list-style-type: none"> Students will research quotes by using bilingual dictionaries and online resources Students are working on interpreting literary works they have read throughout the year </td> <td data-bbox="706 1060 1226 1465"> <p>Listening</p> <ul style="list-style-type: none"> For the Motivation activity, Mix and Match, students need to listen to a partner’s interpretation of a quote and be prepared to share those ideas with a new partner. After writing, students listen to each other’s paragraphs and provide feedback through the rubric, taking notes </td> </tr> <tr> <td data-bbox="191 1465 706 1696"> <p>Writing</p> <ul style="list-style-type: none"> Students record information on the Quote Analysis graphic organizer and on a poster </td> <td data-bbox="706 1465 1226 1696"> <p>Speaking</p> <ul style="list-style-type: none"> Students orally interpret quotes Students orally give feedback on others’ paragraphs, using sentence stems </td> </tr> </table> | | <p>Reading</p> <ul style="list-style-type: none"> Students will research quotes by using bilingual dictionaries and online resources Students are working on interpreting literary works they have read throughout the year | <p>Listening</p> <ul style="list-style-type: none"> For the Motivation activity, Mix and Match, students need to listen to a partner’s interpretation of a quote and be prepared to share those ideas with a new partner. After writing, students listen to each other’s paragraphs and provide feedback through the rubric, taking notes | <p>Writing</p> <ul style="list-style-type: none"> Students record information on the Quote Analysis graphic organizer and on a poster | <p>Speaking</p> <ul style="list-style-type: none"> Students orally interpret quotes Students orally give feedback on others’ paragraphs, using sentence stems | <p>Use multiple tools to inform instruction</p> |
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| <p>Key language (words, phrases, verb tenses, etc.)</p> <table border="1" data-bbox="191 1768 1226 1816"> <tr> <td data-bbox="191 1768 706 1816">General academic language</td> <td data-bbox="706 1768 1226 1816">Domain-specific language</td> </tr> </table> | | General academic language | Domain-specific language | <p>Four language domains</p> | | |
| General academic language | Domain-specific language | | | | | |

| Lesson Information and Activities | | | | Principles of EL Instruction |
|--|-------------------------------|--|--|------------------------------|
| analysis, reference, interpretation | | critical lens, works of literature, author’s purpose, point of view, quote/quotation | | Value students’ identities |
| <p><u>How the lesson will use bilingualism/students’ native languages as resources</u></p> <ul style="list-style-type: none"> • Students are encouraged to use their bilingual dictionaries based on a previous mini-lesson on using a bilingual dictionary • During the motivation activity, quotes from students’ first languages are incorporated and students are encouraged to discuss in English and/or a first language • Beginner students translate quotes into their first language(s) | | | | |
| <u>Materials and Texts</u> | | | | Scaffold instruction |
| Name | Type (e.g., narrative) | Level | Connection to Ss (What will this mean to them? How can you make it even more meaningful?) | |
| <i>Les Miserables</i> | literary fiction | abridged version: W | The students saw the play and acted out their own skits earlier this school year. | |
| <i>La Casa en Mango Street</i> | narrative fiction | Guided reading: W | During guided reading the students who are literate in Spanish read this in their first language earlier this year. | |
| <i>Star Wars</i> | movie | n/a | The students read a synopsis and watched clips from the movie to exemplify the quote about the conflict of good and evil while reviewing the Regents quotes. | |
| <p><u>Supplementary Materials</u></p> <ul style="list-style-type: none"> • Handouts on literary devices • Copies of previous ELA NY Regents • Writing scripts • Graphic organizers identifying works of literature and authors • DVDs of literature based movies • Computers • Bilingual dictionaries | | | | |
| <p><u>Advance preparation</u></p> <ol style="list-style-type: none"> 1. Create agendas with objectives, vocabulary, instructions for activities, and timelines 2. Create quote notecards 3. Create quote writing packets 4. Group students by language proficiency 5. Copy graphic organizers for students | | | | |

| Lesson Information and Activities | Principles of EL Instruction |
|---|---|
| 6. Make poster size copies of the graphic organizers for group work 7. Prepare PowerPoint (PPT) presentation that explains the use of the writing scripts for the introductory paragraphs 8. Get small laptop cart from the computer lab | |
| Lesson Activities | |
| <p>Warm-up</p> <p>Estimated Time: 1 period</p> <p>Focus Objective (#): 1</p> <p>Focus Language Modality/ies: <input type="checkbox"/>Reading <input type="checkbox"/>Writing <input type="checkbox"/>Listening <input type="checkbox"/>Speaking</p> <p>Grouping: <input type="checkbox"/> Independent Work <input type="checkbox"/> Pair <input type="checkbox"/> Small Group <input type="checkbox"/> Whole class</p> <p>Reason for grouping: Students have an opportunity to practice with diverse partners.</p> <p><input type="checkbox"/> First language <input type="checkbox"/> English proficiency <input type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other: diverse partners</p> <p>Building from Prior Learning</p> <ul style="list-style-type: none"> The students have already reviewed several passages and writing prompts from the Regents. Some of these quotes will be used for the Mix and Match activity <p>Activity Steps</p> <p>Objectives</p> <ul style="list-style-type: none"> Students enter the classroom and pick up their binders and daily agendas. Students read the objectives independently and mark their current understanding and ability to master these objectives on a continuum (1-5). The teacher reviews the objectives on the interactive whiteboard, checking for current levels of understanding by having students put up the number of fingers to show the level they checked on the continuum. <p>Motivation Activity: Mix and Match</p> <ul style="list-style-type: none"> Each student gets an index card with a quote on it from the Regents tests that the class has already reviewed. Some quotes are from students' first languages. Intermediate students will translate the quote for discussion in English and for level 1 students, pair them with another native speaker of that language. Students read the card and take notes on their interpretation of the quote. If they do not understand the quote they were given, they can switch with an elbow buddy. Have students stand and walk around the room to find a partner. Each | <p>Engage and challenge students</p> <p>Scaffold instruction</p> <p>Promote interaction</p> |

| Lesson Information and Activities | Principles of EL Instruction |
|--|--|
| <p>Activity Steps</p> <ul style="list-style-type: none"> • Give students an example of a quote that inspires you or display the Inspirational Quotes under the document reader. Ask students if they are inspired by any quotes. Display some examples on the interactive whiteboard. Tell students that for the yearbook they will need an inspirational quote or one that they identify with. Display a sample of quotes from the yearbook alongside student pictures to show the yearbook format. Tell students to turn to a partner and discuss which quote from the list inspires them and why they might consider it as a yearbook quote. They may choose one of the ones on the board or a personal one, including from another language. • Tell students that when you explain what something means in your own words, this is an interpretation. Ask if they've heard that word or part of it before. Talk about interpreters from one language into another and ask how that meaning is related to interpretation. Have a partner talk also about times when one person interprets something the wrong way. What happens? • Tell students that they will be interpreting quotes today and how they relate to readings we've done in class. • Group students into groups based on language proficiency; each group should have at least one student from level 1-2; one from level 3; and one from levels 4-5 • Distribute the quotes that were used for the Mix and Match activity. Ask students to discuss the quotes they liked best. • Each group should choose a quote to work with and the individuals in the group should record it on their Quote Analysis sheet. Ask students to explain the quote in their own words and for levels 1-2 to translate it into their own language • Tell students to research their quote and its meaning by using dictionaries, going online, or finding other resources. • Have student groups record the quote, a translation of the quote in their first language(s), and their English interpretation of the meaning on a poster • On the Quote Analysis sheet, students should record whether they agree or disagree with the author of the quote along with their rationale for the decision • Have students come together as a whole class and list the books we have read as a class • Give an example of a quote that links to several works of literature that we have read as a class (e.g., "All conflict in literature is, in its simplest form, a struggle between good and evil." Relate this to those works of literature that support the quote (<i>Les Miserables</i>, <i>The Odyssey</i>, <i>Star Wars</i>, <i>Great Gatsby</i>, <i>Frankenstein</i>, <i>Hamlet</i>, <i>La casa en Mango Street</i>, <i>Semillas/Seedfolks</i>) and those that do not support the quote (texts where all characters have good and evil characteristics, such as <i>Hamlet</i> or texts where dark characters turn out to be positive ones, such as Darcy in <i>Pride and Prejudice</i>; or texts where | <p>Engage and challenge students</p> <p>Value students' identities</p> <p>Promote interaction</p> <p>Four language domains</p> <p>Value students' identities</p> <p>Scaffold instruction</p> |

| Lesson Information and Activities | Principles of EL Instruction | |
|--|------------------------------|---|
| <p>both major characters are evil (such as the last book of the <i>Hunger Games</i> trilogy). You may also use TV shows or movies, such as <i>Breaking Bad</i> or <i>Star Wars</i> as examples. Ask students to identify other works of literature from the list that may exemplify the quote.</p> <ul style="list-style-type: none"> • Tell groups to turn back to the quotes they selected and identify three works of literature that support their point of view and three works of literature that support the opposite point of view, using the list from the board or books they have read in work outside the classroom or previous years • Tell students that they can also refer to books they've read independently, books in their native language, graphic novels, etc. • Tell students to list these examples of literature on their Quote Analysis graphic organizers as well as their poster papers as well as their analysis of why this quote is exemplified by this text | <p>Scaffold instruction</p> | |
| <p>Scaffolds (including L1 support), differentiation, modifications</p> <ul style="list-style-type: none"> • Teacher models • Students work in groups based on language proficiency • Students may work in their first language • Students are given a list of quotes to consider and brainstorm a class list of the literature they've read so far this year • Students have a graphic organizer | | <p>Use multiple tools to inform instruction</p> |
| <p>Formative Assessment</p> <ul style="list-style-type: none"> • Circulate the room to see how groups are doing with selecting and analyzing quotes as well • Group brainstorm list and discussion of examples • Collect the graphic organizer, Quote Analysis and review the students' list of texts | | |
| <p><u>Practice/Application</u></p> <p>Estimated Time: 1.5 periods</p> <p>Focus Objective (#): 3</p> <p>Focus Language Modality/ies: <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking</p> <p>Grouping:</p> <p><input type="checkbox"/> Independent Work <input type="checkbox"/> Pair <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Whole class</p> <p>Reason for grouping: Students are working in small groups and need to focus on writing for their skill level</p> <p><input type="checkbox"/> First language <input checked="" type="checkbox"/> English proficiency <input type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other:</p> <p>Building from Prior Learning</p> <ul style="list-style-type: none"> • Guided writing is an established routine | | |

| Lesson Information and Activities | Principles of EL Instruction |
|--|------------------------------|
| <p>Activity Steps:</p> <p>Graphic organizer → text</p> <ul style="list-style-type: none"> • Students will next group into their guided writing groups by proficiency levels: beginner (levels 1-2); intermediate (3) and advanced (4-5) • Groups should move to their guided writing area • Each group will get a copy of the Critical Lens Script to use as a guide • Model for the whole class the use of the intermediate script by displaying the sample quote on conflict. • Tell students to pick TWO of the texts that are the best examples to write about (e.g., that best exemplify the quote, that the student knows best, etc.) • Elicit student responses to fill in the blanks. Leave this sample up as a model <ul style="list-style-type: none"> ○ Beginner group (levels 1-2): <ul style="list-style-type: none"> ▪ Students work with the teacher ▪ One student shares his quote and graphic organizer ▪ As a group, everyone provides feedback and assists the student in filling out the script, choosing the literary works, and choosing correct words for explanations ▪ This is posted on chart paper as a model; students use post-it notes to give feedback on wording ▪ Students pair up to write their own examples ▪ Students with literacy in their first language may write in that language ○ Intermediate group (level 3): <ul style="list-style-type: none"> ▪ Students will share and review their quotes and analyses with peers to double check their interpretations ▪ Students will then receive feedback from the other group members as to which literary works will be support their points of view and quote interpretation ▪ Once everyone has finished the discussion, each will use the script to write out their introductory paragraph. Students are allowed to consult with a partner in regards to word usage, grammar, and sentence structure. ○ Advanced group (levels 4-5) <ul style="list-style-type: none"> ▪ Students will work individually to write their essay introduction ▪ Students will use graphic organizers, bilingual dictionaries, worksheets on literary devices and their terms and teacher model. Students are allowed to use basic script as a point of reference, but should rephrase. They are also allowed to consult with a partner with regards to word usage and sentence structure. | |

| Lesson Information and Activities | Principles of EL Instruction |
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| Scaffolds (including L1 support), differentiation, modifications <ul style="list-style-type: none"> • Teacher models • Script is available • Students work in groups/pairs • Scaffolding is gradually released as students gain proficiency students work with fewer scaffolds | |
| Formative Assessment <ul style="list-style-type: none"> • Teacher works directly with level 1-2 students • Teacher circulates to guide writing process for each group | |
| <p>Wrap-Up/Evaluation</p> <p>Estimated Time: 1 period</p> <p>Focus Objective (#):</p> <p>Focus Language Modality/ies: <input type="checkbox"/>Reading <input type="checkbox"/>Writing <input type="checkbox"/>Listening <input type="checkbox"/>Speaking</p> <p>Grouping:</p> <p><input type="checkbox"/> Independent Work <input type="checkbox"/> Pair <input type="checkbox"/> Small Group <input type="checkbox"/> Whole class</p> <p>Reason for grouping: Students should get feedback from peers who worked toward the same goals</p> <p><input type="checkbox"/> First language <input type="checkbox"/> English proficiency (homogeneous) <input type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other:</p> <p>Building from Prior Learning</p> <ul style="list-style-type: none"> • Students work frequently in these guided writing groups with a similar rubric | |
| <p>Activity Steps</p> <ul style="list-style-type: none"> • Whole class: Share the rubric with students by displaying it under the document reader • Students continue to work in their guided writing groups by proficiency level (Beginner, Intermediate, Advanced) • Circulate to each guided writing area and indicate the level that each proficiency level needs to attain on the rubric to get an A on this assignment (Advanced: 4; Intermediate: 3; Beginner: 2) • Remind students that they then need to identify what they need to do to get to the next level by writing their own “goals” in the right hand column • Each student should read his/her paragraph to the group • Group members take notes during the reading and use the rubric to assess • Each member of the group gives a compliment, asks clarifying questions, and provides feedback on how to improve the writing using the sentence stems provided on the critical lens essay rubric. • The reader should collect all of the rubrics and write their own goals to get to the next level of the rubric • This process is repeated until each member has read and collected the rubrics related to their paragraph | <p>Four language domains</p> <p>Promote interaction</p> <p>Four language domains</p> |

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|--|--|
| | Value students' identities |
| Scaffolds (including L1 support), differentiation, modifications <ul style="list-style-type: none"> • Rubrics and feedback discussion are scaffolded and goals are differentiated by proficiency level • Allow level 1-2 students to provide feedback in the first language • Sentence stems | |
| <u>Extension Activities/Assignments</u> <ul style="list-style-type: none"> • Students should make necessary changes based on the feedback they received and will hand in a new final paragraph and graphic organizer • The teacher will grade: <ul style="list-style-type: none"> ○ the first draft of the paragraph for an individual grade; ○ the final draft of the paragraph for an individual grade; ○ rubrics for group work grade ○ poster size graphic organizers for group grades • Subsequent days, students will work on paragraphs 2-5, with final versions being put together into one essay | Use multiple tools to inform instruction |
| <u>Bonus Points:</u> Plans to engage with Community, Parents and other Educational Stakeholders <ul style="list-style-type: none"> • Have students write a guide or PowerPoint presentation on how to choose and interpret a yearbook quote; share this with the yearbook club for distribution to the senior class | Engage all stakeholders |

Inspirational Quotes

**What lies behind us and what lies before us are tiny matters compared to what
lies within us**

--Henry Haskins

The journey of a thousand miles begins with one step.

--Lao Tzu

El que puede cambiar sus pensamientos, puede cambiar su destino.

--Manuel Campaña

An obstacle is often a stepping stone.

--Prescott

The man who has confidence in himself gains the confidence of others.

--Hasidic proverb

**Do not go where the path may lead, go instead where there is no path and leave
a trail.**

--Anonymous

لَا تَسْتَصْغِرُ بِصَفَائِرِ الشَّرِّ

(Never underestimate small sparks)

The future depends on what we do in the present.

--Mahatma Gandhi

Literary Quotes Mix and Match

“That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong.”

— F. Scott Fitzgerald

“A classic is a book that has never finished saying what it has to say.”

— Italo Calvino, *The Uses of Literature*

“Life is not a PG feel-good movie. Real life often ends badly. Literature tries to document this reality, while showing us it is still possible for us to endure nobly.”

— Matthew Quick, *The Silver Linings Playbook*

“People wonder why the novel is the most popular form of literature; people wonder why it is read more than books of science or books of metaphysics. The reason is very simple; it is merely that the novel is more true than they are.”

— G.K. Chesterton

“Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become.”

— C.S. Lewis

“I suggest that the only books that influence us are those for which we are ready, and which have gone a little further down our particular path than we have yet gone ourselves.”

— E.M. Forster

“Books may not change our suffering, books may not protect us from evil, books may not tell us what is good or what is beautiful, and they will certainly not shield us from the common fate of the grave. But books grant us myriad possibilities: the possibility of change, the possibility of illumination.”

— Alberto Manguel

“What is wonderful about great literature is that it transforms the man who reads it towards the condition of the man who wrote.”

— E.M. Forster

“Literature is always personal, always one man's vision of the world, one man's experience, and it can only be popular when men are ready to welcome the visions of others.”

— W.B. Yeats

“Literature is the safe and traditional vehicle through which we learn about the world and pass on values from on generation to the next. Books save lives.”

--Laurie Anderson

“The answers you get from literature depend on the questions you pose.”

— Margaret Atwood

“In great literature, I become a thousand different men but still remain myself.”

— C.S. Lewis

“Literature always anticipates life. It doesn't copy it but moulds it to it's purpose.”

— Oscar Wilde

Critical Lens Essay – Script (Beginner 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).

Critical Lens Essay – Script (Intermediate & Advanced 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).

Critical Lens Essay – (Guided Practice Sample) – A 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 Misérables*, 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.

Critical Lens Essay – (Guided Practice Sample) – A & I 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.

Critical Lens Essay – (Guided Practice Sample) – I 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.

Critical Lens Essay – (Guided Practice Sample) – B 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.

Name: _____

Other Group Members: _____

Date: _____

Quote: _____

In my first language, _____, this quote can be translated as...

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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Adapted Rubric for Critical Lens Essay

| Quality | 4 | 3 | 2 | 1 | 0 | Goals for next time |
|---|--|---|--|--|--|---------------------|
| Meaning: level of understanding, interpretation, and analysis of task and text | Provide interpretation of the critical lens (quote) that is faithful to the complexity of the statement and establishes a full analysis. | Provide a reasonable interpretation of the critical lens that begins the analysis and makes explicit connections between criteria and texts | Provide a simple interpretation of the critical lens that suggests some criteria for analysis, some superficial connections to text | Provide confused or incomplete interpretation of the critical lens 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 texts | Develop some ideas more fully than others 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 | |
| Language use: how responses shows the awareness of audience, and purpose through effective use of words, sentence structure, and sentence 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 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. Exhibits some attempt 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 conventional spelling, paragraphing, capitalization, and grammar usage. | Demonstrates control of the conventions with essentially no errors and use of 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 English | |
|---|--|---|---|---|--|--|

Feedback Conversation Stems

One way that you could improve your introductory paragraph is to...

I like how you...

When you edit, some conventions of language that you should check are...

In your introductory paragraph, you showed ideas from a text by...

One text that is/is not an example of your quote is...

I think that your interpretation of the quote was...

Final Compliments and Feedback: