

# LA- TPN Analyze a Text to Support Extended Writing


GRADES

8 - 12






DISCIPLINE

 ELA

COURSE

 Remedial/Transitional ELA; 9th grade ELA; Any course where document analysis and extended writing is used

| PACING  | SKILL AND DEFINITION   | PRODUCT AND PROMPT  | SCORING GUIDE   | INSTRUCTIONAL STRATEGIES  |
|---------|--|---|---|---|
| 50 mins | <p><b>POST-READING &gt; ENHANCING COMPREHENSION:</b> Ability to analyze a text for specific information in order to deepen understanding, identify specific details and evidence, and synthesize information for extended writing.</p> | <p><b>LA- TPN ANALYZE A TEXT TO SUPPORT EXTENDED WRITING</b></p> <p>After reading an article, apply an in depth analysis by gauging how your understanding changed, identifying specific evidence from the text that enhanced your understanding, then using the analysis to write a short essay answering the following question: After a careful analysis of the details and evidence, what critical mistakes did the prosecution make in this case and how did it affect Shareef?</p> <p><i>*Substitute any specific question that requires analysis of a reading.</i></p> | <p><b>Scoring for Analyzing Organizer</b></p> <ul style="list-style-type: none"> <li>Exemplary- Student adequately completed all sections, clearly explained his/her understanding, pulled relevant evidence that supported the prompt, used all pieces of evidence in the brief analysis</li> <li>Needs Improvement- Student did not complete all sections, was unable to explain understanding, and/or pulled irrelevant or insufficient evidence to support the prompt, and/or was unable to pull the evidence together for the analysis.</li> </ul> | <p><b>Modeling/Instruction (25 Minutes)</b></p> <ol style="list-style-type: none"> <li>Explain to students the purpose and outcome of analyzing documents vs. ordinary reading. Set the purpose for this analysis by reading your prompt. <i>(Use selected pieces of attached Power Point targeting the analysis portion if desired)</i></li> <li>Provide students with the Analyzing Text handout (attached) and prompt them at each section with an explanation of what is needed to complete the section.</li> <li>Before starting the "My Understanding" section, model your thinking using a <b>Think Aloud</b> of how you would come up with your understanding. Allow students to explain their own understanding on the space provided. Continue modeling each section as needed. <b>Physically show the annotation/underlining of evidence</b> and writing out to the side to EXPLAIN why the evidence "counts". Allow students to complete their section alone finding new evidence, circulate to make sure they stay on track.</li> <li><i>For scaffolding or if students in small group need extra support, use the attached ACE (Answer, Cite, Explain) strategy. See mini-task for ACE strategy if needed.</i></li> </ol> |

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|--------|---|--------------------|---------------|--------------------------|
|        | <p>Standards:</p> <p><b>RI.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.9-10.2</b> : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9-10.3</b> : Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>W.9-10.1</b> : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Additional Attachments:</p> <ul style="list-style-type: none"> <li> <b>Analysis Scaffold/Organizer for the Article</b></li> <li> <b>Video and News Article "A Teen on Death Row"</b></li> <li> <b>Scaffolded Support- Citing Text Evidence Chart</b></li> <li> <b>Analyzing Organizer Students 1-4.pdf</b></li> <li> <b>Extended Writing Samples from Analysis (Not Scored in this mini-task).pdf</b></li> </ul> |                    |               |                          |

by Gerald Kimball and Kimberly Eckert