

Sample CAL SIOP Lesson Plan - Critical Lens Essay

Grade/Class/Subject: ELD/ESL – Grades 9-12 **Unit/Theme:** Critical Lens Essay Writing
Time/Duration: Three 60-minute class periods

Content Objective(s) [CO]: Students will be able to:

1. analyze a literary quote (using critical lens) as to author’s purpose
2. identify works of literature that support my analysis of a literary quote
3. develop the introductory paragraph to my critical lens essay based on my literary analysis

Language Objective(s) [LO]: Students will be able to:

1. describe the meaning of a literary quote in my own words
2. list in a graphic organizer four literary works and their authors for use in an essay
3. write a grammatically correct introductory paragraph for my critical lens essay

<p>Key Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">Critical lens</td> <td>Protagonist</td> </tr> <tr> <td>Literary devices</td> <td>Antagonist</td> </tr> <tr> <td>Analysis</td> <td>Works of Literature</td> </tr> <tr> <td>Author’s purpose</td> <td>Point of View</td> </tr> <tr> <td>Reference</td> <td></td> </tr> </table>	Critical lens	Protagonist	Literary devices	Antagonist	Analysis	Works of Literature	Author’s purpose	Point of View	Reference		<p>Supplementary Materials:</p> <p>Handouts on Literary Devices, Copies of the Rubric, Graphic Organizers for Identifying works of literature & authors, Laptop computers, Bilingual dictionaries & glossaries</p>
Critical lens	Protagonist										
Literary devices	Antagonist										
Analysis	Works of Literature										
Author’s purpose	Point of View										
Reference											

CAL SIOP Features		
<p>Preparation</p> <p><input type="checkbox"/> Adaptation of Content</p> <p><input type="checkbox"/> Links to Background</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p>	<p>Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided practice</p> <p><input checked="" type="checkbox"/> Independent practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>	<p>Grouping Options</p> <p><input checked="" type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Small groups</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent</p>
<p>Integration of Processes</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Listening</p>	<p>Application</p> <p><input type="checkbox"/> Hands-on</p> <p><input checked="" type="checkbox"/> Meaningful</p> <p><input checked="" type="checkbox"/> Linked to objectives</p> <p><input type="checkbox"/> Promotes engagement</p>	<p>Assessment</p> <p><input checked="" type="checkbox"/> Individual</p> <p><input checked="" type="checkbox"/> Group (Pairs & Triads)</p> <p><input checked="" type="checkbox"/> Written</p> <p><input type="checkbox"/> Oral</p>

Lesson Sequence

1. Introductory Activity (Warm-Up): Choosing a quote.

- a. As students enter the room, they will pick up their binders and daily agendas. They will read the CO & LO for the day and annotate them with any questions or predictions.
- b. Students will be seated in groups of three as they enter the room.
- c. Each group will receive a group of cards each listing a Critical Lens quote
- d. Groups will then analyze each quote. After discussion in regard to what the quotes mean, each group member will choose a quote they wish to work with.
- e. Students will then be grouped in accordance with the quote they choose.

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2. The teacher will display the COs & LOs onto the screen for a quick review and discussion.
3. Each group will then work together to analyze their quote. Groups will have access to a laptop/internet and bilingual dictionaries/glossaries to assist them in finding the meanings of their quotes. They will then write out their quote and its analysis onto a graphic organizer. Each student will then individually identify whether they agree or disagree with the author of the quote.
4. Students will then identify two works of literature that support their point of view regarding the quote. They will then identify two works of literature that support the opposite point of view.
5. **Graphic to text:**
Students will then take their completed graphic organizers and meet at their guided writing groups' area for the writing component. Each student will receive a paragraph frame to use as a guide to write their introductory paragraph. The teacher will model for the whole class the use of the script through a PowerPoint presentation using a quote not given as a student choice. Teacher will elicit student responses to fill in the blanks. In this way the whole class writes the paragraph together. The sample will then be left up as a model.

Groupings: Based on language proficiency

B – group – Beginner proficiency (Newcomers, SLIFE, Levels 1-Low 2)

Students will work with the teacher as a group. One student volunteers to share their quote and graphic organizer. As a group, everyone provides feedback to the student. The group will then assist the student in filling out the script, choosing the literary works, choosing correct words for explanations. This is copied onto chart paper to use as a model. The rest of the students will then pair up and work as a team to do the same with their own quotes. These will be put on chart paper for review. The group will review the charts and make suggestions for improvement using post-it notes. Final versions will be copied.

I – group – Intermediate level proficiency (High Level 2 – Low 3)

Students will share and review their quotes and analyses with peers to double check their interpretations. Each student will receive a feedback sheet to fill out during the discussion. Students will then receive feedback from the other group members as to which literary works will best support their points of view and quote interpretation. Group members will sign off on the feedback sheet for the student. 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 regard to word usage, grammar, and sentence structure.

A – group – Advanced proficiency (High Level 3-5, F-ELs, & Native English Speakers)

Students will work individually to draft their essay introduction. They will utilize their graphic organizers, bilingual dictionaries, worksheets on literary devices and terms, and

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teacher model. They are allowed to consult with a partner in regard to word usage and sentence structure.

Extension:

6. The same format will be followed on subsequent days for paragraphs 2-5.
7. Final versions will be put together into one essay.
8. Peer editing will be used to review to proofread and revise.

Grading:

9. Students will be broken up into review teams for each essay section. B-group will be grouped together so they can work with the teacher. The I-group and A-groups will be randomly assigned a review group.
10. Each review team will be given a copy of the rubric (rubric was already taught and discussed during a previous lesson).
11. The teams will get two essays each to read, and grade based on the rubric. Feedback sheets will be attached to each essay where the students will write their comments and suggestions.

Reflections

12. The teacher will review each essay, rubric, and student comments.
13. Round Table discussion will be held for each piece of the essays until students have a final product.

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Sample Critical Lens Essay Graphic Organizer

Name: _____ Other group Members: _____
Date: _____ _____

Quote:

Analysis:

I agree with this quote because...

I disagree with this quote because...

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