*English Instructional Plan – Writing and Revising a Response to Literature*

**Primary Strand: 6.7, 7.7, 8.7, 9.7- Writing**

**Integrated Strand/s: The student will write in a variety of forms, to include narrative, expository, persuasive, and reflective, with an emphasis on narrative and reflective writing.**

**Essential Understandings:**

* understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing
* understand that writing should be purposefully crafted with attention to
  + deliberate word choice
  + precise information and vocabulary
  + sentence variety
  + tone and voice

**Essential Knowledge, Skills, and Processes:**

* Compose with attention to central idea, unity, elaboration, and organization
* Analyze and use mentor texts as models for writing
* Use narrative techniques, such as pacing and description, to develop experiences, events, and/or characters

**Primary SOLs:**

**6.7 c** Use a variety of prewriting strategies to generate and organize ideas.

**6.7 j** Select vocabulary and information to enhance the central idea, tone, and voice.

**Reinforced (Related Standard) SOL:  
6.1** The student will participate in, collaborate in, and report on small-group learning activities., **6.7 d** Organize writing to fit mode or topic.

**6.7 h** Write multi-paragraph compositions with elaboration and unity.

**6.7 l** Revise writing for clarity of content including specific vocabulary and information.

**Academic Background/Language:**

Students will need to be familiar with vocabulary related to the elements of word choice and historical vocabulary related to World War II, Japanese Internment**.** Students will also need to be familiar with vocabulary related to writing, including brainstorming, planning, and drafting and revising.

## Materials

* Copies of texts from text set on Japanese Internment, or another that incorporates fiction and nonfiction)
  + Suggested fiction text: “Letter from a Concentration Camp,” by Yoshiko Uchido, or another fiction text with vivid word choice
  + Suggested paired text : Speech or transcript (whole or excerpt: TED Talk “Why I love a Country that Betrayed Me,” by George Takei (Text version at [Common Lit Website](https://www.commonlit.org/en/texts/why-i-love-a-country-that-once-betrayed-me))
  + Suggested Nonfiction paired text: whole text or excerpt from “Japanese Relocation During World War II” (available at [Common Lit](https://www.commonlit.org/en/texts/japanese-relocation-during-world-war-ii)) or a selection from the [Manzanar National Historical Site](https://www.nps.gov/manz/learn/historyculture/index.htm)
* Copies of the attached planning organizer
* Method to display a teacher model of a writing (Document camera, chart paper, projector, etc.)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Teacher will display journal that asks students to skim “Letter from a Concentration Camp” and then write in response to the following prompts:
  + How would you feel if you were Jimbo’s friend receiving this letter? What would surprise you? What would make you angry? What would make you happy?
* Teacher will ask students to consider what makes the two sentences different for a reader. Students respond first in writing and then aloud via partner or whole class discussion.
* Teacher will explain that today students will be continuing to explore the topic of Japanese Internment by pretending to be the friend who received the letter read previously.
* Teacher will distribute the graphic organizer for prewriting the letter.
* Teacher will model how to use the organizer by completing a few details with the class.
* Teacher will direct the students to work in small groups to brainstorm and list as much information as they can in each box.
* Teacher will allow groups to share ideas based on their brainstorming.
* Teacher will review letter writing convention if needed and allow students to use their brainstorming to write a rough draft of their letters. Teacher will also need a sample draft. It can be written ahead of time, but writing it with your students and modeling can also be powerful.
* When done, teacher will direct the class to discuss previous lessons on word choice and to think about why word choice is important. Students can return to “Letter from a Concentration Camp” to find specific examples to guide this discussion.
* Teacher will remind students that word choice is a way to bring writing to life by enhancing the voice and tone in a piece. It can help a reader better understand what is being said, better imagine what is being described, and better experience the emotion behind a piece.
* Teacher will tell students that they will be working in partners to help each other find good places to revise their word choice, but that the teacher will show them how by sharing his or her draft so they can all be her partner.
* Teacher will take out his or her rough draft and display it for students. Teacher will direct students to listen to the rough draft, paying attention to where more specific word choice or more precise language would help improve the draft.
* Teacher will call on students to point out these places and explain why, either as it is read or after it is read and teacher will highlight them on her draft.
* When done, teacher will model choosing a few additional places that he or she has noticed while rereading and highlight those as well, thinking aloud the reasons why.
* Teacher will then have partners share papers and repeat this process. Teacher will circulate around the room, assisting as needed and helping prompt choices for groups who struggle.
* Teacher will have students return to their own papers and refocus for the next step. Teacher will point out that the highlighting is a set of suggestions, but that the author has to be deliberate in revising their word choice, so the ultimate choice will be up to them as they try to improve their piece. Teacher can model this by pointing out a place in his or her draft where he or she will and will not want to revise the word choice and explaining why.
* Teacher will then have students revise their drafts to improve their word choice. Teacher will conference with students as needed while they draft.
* When done, teacher will have students reflect on how revising the word choice changed their draft in writing and then have students share.

**Assessment (Diagnostic, Formative, Summative)**

* Teacher will review students’ graphic organizer to determine who will need most help drafting.
* Teacher will monitor small group discussion to determine who will need most help revising.
* Teacher will formatively assess student understanding and written expression through the rough draft and the revised draft.

**Writing Connections:**

* Students will plan and compose a letter in response to literature in groups and alone.

## Extensions and Connections (for all students)

* Students could incorporate evidence from the paired texts into their brainstorming and planning for the letter (specifically with the question about the “terrible mistake”).
* Student could revisit this draft to revise for other purposes.
* Students could revisit this draft to practice editing for a specific and recently taught grammar skill.
* Students could apply this word choice revision to other writings and projects.
* To adapt for 9th grade, follow letter writing with persuasive writing exercise related to the topic and student interest.

## Strategies for Differentiation

## Pair readers strategically to provide support for struggling students.

## Target specific groups of students for support during work for writing conferences.

## Work with a selected small group of students in planning the letter to ensure success

## Provide resources to help students improve word choice, like word lists, thesauruses, and/or lists of suggestions for word choice like adding imagery, adding adverbs, using more precise verbs or nouns, etc.

## Provide sentence stems for narrative writing, like:

## *One day, I\_\_\_\_*

## *I realized I was in trouble when…*

## *It became clear that…*

## *Before long, I…*

## *I began to feel…*

## *I soon discovered…*

## *With each passing minute*, *I…*

## *Soon after…*

## *This led to…* *I was \_(emotion)\_ when you said \_\_\_\_\_\_.*

*Note: The following page is intended for classroom use for students as a visual aid to learning.*

