

PASSAGE AND WRITING PROMPT ANALYSIS

Thursday, October 25th, 2018 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

READ, ANNOTATE, AND TIP

Over the past few weeks, your students have had a chance to practice annotation, learned how to TIP prompts, looked closely at sample essays to see what is required on the AIR test, and crafted a writing acronym. This week's lesson will pull upon each of those past lessons. It asks students to analyze both a passage and a writing prompt.

-Hand out or share digitally this excerpt from [The Count of Monte Cristo](#). Read it aloud to the class. Then, ask the students to draw a dramatic situation chart in their notebooks and fill it in as they silently read the excerpt a second time. The dramatic situation chart is included on both the [Close Reading Annotation Guide](#) and [Close Reading Annotation Bookmarks](#) which can be found on the [English 6-12 Webpage](#) at the "[ELA Strand Resources](#)" Quick Link. (See visual below.) NOTE: Students can use dramatic situation charts on the AIR test by drawing them on their allotted scratch paper.

Make a dramatic situation chart.

Who is speaking or narrating?	
To whom?	
About what/subject?	
When/Where?	
Why/Purpose?	
Tone?	

-Ask each student to turn and talk to a neighbor (three to five minutes) about the excerpt from [The Count of Monte Cristo](#) and what they included on their dramatic situation charts.

-Next, hand out, display, or share with the students this [How to Write a Theme Statement](#) sheet. Use it to remind the students that themes are not topics or subjects, but topics or subjects could lead to themes. Have the students turn and talk to a neighbor about how what they wrote in their dramatic situation charts in the "About what/subject" line could be made into a theme for the passage. Then ask a few pairs to share their subject and a theme for the passage that could be based upon that subject. Redirect where the students are off-track. If needed, throw out some examples, such as these ones.

About what/subject: a prisoner allows himself to hope and decides to live when he hears another prisoner trying to escape/ Theme: One can get hope by witnessing the determination of others.

About what/subject: despair and hope of a prisoner/ Theme: People can overcome despair with hope.

About what/subject: a dying prisoner becomes joyful and finds the will to live after hearing a fellow prisoner trying to escape / Theme: Human beings can be inspired to live by the example of others.

-Next, direct the students to **TIP** the prompt at the end of the excerpt from *The Count of Monte Cristo* by finding the **Task**, **Indicators** needed, and **Points** they could make. If needed, you can show them this [PDF](#) from the October 11th lesson to clarify what TIP means. Students may do the steps by boxing the Task (T), underlining the Indicators (I), and listing the points beside the prompt. (P). They should realize that the task clearly details the points they are to make in the body of their essays.

PROMPT: Construct a multi-paragraph written response in which you identify a theme from the text and analyze how the theme is developed through character, setting, and/or plot. Your response must be based on ideas and information that can be found in the passage.

Manage your time carefully so that you can:

- review the passage;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to:

- include an introduction;
- use evidence from the passage to support your explanation; and
- include a conclusion.

P

- The theme of the text, people can overcome despair with hope, is developed through the thoughts and actions of the character Edmond.
- The jail cell setting helps grow the theme that people can overcome despair with hope.
- The theme that people can overcome despair with hope is advanced by the plot line.

-Finally, ask students to work in groups of four to highlight or underline sentences/phrases from the *The Count of Monte Cristo* excerpt that could support each of the points they listed from **TIP**ping the prompt (one about character developing the theme, one about setting developing the theme, and one about plot developing the theme). Tell them to use three different colors or writing utensils. Then display the excerpt from *The Count of Monte Cristo* and have students say what they highlighted and discuss if those highlights could serve as evidence for each of the points.

OPTIONAL EXTENSION OF THE LESSON

-NOTE: You can choose to extend this lesson into other days by having the students use the writing guide acronym they created last week to write an essay based upon the prompt. If your students did not create a writing guide acronym, they could use the [Completed Writing Outline Graphic](#) from last week's lesson to clue them into what needs to be included in their introduction, body paragraphs, and conclusion.