

TITLE OF LESSON

English 2 Unit 1 Lesson 16 – Evaluating Short Story

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, W1.0-2, 1.4, 1.6-7, 2.0, 2.2a-d

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MATERIALS

Graded binders  
Graded Evaluation Essay #1  
Graded **Circle Diagrams** from Lesson 13  
**Essay #2 Requirements** sheet – Student Page  
**Evaluation Rubric** (posted in the room so students can easily see it) – Student Page

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LESSON OBJECTIVES

- To set realistic and attainable goals for the next essay grade
  - To transfer ideas in note form to a logical, organized essay
  - To complete a first draft of Evaluation Essay #2
  - To apply literary devices to a short story for the purpose of evaluating it
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Pass back all graded binders, Evaluation Essay #1, and completed Circle Diagrams for their short stories in Lesson 13 (if you have not already handed these back). Have students leave all of these out on their desks.
- 2) [Daily Log](#) – Have students copy the Daily Log below.

Lecture					
Date	Journal	Discussion	Activity	Readings	Homework
			1. Silent Reading 2. Goal setting 3. Writing a first draft of Essay #2		Continue reading your novel.

- 3) [Silent Reading](#) – Read for 20 minutes with the class. At the end of 20 minutes, ask for a volunteer to tell a part of the novel that was particularly interesting. Be sure they tell why. If no one volunteers, you tell one part of your novel that was particularly interesting and why.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. [Goal Setting](#) – Ask students to look at the rubric grade (quality grade) they received on Essay #1, their first formal grade. Then have them look at the overall grade they received (the work they put into the essay grade). Tell them that today they will be writing their second essay. Ask them to decide what rubric grade they would like to earn and what overall grade they would like to earn. On a separate sheet of paper with their name on it, have them write the grade they would like to earn for the rubric and for the grading procedure for Essay #2. Next to each, have them decide what specific things they need to do to earn that grade. For instance, they might say that for the overall grade they will get their first and second draft done on time. They will make sure they

add the changes their partner asks them to make in the revisions. For their rubric grade, they might say they will make sure they have two pieces of evidence from the text that support their reasons and a good restatement of their thesis statement in their conclusion. Give them five minutes to complete this activity. Then have them turn it in.

2. **Portfolio** – Next, tell them to place Essay #1 with all of its drafts in their portfolios. Remind them that their portfolios never leave the room. Portfolios are a demonstration of their mastery of skills. They are a demonstration of growth over a period of time, proof they are learning.
  3. **Writing a First Draft** – Hand out **Essay #2 Requirements**. Briefly review the instructions up to STEP 2. This is all they will be expected to complete today. Point out that they already completed STEP 1 in Lesson 13. Today, they will focus on writing the first draft of their essay, using their Circle Diagram. Tell students they will have the rest of the period to complete their first draft.
  4. Give them the rest of the period to write. Remind them that if they finish the first draft in class, they will have no homework tonight. The important thing is that they write without talking to each other.
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#### HOMEWORK

- 1) Complete the first draft of Essay #2.
  - 2) Continue reading your novel.
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#### GROUP ROLES

None

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#### DOCUMENTATION FOR PORTFOLIO

Evaluation Essay #1