

Teaching Descriptive Writing through Literature

Name: **Adeel Khalid**

Lesson Time: **60 minutes each lesson**

Lesson topic: **The Dying Sun by James Jeans**

Grade/Age: **K-12**

Language Level: **Intermediate**

Levels of Engagement	Learning Objectives	Activities	Time	Assessment
Lesson I Prepare	After having read the given texts in groups, K-12 students will be able to identify several rhetorical strategies and situations including purpose, audience, voice and meaning in a text, with a mastery of 85%	Pre-Reading task:		
		The teacher will ask students to take their Mobile phones and search ‘The Big Bang Explosion’ on Google Images and find their favorite image ‘Sun Setting Image’ online https://www.google.com/search?biw=1366&bih=657&tbm=isch&sa=1&ei=OniaXIzdBo6qUJTGI5gH&q=big+bang+theory+explosion+pic&oq=big+bang+theory+explosion+pic&gs_l=img.3...19386.22518..22825...0.0..0.661.2178.2-1j1j1j2.....1....1..gws-wiz-img.XahlLW1IH5w	5 mins	Individual activity through class participation
		Then the teacher will ask students to move around the class and see whether any other student/s have the same image as theirs.	5 mins	
Then the teacher will elicit responses from different students the reason why would they select this image.	5 mins	The teacher will elicit their responses through class discussion.		
Present (Students to discovery Elicit; Lead)	<ol style="list-style-type: none"> 1. The teacher might also ask what is ‘Big Bang Theory’. 2. How the universe was came into being? 3. What do they know about Solar System? 		5 mins	

<p>Practice (Meaning ful language use Controlle d) Perform</p> <p>(Perform ance-</p>		<p>The students are already familiar with the PAWS Rule and the teacher will revise it again for the students.</p> <p>Discuss the rule of PAWS:</p> <p>a) Purpose—what is the writer’s purpose? Is the writer trying to inform, persuade, entertain, etc.?</p> <p>b) Audience—who is the audience, and what are the author’s assumptions about this group?</p> <p>c) Writer—how does the author come across in the work? Does the author seem knowledgeable?</p> <p>d) Subject—what is the subject of the text?</p> <p>Main Activity:</p> <p>While-reading task: Then the teacher will divide the class into 6 groups and assign the different parts of ‘The Dying Sun’ text to each group. On the first go, students are expected to focus on reading for understanding the text (e.g. skimming, scanning to get information) whereas in the second go, they are expected to focus on reading for language (e.g. analyzing, the grammar, vocabulary)</p> <p>The teacher will distribute chart papers and instruct the students to document their responses on it as a group.</p>	<p>30 mins</p>	<p>Assessment: Students will be assessed through their reading comprehension skills like skimming and scanning the text</p> <p>Read a text in the class in groups and analyze it in terms of purpose, audience, writer, and subject.</p> <p>By displaying and presenting their posters</p>
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<p>based assessment)</p>		<ol style="list-style-type: none"> 1. The teacher will ask students to underline all the cohesive devices on the assigned text 2. Predict what the big bang theory is? 3. Skim the text and scan the meaning of each text 4. Guessing the meaning of vocabulary from context 5. Give a new title to Text <p>Post-reading task:</p> <p>Sharing their responses/chart papers with their fellows by displaying it in the class</p>	<p>10 mins</p>	
<p>Lesson II</p> <p>Prepare (Review/ Build interest)</p> <p>Present (Students to discovery Elicit; Lead)</p>	<p>Given the opportunity to work in pairs K-12 Students will be able to select a topic and apply techniques of invention successfully while planning their text that illustrates several techniques like brainstorming, enlisting, arranging, sequencing, mapping in their pre-write stage, and draft with an oral feedback</p>	<p>Introduction: Reviewing of PAWS Rule:</p> <ol style="list-style-type: none"> a) Purpose b) Audience c) Writer d) Subject <p>Introduce them with a variety of invention strategies including but not limited to brainstorming, listing, clustering, and free writing.</p> <p>Main Activity:</p> <p>The teacher will put students in pairs and can start from snowball brainstorming and this brainstorming will lead to enlisting and clustering of ideas.</p> <p>The teacher will provide them a worksheet that includes a topic and they will pair-share and complete the task. (This</p>	<p>05 mins</p> <p>10 mins</p> <p>40 mins</p>	<p>Pair work</p>

<p>Practice (Meaningful language use Controlled)</p> <p>Perform (Performance-based assessment)</p>		<p>worksheet can serve the purpose of a planning sheet as well).</p> <p>Students will develop their preferences, which are often based on their learning styles.</p> <p>They are also instructed to select their topics based on their choice and essay type.</p> <p>The teacher will ask them to practice free writing on the given topic individually.</p> <p>Plenary:</p> <p>Displaying their planning sheets on the wall</p>	<p>05 mins</p>	<p>There's not any formal assessment for this task as they are learning to furnish their writing abilities and develop a piece of composition. However, this assessment will be an on-going/alternative assessment in which teacher will give an oral feedback to each pair.</p> <p>Homework Task:</p> <p>Have students complete their first draft of their essays at home and bring it to the class practicing free writing on their selected topic.</p>
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Lesson III	Given the opportunity to work in pairs, K-12 students will be able to proofread each other work critically through peer assessment as measured by the specified rubrics	<p>Introduction: The teacher will introduce students with the idea of peer assessment and through guided practice let them know the how to use the STAR approach to revision for their peers: Substitute, Take Things Out, Add, and Rearrange.</p>	10 mins	.
Prepare (Review/Build interest)		<p>Main Activity: The teacher will discuss the criteria and rules for proofreading their peer work.</p>	15 mins	
Present (Students to discovery Elicit; Lead)		<p>The teacher will also make them understand the importance of peer evaluation.</p>		
Practice (Meaningful language use Controlled)		<p>Have students summarized each other's written texts; use rubrics to evaluate whether the texts have successfully expressed the intended subject, purpose, meaning, and voice</p>		Peer Evaluation
Perform (Performance-based assessment)		<p>Have students mark and highlight the drafts, and provide the feedback by identifying audience, purpose, and voice of the writing. Summarize each other's work.</p>	10 mins	Peer Assessment
		<p>Use different colored highlighters to mark deficiencies during peer editing: red for clarity, blue for coherence, and yellow for unity. Then allow time for students to correct the errors.</p>	05 mins	
		<p>Rewrite a passage from a mentor text so that it lacks clarity. Then</p>	15 mins	

		ask the students to revise it before sharing the author's final version. This could be a model for peer editing practice.		
		Plenary: The students will be pasting their second/final drafts on the wall	05 mins	

RUBRICS:

	Proficient 4	Good 3	Fair 2	Inadequate 1
Purpose, Voice, Audience and Context	The author's purpose of writing is very clear, and there is strong evidence of attention to audience and context. The author's extensive knowledge and experience with the topic is evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience and context. The author's knowledge and experience with the topic is evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience and context. The author's knowledge and experience with the topic is limited.	The author's purpose of writing is unclear. There is no evidence of audience and context.
Written Expression, Vocabulary, and Meaning	Consistently selects precise and descriptive vocabulary in text. Variety of sentence styles and length present. Consistently is able to write for a specific purpose (to describe, inform, entertain, or	Most of the time uses precise and descriptive vocabulary to create tone/voice. Most of the sentences vary in style and length. Most of the time, is able to write for a specific purpose (to describe, inform, entertain, or explain).	Limited use of precise and descriptive vocabulary to create tone/voice. Limited use of sentence style and length. Limited use of writing for a purpose (to describe, inform, entertain, or explain).	Vocabulary of text is not used precisely or descriptively to create tone and voice. Sentences do not vary in style or length. Unable to write for a specific purpose (to describe, inform, entertain, or explain).

	explain). Consistently revises text for clarity, specific vocabulary, and information.	Most of the time, is able to revise text for clarity, specific vocabulary, and information.	Limited use of revising text for clarity, specific vocabulary, and information.	Revision in text not present.
Language and Word Choice	The author uses clear words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses clear words and phrases. The choice and placement of words is inaccurate at times and seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Sentences Structure, Grammar & Spellings	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure or length. The author makes several errors in grammar, mechanics, or spelling that interferes with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
Sequencing & Organization	The essay has a proper sequence of events and details. The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a	The essay has an adequate sequence of events and details. The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The essay has an improper sequence of events and details. The introduction states the main topic. A conclusion is included.	There is no sequence. There is no clear introduction, structure, or conclusion.

	logical order. The conclusion is strong.			
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