

Critical Concepts 8.5B Literary Writing Lesson Plans

Turning Graphic Organizers into Writing Responses

After students complete their organizers, model how to turn it into a summary paragraph.

Prompt:

After completing your organizer for CC 8.5A, write a paragraph explaining:

- What the structure of the paragraph is.
- Cite words or phrases that support your determination of the structure.
- Identify the key concept being developed.
- Choose three sentences from the text and analyze how each contributes to the development of that key concept.

- **Paragraph Structure**
- **Textual Evidence**
- **Key Concept**
- **Sentence Role Analysis**

Model (I Do) – Fireside Chat: Recovery Program by Franklin D. Roosevelt

The structure of this paragraph is **problem-solution**. Roosevelt uses phrases such as “the banking system had collapsed” to signal the problem and “we declared a national bank holiday” to show the solution. The key concept in this paragraph is **restoring public confidence in banks**. When Roosevelt states, “The banks were closed so that the people might have time to become better informed,” this sentence contributes by showing the immediate action taken to stabilize the situation. Later, when he says, “Confidence and courage are the essentials of success in carrying out our plan,” this develops the key concept by highlighting trust as necessary for recovery. Finally, the line, “Let us unite in banishing fear,” emphasizes that public unity is central to solving the banking crisis.

Guided (We Do) – Voting Rights Act of 1965

The structure of this paragraph is **chronological**. Words like “March 1965” and “August 1965” show the order of events. The key concept is the **progress made in securing fair voting rights**. The sentence, “In March 1965, protests in Selma highlighted injustice,” develops the key concept by showing the beginning of the movement. Then, “President Johnson introduced the bill” develops the key concept by showing the government’s response. Finally, “The Act was signed into law in August” demonstrates the achievement of the goal, completing the development of the idea.

Collaborative (You Do with Partner) – *Life on the Mississippi* by Mark Twain

The structure of this paragraph is descriptive. Twain uses words like “the great river” and “its winding path” to paint vivid pictures. The key concept is the grandeur and complexity of the Mississippi River. When Twain says, “The river has a new story every day,” this develops the concept by showing its constant change. The sentence, “Its bends and currents defy easy navigation,” contributes by emphasizing the challenge it presents. Finally, “The river’s history is written in its banks” develops the key concept by connecting the river’s physical description to its cultural importance.

Independent (You Do Alone) – *The Secret Life of Cats* by Jenny Searford

The structure of this paragraph is cause and effect. Phrases like “because cats are nocturnal” and “as a result” signal the structure. The key concept is that cats’ nighttime behaviors affect their relationship with humans. The sentence, “Because cats hunt at night, they often sleep during the day,” develops the idea by explaining the cause. Then, “As a result, owners may find them restless in the evening,” shows the effect on people. Finally, “This nocturnal nature helps cats remain excellent hunters” connects the cause and effect to the broader concept of survival and adaptation.