



Analyzing How Character Traits Develop Theme in "Fox", by Margaret Wild

★ TASK

by Pam Ryan

Students have been struggling with deeper understanding within a text. They generally are doing what I call "Plot Thinking". By using an interactive read aloud and re-reading for different purposes, students will have an opportunity to develop their critical thinking over time. I plan to model my thinking in hopes that with prompts, students will independently successfully chose a theme from the story and analyze it's development across the book. This module will be used early in the year as a launch to the type of critical reading skills required at the end of 3rd grade within grade level text.

GRADES

4 - 5

DISCIPLINE

 ELA

COURSE

Any

PACING

 7hr

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

After reading Fox by Margaret Wild, write a response paper in which you analyze how either Fox's or Magpie's character traits support the development one of the themes over the course of the story. Support your response with evidence from the text/s.

Standards

Minnesota Academic Standards in English Language Arts

4.1.2.2	Focus
Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
4.1.3.3	Focus
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	
4.6.2.2	Focus
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RL.4.2	Focus
Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
RL.4.3	Focus
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	
W.4.2	Focus
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	

Texts

 Fox by Margaret Wild

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end . Uses transitions (e.g., another, for example, also, because) to connect information .	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
Additional Task Demands (When applicable)	Does not address additional task demands.	Addresses additional task demands superficially .	Addresses additional task demands adequately to support the explanation .	Addresses additional task demands effectively to strengthen the clarity and development of the explanation .
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

In third grade you, you worked on describing characters and explaining how their actions move stories forward. This year, you will apply that practice to study, describe and analyze characters in more detail. You will discover that characters are complex in the texts that we study. We'll practice this by studying Fox and Magpie in the book "Fox". You will be paying attention to Fox's and Magpie's thought, feelings, and actions. We will use our findings to study what those say about the character traits. We will then analyze how their traits help to develop a key theme, or message, in the story.

Extension

Authors write for us to consider lessons for ourselves as we study the relationships between characters and their reactions to significant events. What can you learn from Fox, Magpie and Dog that can be used in your own life?

RL 3 for 5th grade asks students to "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)." Ask students to extend their learning by comparing Fox and Magpie's action and analyze their interactions. You may want to prompt students to analyze the interactions between two characters. Possible lenses to consider: loyalty in friendship, the affect of envy on friendships, the role compassion plays in repairing damaged relationships.

Section 2: What Skills?

Preparing for the Task

ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

ACTIVATING PRIOR KNOWLEDGE:

TASK AND RUBRIC ANALYSIS:

Reading Process

PLANNING THE READING:

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

ENHANCING COMPREHENSION:

GATHERING EVIDENCE:

Transition to Writing

PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

INTRODUCTORY PARAGRAPH:

BODY PARAGRAPHS:

CONCLUDING PARAGRAPH:

Revision Process


PROVIDING PEER REVIEW FEEDBACK: Ability to provide meaningful feedback on a paper for a partner.

MAKING TECHNICAL REVISIONS: Ability to proofread and format a final paper.


Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
Not provided	ACTIVATING PRIOR KNOWLEDGE:	THINK ABOUT IT! Many times we are put in situations where we have to make difficult decisions that involve how we treat our friends. Can you think of a time that you were in a group of friends and they wanted different things than you did? What did you do? Have you had a time where you felt like your friendship was out of balance? What was the situation? Quickly jot in your response journal about a time a friendship was not going the way you had hoped it would? Talk about the circumstances as well as your feelings.	Not Provided	Not Provided
15 mins	TASK AND RUBRIC ANALYSIS:	BULLETS In your own words, what are the important features of a good response to this prompt? After reading) Fox by Margaret Wild, write a response paper in which you analyze how either Fox's or Magpie's character traits support the development one of the themes (blank) over the course of the story . Support your response with evidence from the text/s.	No Scoring	<ul style="list-style-type: none"> Share ways to annotate as they interact with the text. Identify or invite students to identify key features of examples. Pair students to share and improve their individual bullets. Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it. Support students noticing of unique features the author used in the book: hand-lettered and uniquely positioned text as well as mixed media illustrations as they analyze the books meaning.
Standards: CCR.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Reading Process				
Not provided	PLANNING THE READING:	PARTICIPATION IN CLOSING QUESTION (See instructional strategies)	NA	Closing questions: Students will construct a final response that synthesizes their thinking across the module using the rubric as a check point to make sure important ideas have been included and supported . -What can we learn from Magpie? fox? What do you think the author wants you to think about as you learned about the kind of characters Magpie and Fox are? -What can you say about the relationship between Fox and Magpie? -What lesson do you think Magpie has learned by the end of

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				the story? How does this lesson impact your life?
	<p>Standards:</p> <p>4.1.3.3 : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>4.1.2.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4.1.1.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>			
30 mins	<p>PLANNING THE READING:</p>	<p>CLOSE READ OF STORY</p> <p>What are the big ideas present in this section?</p>	<p>See attached academic discussion rubric.</p>	<ul style="list-style-type: none"> Explain to students that texts often have multiple levels or layers of meaning. While reading, many ideas can surface that may help us to understand the characters' or the authors' intentions more intimately. Students read text in their groups and determine character traits revealed in each of the sections. (Multiple ways of reading possible-independently, aloud to a partner, group taking turns. This process could also be modeled first if necessary.) Students share big ideas they've found. Ex. Self awareness, Innocence, Greed, Loneliness, Insecurities, Selflessness Students come to a consensus about big ideas from the section while teacher captures the thinking. Utilize discussion protocol (students support thinking with evidence, etc.) Encourage students to utilize the thinking gained from earlier reads of the text. Possible reflection question: Have students rate their level of understanding after each close read on a scale of 1-10 with a brief explanation as to why the reasoning behind their scores. Students can reflect on how the process improves comprehension over time.
	<p>Standards:</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Additional Attachments:</p> <p> Academic Discussion Rubric</p>			
Not provided	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>CHARACTER T-CHART</p> <p>1.What are you learning about the characters so far?</p>	<p>Not Provided</p>	<p>During the first read to understand the plot of the story, students will collect ideas regarding Fox, Magpie and Dog as they listen to the teacher reading aloud. Teacher chooses a text and determines a critical stopping point to end the read aloud for day 1. Plan for 4 prompts along the way. Students will stop and jot their thinking during the Interactive Read Aloud of "Fox" to lay the foundation for developing complex ideas about the traits that each character possesses and what motivations they have for their words, actions and thoughts.</p>
	<p>Standards:</p> <p>4.1.3.3 : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>4.1.2.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4.1.1.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>			
35 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>TRACKING CHARACTER DEVELOPMENT</p> <p>Based on your annotations you took during reading, how</p>	<p>On the attached organizer, student:</p> <ul style="list-style-type: none"> Identifies at least 	<p>1. Model identifying a main character, a character trait that describes them at the start of the book. It may help to model with a different text, so you don't "use up" character traits your students might use for the unit text.</p>

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		<p>did the main character(s) change over the course of the novel?</p>	<p>one character trait that remained stable throughout the story, supporting their answer with specific evidence from the text.</p> <ul style="list-style-type: none"> Identifies at least one character trait that changed throughout the story, supporting their answer with specific evidence from the text. 	<p>2. Think aloud how to assess whether the character changed or stayed the same. Also, model the process of finding and citing evidence.</p> <p>3. Instruct students to complete the activity for characters in their assigned text. It may help to provide students with a list of character traits. They can do this in partners or on their own.</p> <p>4. Group students to discuss their findings.</p> <p>Example (for Fox):</p> <p>Select two of Magpie's most identifying characteristics before making the decision to go with Fox. Decide if Magpie still embodies these traits throughout the entire story or if there are changes. Cite evidence to support your findings.</p> <ul style="list-style-type: none"> Initially, students may work independently or in pairs to complete the chart based on the teacher's discretion. After chart is completed, students should discuss their responses in small groups.
	<p>Standards:</p> <p>CCR.R.3 : Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Additional Attachments:</p> <p> Examining Character Development</p>			
1 hr and 30 mins	<p>ENHANCING COMPREHENSION:</p>	<p>DETERMINING THEME (WITH UDL SUPPORTS)</p> <p>Decide what lesson the story teaches and find textual evidence to support that theme. Then, think deeply about this theme, and connect it to your own life.</p>	<p><i>Student will:</i></p> <ul style="list-style-type: none"> determine a central theme of a story after reading find strong and accurate evidence from the text to support the theme connect theme to his or her own life by clearly explaining how the theme is related to a personal experience discuss the importance of the theme in human experience using sufficient detail 	<p>PREPARE</p> <p>Use a narrative story with a clear theme to help students learn the concept of theme.</p> <p>Select a read aloud and mark with a sticky note places that show clear evidence of the theme.</p> <p>PROCEDURE</p> <p>1. Introduce what a theme is, why writers use it, and how it helps comprehension. A theme is central idea that gets repeated across many stories and movies. Why? Because themes capture the human experience (common things that people experience), and show up again and again in the stories we use to make sense of the world around us. Writers often write stories to teach us lessons about life by telling us about other people's experiences.</p> <p>To build more background knowledge, consider ideas below:</p> <ul style="list-style-type: none"> Show presentation slides to visually represent the definition of theme. Show students sample student work to clarify the expectations of the assignment. <p>Keep a running list of popular themes in children's literature, such as:</p> <ul style="list-style-type: none"> honest and integrity courage and bravery determination and perseverance fairness and justice kindness and compassion friendship and trust individuality and uniqueness <p>[Representation: Activate background knowledge by giving familiar book examples/movies around various themes and holding a brief discussion about why those books fit the theme.]</p>

		<p>2. Pick a short story or two centered around a compelling theme (e.g. honesty), but don't tell students which theme it is.</p> <p>3. Read aloud a relevant excerpt of the text, and stop periodically to ask students what lesson the author might be trying to teach. Ask students to help you mark evidence in the text that suggests or supports a given theme.</p> <p>4. When finished, reflect with the class: What lesson was the author trying to teach? (Push students to think more deeply by asking them what the author was trying to say about "honesty," etc.) What evidence did we find to support this idea? Revisit the places students pointed out. Record evidence in a public display (chalkboard, whiteboard, or projection).</p> <p>5. Continue working with a particular theme by reading other books aloud. Make sure to ask students to help you find evidence in the text that supports that theme.</p> <p>6. Assign student groups to read a book (at their appropriate reading level) on the theme. Give them sticky notes to mark text evidence supporting that theme.</p> <p>7. Debrief with students about their evidence.</p> <p>8. End with a discussion on the theme to build the concept. For example, here's a routine for a theme of honesty:</p> <ul style="list-style-type: none">• What is honesty?• Which is easier: being honest or telling a lie?• Is there ever a good reason to lie?• What about lies that are not deceptive, like flattery? Are those wrong too? Why or why not?• What are our reasons for telling the truth?• Can you think of an example from your own life?• Did all the books have the same lesson about honesty?• Do you think this is a good theme to write about? Why do we care about honesty? <p>Follow-up:</p> <p>Give students a chance to think-pair-share about a personal experience related to honesty. Ask them to write about a time when they were faced with a hard choice related to honesty.</p> <p><i>[Expression: Vary forms of expression by allowing students to audio record, talk with a partner or even create a short drama to represent their theme. The key is that students experience the theme in different ways and see how themes capture shared human experiences.]</i></p> <p>Or, ask students to take a stance on honesty - especially in relationship to one of the character's in the story. Was it okay for them to lie?</p>
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Standards:	<p>RL.4.9 : Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL.4.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.3.2 : Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.2.2 : Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.3.9 : Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>
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Additional Attachments:	<p> Sample Student Handout - The Boy Who Cried Wolf.docx</p>
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	📖 Children's book with the theme of honesty			
Not provided	ENHANCING COMPREHENSION:	SHORT CONSTRUCTED RESPONSE Focusing on particular events and action from the story, determine what these actions reveal about Magpie or Fox (characterization), how they propel the action of the story, or how they provoke a decision (character motives)?	Not Provided	<ul style="list-style-type: none">Students utilize organizer to respond to specific lines from text (First could be modeled, discussed with partners, or developed individually).Recommendation: Allow students to wrestle with their thinking regarding the specific lines first to allow for formative assessment opportunities. Perhaps students show proficiency with describing how action is propelled forward, but struggle with what the lines reveal about the characters. This could open the door for a more focused lesson targeting Charlie's seemingly changing persona.Encourage students to utilize the thinking gained from earlier reads of the text.
	<p>Standards:</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR.R.3 : Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Additional Attachments:</p> <p> Fox</p>			
Not provided	GATHERING EVIDENCE:	CONSTRUCTED RESPONSE TO CLOSING QUESTION (See instructional strategies)	NA	<p>Closing questions:</p> <p>-What can we learn from Magpie? fox? What do you think the author wants you to think about as you learned about the kind of characters Magpie and Fox are?</p> <p>-What can you say about the relationship between Fox and Magpie?</p> <p>-What lesson do you think Magpie has learned by the end of the story? How does this lesson impact your life?</p>
	<p>Standards:</p> <p>4.1.3.3 : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>4.1.2.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4.1.1.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>			
Transition to Writing				
45 mins	PREPARING FOR WRITING: Ability to begin linking reading results to writing task.	PROVE IT: IDENTIFYING EVIDENCE IN NARRATIVE TEXTS Re-read the text with a particular question (or claim that needs supporting) in mind. As you read, you will find evidence that answers the question or supports the claim. Use sticky note tabs to mark these places in the text. Share the evidence that you find with your classmates.	<p>Students will:</p> <ul style="list-style-type: none">identify relevant textual evidenceshare their evidence with classmatesexplain the rationale behind their evidence choices	<p>PURPOSE: The ability to identify evidence to support a claim or respond to a question is a foundational skill that is required for close reading, and crosses grade levels, genres, and content areas. This routine, called "Prove It," frames this process for students. Students will develop close reading skills by returning for a second or third reading of a text with a specific purpose in mind, and mark textual evidence related to a particular prompt.</p> <p>PREPARE:</p> <p>1. Choose a text: Try this routine after students have already read a narrative text at least once. This can be done in small groups or as a whole class, but students will need to have a copy of the focus text, or at least a copy to share with a partner. (However, the first time or two that you use this routine, it could work just as well to use a "big book" or to digitally project the text, since you will be modeling the process for students.)</p> <p>2. Craft the prompt or question: The "juicier" the prompt the</p>

better, to get students hooked. The focal prompt will not always need to be specific and bounded, and it will not always need to be the same for each reader. If used regularly, this routine can become second nature to students as they process and integrate their understanding of a text. The question you choose for the "Prove It" routine should:

- focus on the particular close reading skill you'd like your students to practice

- lead to multiple examples of evidence

Here are some examples:

- *(a character from a narrative text) was feeling _____. I'm going to look for some evidence in the text to support this claim. I'm going to look for evidence to "prove it."*

- *The setting of this book is a _____ kind of place. I'm going to look for evidence to "prove it."*

- *As I was reading, there were clues that something (exciting/funny/unexpected) was about to happen. I'm going to look for some evidence to support this claim. I'm going to "prove it."*

- *I would describe (a character) as _____. I'm going to look for some evidence to support this claim. I'm going to "prove it."*

- *I can tell that _____ and _____ really don't like each other. I'm going to look for some evidence to support this claim. I'm going to "prove it."*

3. Identify at least three or four solid pieces of evidence.

Do this ahead of time so that the routine goes smoothly when you are modeling it for students.

Note: It can be more challenging than you might expect to find multiple pieces of evidence for a single prompt when using shorter texts. When getting started with this routine, most, if not all of the evidence should be stated explicitly in the text. Depending on your students' proficiency in "reading between the lines," you could consider including to one or two pieces of evidence that require the reader to make an inference.

INTRODUCE:

1. Tell students that today, you are going to work on finding evidence in a text that answers a question or supports an opinion or an idea you might have about the text. Explain the importance of being able to support your thinking or ideas you have about a text with evidence.

2. Offer a few introductory examples that exemplify the idea of evidence that are NOT related to reading a text, such as:

- *If you came to your desk after recess and found crumbs, a crumpled napkin, and an empty ziplock bag, what does this evidence tell you*

- *Let's say you are pretty sure that I am feeling very happy and excited about something, even though I haven't said anything. What evidence, or clues, might show you that I'm feeling happy?*

2. Connect this idea of evidence to the idea of textual evidence-- what we look for in texts while we read, and after we read, as we work to build our understanding of the text.

3. If you'd like, offer a basic example or two from a text you've read recently of text-based evidence supporting a conclusion or answering a question, but don't spend too much time

talking about the other text. This will simply serve as a bridge into the text-focused activity.

4. Introduce the focal text you've chosen for the routine, and, if necessary, facilitate a quick recap discussion with students, so that you can frame the prompt/question clearly.

4. Pose the prompt to students, and write or post it on the board. Answer any clarifying questions students may have before beginning the routine.

MODEL:

- 1. Reiterate the prompt.
- 2. "Think aloud" about your response and narrate the process as you connect the prompt to the text. You will likely not re-read the entire text through, so you are also modeling the skill of "skimming" the text to locate things you recall from previous reading, and to skip over sections that are not relevant to the task.
- 3. Mark instances of evidence in the text, as you explain to students why the instance supports your claim/answers the question.
- 4. If there are still a few good examples remaining, and if you feel your students are getting the hang of it, elicit student responses to find and mark additional evidence. If not, continue until you've marked and justified all the evidence.

NOTES:

- Whenever you introduce a new routine or strategy, you increase the chances of your students' success when you model the complete routine for them first. You can elicit their input if you feel they are ready to contribute, but don't shy away from using the first time through as a "think aloud" in which you explain your approach to the task throughout the process.
- You should also model the "trial and error" aspect of the routine by including one or two instances when you identify something that might work as evidence, and then talk through the process of evaluating and deciding that it doesn't actually quite match the prompt. This is important so that students don't feel frustrated if they don't find a "right on" piece of evidence at first, when they try routine this without you.

PRACTICE:

- 1. This is a fairly complex, multi-layered routine. Based on your firsthand knowledge of your students strengths and needs, and their comfort level with practicing close reading strategies independently, you may want to model this routine multiple times, with you primarily "in charge" of identifying evidence, and your students weighing in on your choices.
- 2. Another way to scaffold the routine is to use it next in a small group/guided reading context, where you will be more available to support your students in using the routine on their own.
- 3. Give students time to share their findings, including an explanation for why they considered each piece of evidence to be relevant to the prompt. Provide this sentence frame:

I think that _____ . My evidence is _____ .

NOTE: At whatever point you decide to turn over the "responsibility" for "Prove It" to the students completely, be sure to give students the opportunity to share and justify their evidence choices, either with a partner, a small group, or the

				<p>whole class. This is essential to tracking whether or not students understand the routine, as well as whether or not they understand the prompt and the text! It is also important for students to know they will be accountable for explaining their reasoning in marking the text where they did. Ideally, this will keep them on task, and encourage them to check and reflect on their choices.</p> <p>EXTEND:</p> <p>-When students become comfortable with this routine, larger sticky notes can be used for students to make brief notes about their thinking (i.e. the rationale for choosing that piece of evidence) but it's best to start out simply.</p> <p>-This routine is an excellent bridging activity from reading to discussion. Facilitate a class or small group discussion centered around the focus question, giving students the opportunity to share and explain their evidence. Even if you don't extend to discussion or writing for the whole class, early finishers can be directed to have "evidence swap" conversations with a partner.</p> <p>-This routine is also an excellent bridging activity from reading to writing. After students are comfortable with the routine, model the process of using the evidence they've identified to formulate a brief, written response to the prompt. Students will be prepared to use their evidence to formulate a written response to the prompt. Using this routine to identify evidence that supports a claim or idea, students will be prepared to formulate a written response to the text, as well.</p> <p>- This routine can naturally be extended to a focus on Craft and Structure. You may consider together how the author's choices illustrate character traits, build plot progression, or support certain points of view.</p>
<p>Standards:</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.</p>				
50 mins	<p>PREPARING FOR WRITING: Ability to begin linking reading results to writing task.</p>	<p>ACCOUNTABLE TALK DISCUSSION</p> <p>Discuss the text-based questions in small groups or partnerships using accountable talk.</p>	<p>Student meets expectations if he/she:</p> <ul style="list-style-type: none">• Participates in discussion using Accountable Talk (see below).• Contributes ideas that are based on evidence from the text.	<p>Set Up</p> <p>1. Model different types of retell (see handout)</p> <p>2. Have students choose the type they will use. Give them time to prepare grounding their ideas in the text and using their jottings to support their ideas. They may do a free write, take a position, and complete an organizer using evidence from the text. Depending on the students' familiarity with this type of task, you may want to model selecting and citing evidence in the organizer. This prep-work will greatly improve the quality of discussion on the following day.</p> <p>Modeling</p> <p>1. Model the Character Retell using Magpie as your example. Give students a chance to practice using a character from a book or movie they have read or seen. Ask students to name the things they heard.</p> <p>Independent Practice</p> <p>1. Invite students to find a place in the room with their partner.</p> <p>2. Instruct the students that they will have 10 minutes to discuss the questions. Remind them to use textual evidence and the accountable talk sentence starters.</p>

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				3. Instruct the to listen in a way that they can offer their partner feedback about grounding their answers in the text.
<p>Standards:</p> <p>CCR.SL.4 : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCR.SL.1 : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Additional Attachments:</p> <p>🔗 Learn more about Accountable Talk</p>				
Writing Process				
15 mins	PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.	OUTLINE FOR RESPONSE What is your opinion? Write a sentence that states your opinion and then list three reasons why.	2. You provide a credible opinion statement and reasons. 1. You need to _____.	1. Use your usual strategies for ensuring students write credible and grammatically correct opinion statements. 3. Older students can create a storyboard with words/sentences and pictures.
<p>Standards:</p> <p>W.2.1 : Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>L.3.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>				
20 mins	BODY PARAGRAPHS:	FIRST DRAFT Write your first draft for you opinion. Use your claim and write sentences for each reason. Add at least two references to the text. In your opinion, tell the reader what the story tells us about winning and losing. Bonus - use the word "moral" in your response.	*You write a readable first draft so that it has a claim in which you make is supported with details from the text. Be sure to include all of the parts of the prompt in your response. Be sure to use specifics from the text -You need to support you thinking using evidence from across the entire story.	-Introduce or review the use of quotations so that students can use them when referencing the text. -Use you usual strategies for helping students manage the sentence writing. Conferencing in small groups or with individuals to ensure they cite two references from the text.
<p>Standards:</p> <p>RL.2.2 : Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>W.2.1 : Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>				
Revision Process				
1 hr	PROVIDING PEER REVIEW FEEDBACK: Ability to provide meaningful feedback on a paper for a partner.	CLOSE READING ANNOTATION (FOCUS ON FINDING EVIDENCE TO SUPPORT A CLAIM) Use the graphic organizer to identify the key information to use as evidence to build a claim. Share your reasoning	Students meet the expectations if they: <ul style="list-style-type: none">Identify evidence from the text using the organizational strategyShare their evidence with a	Teacher notes: <ul style="list-style-type: none">This is peer feedback routine intended to be used over and over again throughout the school year.You should model the process using a think aloud, and give students a chance to practice with partners or in small groups. Be sure to give them feedback before you assess them.Once your students become familiar with the routine, they

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		for selecting this evidence with a partner.	partner <ul style="list-style-type: none"> Reason why their evidence supports their claim or central idea 	won't need these supports. They will only need to know the criteria they are to give feedback on. <ol style="list-style-type: none"> Have students partner up to share their response paper. Give students time to read each others paper and organize their findings. Have students to present the parts of the writing they selected as evidence, and justify this selection. Encourage groups to share feedback. Come back together as a whole class to reflect. What feedback did you get that was helpful? What was it like to give your classmate feedback? How did having the rubric help you?
	Standards: 4.1.1.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.1.2.2 : Determine a theme of a story, drama, or poem from details in the text; summarize the text. 4.1.3.3 : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).			
15 mins	MAKING TECHNICAL REVISIONS: Ability to proofread and format a final paper.	FINAL COPY Make any changes necessary. Make sure you paper is readable and neat. You may choose to word process if you prefer.	NA	*Create a wall space or electronic Writer's Gallery.
	Standards: 5.6.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			

Instructional Resources

Student Handout

 ldc module support.jpg

 text evidence support ldc.jpg

Teacher Resource

 StudentWorkRubrics-InformationalExplanatoryTask-GradesK-5.pdf

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

- 🔗 Fox by Margaret Wild : <https://s ldc.org/u/1p jg5c74cgcuwnic0j3lzzvup>
- 📎 ldc module support.jpg : <https://s ldc.org/u/8h0a0shj5yut01zjjt19ur5cz>
- 📎 text evidence support ldc.jpg : <https://s ldc.org/u/cnz7buze4nqw0lb5m54duxrgg>
- 📎 StudentWorkRubrics-InformationalExplanatoryTask-GradesK-5.pdf : <https://s ldc.org/u/eif2ixq0s6drqyeyi6ex2ui1i>