



**Literacy Design  
Collaborative**

# Text Analysis and Character Revelations: Flowers for Algernon

by Jennifer Carr, Ryan J. Coe, Rithy Som, Joseph M. Bushong, and Anita Hatch

In this module middle school students analyze Daniel Keyes' short story, "Flowers for Algernon", focusing on RL.8.3 and W.8.2. This module acts as a springboard into literary analysis by having students study how an author reveals a character's persona over the course of the text. Further, it provides an opportunity for students to reflect on how their interactions with text impact their assertions, written responses, and explicit and implicit understanding of the text.

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GRADES

**7 - 8**

DISCIPLINE

 **ELA**

COURSE

**Any**

## Section 1: What Task?

### Teaching Task

#### Task Template 19 - Informational or Explanatory

How does Keyes use Charlie's reflections to expose his persona? After reading the short story, "Flowers for Algernon" by Daniel Keyes, write an essay in which you explain how Keyes reveals aspects of Charlie's character over the course of the text through pivotal lines of your choosing. Support your discussion with evidence from the text(s).

### Common Core State Standards

#### Language Standards

L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1.d

Recognize and correct inappropriate shifts in verb voice and mood.

L.8.1.c

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1.b

Form and use verbs in the active and passive voice.

L.8.1.a

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3.a

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

### ***Reading Standards for Literature***

**RL.8.1**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.8.2**

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.8.3**

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**Focus**

**RL.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RL.8.6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**RL.8.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.

### ***Speaking and Listening Standards***

**SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL.8.1.d**

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**SL.8.1.c**

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**SL.8.1.b**

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.8.1.a**

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**Writing Standards****Focus****W.8.2**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

**W.8.2.f**

Provide a concluding statement or section that follows from and supports the information or explanation presented

**W.8.2.e**

Establish and maintain a formal style.

**W.8.2.d**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.8.2.c**

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**W.8.2.b**

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**W.8.2.a**

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**W.8.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.8.9.b**

Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

**W.8.9.a**

Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").


W.8.10

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 discipline-specific tasks, purposes, and audiences.

### ***Additional Standards***

No standards selected

### ***Texts***

 Flowers for Algernon by Daniel Keyes  
McDougal Little Language of Literature

***LDC Student Work Rubric - Informational or Explanatory***

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Focus</b>	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
<b>Controlling Idea</b>	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
<b>Reading/Research</b>	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
<b>Development</b>	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
<b>Organization</b>	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
<b>Conventions</b>	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
<b>Content Understanding</b>	Attempts to include disciplinary content in explanations, 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 a world of knowledge at the tips of your fingers, pop-culture films often depict a clamoring for rapid increase of intelligence. Take a pill and watch the whole world open to your eyes. Connect a computer to your brain, hit download, and become a kung fu master. The quest for supreme intelligence is not necessarily new and often leads to undesired and unintended outcomes. In 1958, Daniel Keyes wrote about Charlie and experimental attempts to grow his intelligence. As you read the short story, consider how Keyes develops Charlie's character through reflective diary entries and challenges your thinking as a witness to his evolving persona.

## ***Extension***

Consider asking students to reflect on the progression of their writing from their work early in the module (dialectical journal entries, micro essay, etc.) to their final piece. In a sense, the students are tracking the awareness of their writing ability in much the same way Charlie did as he progressed. Ask students to consider the strengths gained or developed from their module experience and which strategies impacted their growth.

## *Section 2: What Skills?*

### ***Preparing for the Task***

**BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE:** Opportunities students have to make inferences and have revelations

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

**BRIDGING CONVERSATION > TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

### ***Reading Process***

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

**ACTIVE READING > CLOSE READING:** Ability to analyze layers of meaning in text

**POST-READING > ENHANCING COMPREHENSION:** Ability to identify the central point and main supporting elements of a text.

**POST-READING > CITING EVIDENCE:** Ability to support inferences with textual evidence

**POST-READING > CLOSE READ:** Ability to analyze layers of meaning in text

### ***Transition to Writing***

**BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**PLANNING > PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

**DEVELOPMENT > INTRODUCTORY PARAGRAPH:** Ability to establish a controlling idea, consolidate information relevant to task, and engage a reader.

**DEVELOPMENT > BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure.


**REVISION, EDITING, AND COMPLETION > REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.


**REVISION, EDITING, AND COMPLETION > EDITING:** Ability to proofread and format a piece to make it more effective.

**REVISION, EDITING, AND COMPLETION > FINAL DRAFT:** Ability to submit final piece that meets expectations.



## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
15 mins	<b>BRIDGING CONVERSATION &gt; ACTIVATING PRIOR KNOWLEDGE:</b> Opportunities students have to make inferences and have revelations	<b>SHORT RESPONSE WITH BULLETS</b> Check out this quote from Ralph Waldo Emerson!  "The <b>revelation</b> of thought takes men out of servitude into freedom."  Definitions:  <b>reveal:</b> v. make (previously unknown or secret information) known to others  <b>revelation:</b> n. a surprising and previously unknown fact, especially one that is made known in a dramatic way  In a quick write, describe what is the importance of revelation to Emerson. Do you agree or disagree?	No Scoring	<ul style="list-style-type: none"> <li>Discuss student responses.</li> <li>Consider adding discussion of where students have revelations or things that may be seen as hidden to some are revealed to them.</li> <li>Ex. Secret entry in a video game, rack of clothes with the perfect outfit pulled together, the true motives of a friend or family, inkblot test, tree that could not flourish without its roots</li> <li>Use ink blot test to have students share their revelations of what they see. Consider why our revelations can be different.</li> </ul>
Standards:  <b>CCSS.ELA-LITERACY.RI.8.2</b> : Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.				
Additional Attachments:   <b>The Ink Blot Test</b>				
15 mins	<b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>BULLETS</b> In your own words, what are the important features of a good response to this prompt?	No Scoring	<ul style="list-style-type: none"> <li>Identify or invite students to identify key features of examples.</li> <li>Pair students to share and improve their individual bullets.</li> <li>Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.</li> </ul>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	<b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>TEXT TO TEXT COMPARISON</b> Consider following questions: <ul style="list-style-type: none"> <li>Which of the two texts is more difficult? Why?</li> <li>Which of the texts was written by someone who is more intelligent? Why?</li> </ul>	Not Provided	<ul style="list-style-type: none"> <li>Students juxtapose "progris riport 1" and "Progress Report 12" utilizing the prompt questions.</li> <li>Students partner share responses and come to a consensus on the definition of "difficult". Ex. Is text more difficult if it is basic and punctuated incorrectly? Or is it more difficult if the language is written at higher levels?</li> <li>Be sure to ask students to refer to examples from the text when responding.</li> <li>Conclude by asking students if they'd be surprised to hear that both texts were written by the same character. Over the next week, we're going to find out how that's possible.</li> </ul>
Additional Attachments:  				
<b>Reading Process</b>				
50 mins	<b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.	<b>DIALECTICAL JOURNAL SECTION 1</b> As you are reading, "Flowers for Algernon," keep a record of important passages, as well as your reactions and questions you may have in response to these passages, in a journal. Be sure to consider the following as you are reading: <ul style="list-style-type: none"> <li>What does the passage reveal to you? What do you begin to recognize?</li> <li>What does the passage reveal to Charlie? What does he begin to recognize?</li> </ul> The first section will focus on progris riport 1 to the end of Progress Report-6.	Score 2 <ul style="list-style-type: none"> <li>evidence is pulled from the text</li> <li>demonstrates both explicit and implicit understanding of the text</li> </ul> Score 1 <ul style="list-style-type: none"> <li>evidence may not be connected to text</li> <li>explanation may reflect only explicit understanding of the text</li> </ul>	(In loading: Note and Notice's Reading Sign Posts - Contrasts and Contradictions  When a character does something that contrasts with what you'd expect or contradicts his earlier acts or statements, <b>STOP</b> and ask, "Why is the character doing that?") <ol style="list-style-type: none"> <li>Introduce students to the concept of a dialectical journal and how it is a way for them to interact and have a conversation with what they are reading. (If students already have experience with this process, allow them to lead the discussion.)</li> <li>Explain to students that there are two sides to a dialectical journal and that each side has its own set of expectations.</li> <li>On the left side of the journal, students are to record contrasts and contradictions that they notice from the assigned reading (progris riport 1 to end of Progress Report 6).</li> <li>After they have selected their passages and recorded them on the left side of the page, students will record their reactions on the right side of the page making sure to answer the questions below               <ul style="list-style-type: none"> <li>What does the passage reveal to you? What do you begin to recognize?</li> <li>What does the passage reveal to Charlie? What does he begin to recognize?</li> <li>Why would the character act or feel this way? Why is the character doing that?</li> </ul> </li> <li>If necessary, the teacher can model one example. Students should have a minimum of three entries.</li> </ol>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
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Standards:

**CCSS.ELA-LITERACY.RL.8.3** : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**CCSS.ELA-LITERACY.RL.8.1** : Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Additional Attachments:

 **Dialectical Journal "Contrasts and Contradictions" focus**

50 mins

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

**TEXT DEPENDENT QUESTIONS SECTION 2**

As you read the next assigned section from Progress Report 8 to April 27, you will demonstrate your comprehension of events within the story so far by answering and discussing a series of text dependent questions provided for you. Be sure to answer each question in depth and provide the necessary textual evidence to support your responses.

Score 2

Student is able to identify evidence that adequately supports the claim

Student is able to explain significance of evidence in relationship to the claim

Score 1

Student is able to identify evidence, but it may not adequately support the claim

Student does not explain how evidence supports the claim

(Attached text dependent rubric is more explicit)

- Students collaborate in response to text dependent questions.
- This process can be modeled through a read aloud/think aloud process if necessary. But it's important to allow students to wrestle with the text first. Have students highlight evidence to support a text dependent question response.
- One way to engage students is to have one partner read a section of the text aloud while another considers the evidence within the text. The second partner shares evidence and asks, "What does this evidence mean or show?" The first partner then responds and the partners switch.
- With a partner, students share and explain their evidence based upon the question (different questions may require different levels of response).
- Together, students generate responses based upon the evidence selected.
- This provides an opportunity for teachers to gather and respond to formative assessment to see where students are in terms of gathering evidence and responding to different types of questions. Teachers may respond by creating a mini task for students to analyze, respond to, and write questions at multiple levels. \*A sample text dependent response rubric has been provided in consideration of this response.

Standards:

**CCSS.ELA-LITERACY.RL.8.3** : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.






**CCSS.ELA-LITERACY.RL.8.1** : Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.


Additional Attachments:



 **Text Dependent Questions 1**

 **text dependent rubric**

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	<b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.	<b>COLLABORATIVE DISCUSSIONS (PAIR ROLE-PLAY &amp; REFLECTION)</b> (A) Role-play a pair conversation by (1) asking questions and taking notes on the reflector's responses, (2) answering focus questions in a clear manner. (B) Write a paragraph reflection about your current speaking and listening abilities and try to (1) describe one strength and (2) describe one area for improvement.	<ul style="list-style-type: none"> <li>Follow up questions and notes from the pair conversation are written down.</li> <li>Paragraph reflection about speaking and listening skills includes one strength and one area for improvement.</li> </ul> <p>**Student work should be stored in student notebook/portfolio. This task should be repeated at least 2-3 times throughout the year.</p>	<p><b>WARM UP:</b></p> <ol style="list-style-type: none"> <li>Ask students to turn and talk with another student: What do strong listening and speaking skills look like? What do they NOT look like? (If students are having a hard time, ask them to think of someone they consider to be a ?strong? or ?weak? listener and explain why).</li> <li>Call on student pairs for responses. Take notes and make two t-charts (Strong Listening Skills/Weak Listening Skills AND Strong Speaking Skills/Weak Speaking Skills) using a projector, chart paper, or white/chalk board.</li> <li>Ask a student to read aloud the skill definition/objective for the day (it should be written on the board). Explain that this activity helps students to recognize what is involved in speaking and listening and to start to assess their own abilities.</li> </ol> <p><b>MODELING:</b></p> <ol style="list-style-type: none"> <li>Ask two students to perform the sample script to model a paired discussion. (SEE ATTACHMENTS)</li> <li>Ask the class to take notes while they listen to the sample (2 Strengths/ 2 Weaknesses/2 Questions).</li> <li>Ask students to turn and talk with another student. Pairs should share their notes.</li> <li>Come together as a whole class. What type of notes did you record? What follow up questions did the Introspector ask? What type of body language was used by the Reflector and the Introspector? How does what you saw relate back to our t-charts?</li> <li>Read aloud the sample reflection. Explain that this is a routine students will practice throughout the year.</li> <li>Ask students to reread the sample reflection in pairs and underline one strength and one area for improvement in the paragraph.</li> <li>Share out as a whole class. Why is it important to identify strengths and areas for improvement about our own speaking and listening skills?</li> </ol> <p><b>STUDENT PRACTICE:</b></p> <ol style="list-style-type: none"> <li>Give students the handout and the discussion nutshell and assign partners.(SEE ATTACHMENTS)</li> <li>Divide up the Text Dependent Questions from the last mini-task.</li> <li>Ask students to follow the same Pair Discussion Routine in their pairs as was practiced utilizing their selected question from the last mini-task. However, this time have students meet in groups of three--with one student recorder "capturing" the conversation in the "Discussion Nutshell".</li> <li>Be sure one student in the group captures responses in the "Discussion Nutshell" and captures if key questions have led to turning points in the group's</li> </ol>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	thinking. INSTRUCTIONAL STRATEGIES
				<p>5. Have students debrief the conversation in the group with the recorder sharing evidence of the discussion and guiding the reflection.</p> <p>6. Come together as a whole class. What went well during this activity? What was challenging?</p> <p>7. Students complete reflections independently.</p> <p><b>CLOSING:</b></p> <p>1. Ask students to share either a strength or area for improvement from their reflection with a partner.</p> <p>2. Share out with the entire class. Teacher records responses on the board.</p> <p>3. Have students review the Academic Discussion Rubric. Have them reflect upon the criteria and determine if anything must be removed or added.</p> <p>4. As students converse throughout the rest of the unit, use the rubric as a formative assessment tool for providing students feedback on their discussions providing students time for reflection when needed.</p>
<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.CCRA.SL.6</b> : Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>CCSS.ELA-LITERACY.CCRA.SL.4</b> : 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><b>CCSS.ELA-LITERACY.CCRA.SL.1</b> : 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> <b>Collaborative Discussion - Student Handout.doc</b></p> <p> <b>Collaborative Discussion - Instructional Plan.doc</b></p> <p> <b>Academic Discussion Rubric</b></p> <p> <b>Capturing Discussion Nutshell</b></p> <p> <b>Modified Paideia Discussion Protocol</b></p>				


PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.	<b> DIALECTICAL JOURNAL SECTION 3</b> As you are reading, "Flowers for Algernon," keep a record of important passages, as well as your reactions and questions you may have in response to these passages, in a journal. Be sure to consider the following as you are reading: <ul style="list-style-type: none"> <li>• What does the passage reveal to you? What do you begin to recognize?</li> <li>• What does the passage reveal to Charlie? What does he begin to recognize?</li> <li>• How might this passage change things for Charlie?</li> </ul> The third section will move from April 27 to the end of May 20.	Not Provided	(In loading: Note and Notice's Reading Sign Posts - Aha Moments  When a character realizes, understands, or finally figures out something, <b>STOP</b> and ask yourself, "How might this change things?" <ol style="list-style-type: none"> <li>1. Remind students that they are still keeping a dialectical journal and how it is a way for them to interact and have a conversation with what they are reading.</li> <li>2. Explain to students that there are two sides to a dialectical journal and that each side has its own set of expectations.</li> <li>3. On the left side of the journal, students are to record contrasts and contradictions that they notice from the assigned reading.</li> <li>4. After they have selected their passages and recorded them on the left side of the page, students will record their reactions on the right side of the page making sure to answer the questions below               <ul style="list-style-type: none"> <li>• What does the passage reveal to you? What do you begin to recognize?</li> <li>• What does the passage reveal to Charlie? What does he begin to recognize?</li> <li>• Does this passage change anything for Charlie?</li> </ul> </li> <li>5. If necessary, the teacher can model one example. Students should have a minimum of three entries.</li> </ol>
Standards:  <b>CCSS.ELA-LITERACY.RL.8.3</b> : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  <b>CCSS.ELA-LITERACY.RL.8.1</b> : Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.				
Additional Attachments:   <b>Dialectical Journal "Aha Moments" focus</b>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.	<b>TEXT DEPENDENT QUESTIONS SECTION 4</b> As you read the next assigned section (from May 23 to the end of June 21), you will demonstrate your comprehension of events within the story so far by answering and discussing a series of text dependent questions provided for you. Be sure to answer each question in depth and provide the necessary textual evidence to support your responses.	<b>Score 2</b> Student is able to identify evidence that adequately supports the claim  Student is able to explain significance of evidence in relationship to the claim  <b>Score 1</b> Student is able to identify evidence, but it may not adequately support the claim  Student does not explain how evidence supports the claim	<ul style="list-style-type: none"> <li>Students collaborate in response to text dependent questions.</li> <li>This process can be modeled through a read aloud/think aloud process if necessary. But it's important to allow students to wrestle with the text first. Have students highlight evidence to support a text dependent question response.</li> <li>One way to engage students is to have one partner read a section of the text aloud while another considers the evidence within the text. The second partner shares evidence and asks, "What does this evidence mean or show?" The first partner then responds and the partners switch.</li> <li>With a partner, students share and explain their evidence based upon the question (different questions may require different levels of response).</li> <li>Together, students generate responses based upon the evidence selected.</li> <li>This provides an opportunity for teachers to gather and respond to formative assessment to see where students are in terms of gathering evidence and responding to different types of questions. Teachers may respond by creating a mini task for students to analyze, respond to, and write questions at multiple levels.</li> </ul>
Standards:  <b>CCSS.ELA-LITERACY.RL.8.3</b> : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  <b>CCSS.ELA-LITERACY.RL.8.1</b> : Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.				
Additional Attachments:   <b>Text Dependent Questions 2</b>  <b>text dependent rubric</b>				





PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.	<b>TRACING CHARLIE'S INTELLIGENCE SECTION 5</b> After reading and interacting with the previous four sections, you will now read the last section (from June 22 to the end of June 28) focusing on whether or not Charlie has changed throughout the text. Utilizing your notations from previous readings (dialectical journal and text dependent question responses), develop a graphic representation of Charlie's shifting intelligence levels throughout the story and consider the following questions:  Is Charlie a dynamic (changing) character? Or is he a static character? What statement might the author be making through your findings? Support your assertions with evidence from the text.	Not Provided	<ul style="list-style-type: none"> <li>Students work in groups or pairs to develop their charts to reflect their findings from the story.</li> <li>The processing of this can be done in multiple ways depending on desired outcomes of student learning. The following are two:</li> <li>Micro Essay-A micro essay is an opportunity to focus on a particular component of writing in order allow for strategic formative assessment and to provide targeted feedback to students as they progress to a more formal piece of writing. For example, if students struggle with writing claims, the teacher could conduct a mini-lesson and target this aspect of the students writing in response to the questions above. Micro essays work extremely well for targeting students explanation of their evidence. Students could select one piece of evidence they feel best supports their thinking, develop questions on multiple levels that inquire about the literal, inferential, and intentional meaning of the piece of evidence. The rubric can be the element of the module rubric tied to analysis of evidence.</li> <li>Socratic Seminar or modified seminar discussion (example with organizers and rubrics provided in attached link)</li> </ul>
Standards:  <b>CCSS.ELA-LITERACY.W.8.2D</b> : Use precise language and domain-specific vocabulary to inform about or explain the topic. <b>CCSS.ELA-LITERACY.W.8.2C</b> : Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <b>CCSS.ELA-LITERACY.W.8.2E</b> : Establish and maintain a formal style. <b>CCSS.ELA-LITERACY.W.8.2B</b> : Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <b>CCSS.ELA-LITERACY.W.8.2</b> : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content <b>CCSS.ELA-LITERACY.RL.8.3</b> : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. <b>CCSS.ELA-LITERACY.RL.8.1</b> : Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.				
Additional Attachments:  <a href="#">🔗 Teaching Channel Socratic Seminar Video and Resources</a>				




PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<b>ACTIVE READING &gt; CLOSE READING:</b> Ability to analyze layers of meaning in text	<b>CLOSE READ OF SECTION 1</b> What are the big ideas present in this section?	See attached academic discussion rubric.	<ul style="list-style-type: none"> <li>Based upon "progris ript 5-Mar 10" and "Progress Report 6-Mar 15"</li> <li>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.</li> <li>Students read text in their groups and determine possible big ideas of the section. (Multiple ways of reading possible-independently, aloud to a partner, group taking turns. This process could also be modeled first if necessary.)</li> <li>Students share big ideas they've found. Ex. Self awareness, Innocence, Desire for Intelligence, Progress Made, Operations to Change</li> <li>Students come to a consensus about big ideas from the section while teacher captures the thinking.</li> <li>Utilize discussion protocol (students support thinking with evidence, etc.)</li> <li>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.</li> </ul>
Standards:  <b>CCSS.ELA-LITERACY.RL.8.2</b> : Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.				
Additional Attachments:   <b>Academic Discussion Rubric</b>				
30 mins	<b>ACTIVE READING &gt; CLOSE READING:</b> Ability to analyze layers of meaning in text	<b>CLOSE READ: SECOND READ OF SECTION 1</b> What would the author say about these ideas based upon the text?	Potential use of discussion rubric. Or use of two point rubric measuring students' use of textual evidence to support their thinking.	<ul style="list-style-type: none"> <li>Students read, highlight key lines from the text that support their thinking regarding the question, and respond in their dialectical journals (Process may be modeled if needed).</li> <li>Students read a portion of the text and pause at their selected key lines, asking a partner, "What would the author say about this?" Partner responds. Student agrees or disagrees and shares reasoning. Two students switch.</li> <li>Consider timing the process of each partner sharing if needed.</li> <li>Encourage students to utilize the thinking gained from earlier reads of the text.</li> <li>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.</li> </ul>


PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
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	<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.RL.8.2</b> : Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>CCSS.ELA-LITERACY.SL.8.1</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>			
Not provided	<p><b>ACTIVE READING &gt; CLOSE READING:</b></p> <p>Ability to analyze layers of meaning in text</p>	<p><b>CLOSE READ: SHORT CONSTRUCTED RESPONSE</b></p> <p>Focusing on particular lines from the section, determine what these lines reveal about Charlie (characterization), how they propel the action of the story, or how they provoke a decision (character motives)?</p>	Rubric part of attached organizer	<ul style="list-style-type: none"> <li>Students utilize organizer to respond to specific lines from text (First could be modeled, discussed with partners, or developed individually).</li> <li>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.</li> <li>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.</li> </ul>
	<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.RL.8.3</b> : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>CCSS.ELA-LITERACY.RL.8.1</b> : Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>			
	<p>Additional Attachments:</p> <p> <b>Flowers Analysis</b></p>			


PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<b>POST-READING &gt; ENHANCING COMPREHENSION:</b> Ability to identify the central point and main supporting elements of a text.	<b>DIARY ENTRY</b> 1. Write a diary (1-2 paragraphs) entry based upon what has happened in your lives either the night before or during the day today. Here's the caveat. Use <i>any</i> punctuation you want <i>anywhere</i> you want. 2. Choose two of the punctuational choices you've made and write a description of why you placed the mark where you did.	Not Provided	<ul style="list-style-type: none"> <li>Essential Questions: What is the purpose of punctuation? Why would author's intentionally misuse punctuation?</li> <li>Brainstorm or share as many punctuation marks as students can surface and display them visually. Leave room to write next to each one later.</li> <li>Ask students to write briefly write their diaries. Explain where they place punctuation is completely up to them. There are <i>no</i> rules except one: Students must have a reason for <i>why</i> they're placing their marks where they choose. In fact, they write an explanation for two of their marks in the margin of their diaries.</li> <li>Have students exchange pieces of writing. Have each student write why they think a student made the punctuational choice he/she did for two of the marks made. Students could engage in a brief dialogue to discern whether their reasons were accurate with the author.</li> <li>Have students share some of their reasonings for different punctuational choices. Next to the different marks posted from the brainstorm, write the reasoning for students to see.</li> <li>Pose the essential questions to the students and share responses.</li> <li>Have them consider the importance of a shared language in regards to punctuation. Punctuation allows for common communication. When author's make mistakes, they are trying to reveal something to the reader.</li> </ul>
Additional Attachments:   <b>Punctuation Diary Page</b>				
30 mins	<b>POST-READING &gt; ENHANCING COMPREHENSION:</b> Ability to identify the central point and main supporting elements of a text.	<b>SHORT REFLECTIVE ENTRY FOR EACH TEXT</b> What is the author trying to accomplish? Which parts of the text show you that?	<ul style="list-style-type: none"> <li>Answers questions with credible response.</li> </ul>	<ul style="list-style-type: none"> <li>Have students read and highlight key lines-- especially punctuational choices between the <i>April 16th</i> and <i>April 18th</i> diary entries.</li> <li>Invite students to brainstorm ways to figure out any author's intent.</li> <li>Invite students to share and discuss their answers for each text.</li> <li>After the discussion, allow them to add to their entries.</li> </ul>
Standards:  <b>CCSS.ELA-LITERACY.RL.8.2</b> : Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.				


PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<i>Not provided</i>	<p><b>POST-READING &gt; ENHANCING COMPREHENSION:</b></p> <p>Ability to identify the central point and main supporting elements of a text.</p>	<p><b>SHORT CONSTRUCTED RESPONSE</b></p> <p>Focusing on particular lines from the section, determine what these lines reveal about Charlie (characterization), how they propel the action of the story, or how they provoke a decision (character motives)?</p>	<p>Rubric part of attached organizer</p>	<ul style="list-style-type: none"> <li>Students utilize organizer to respond to specific lines from text (First could be modeled, discussed with partners, or developed individually).</li> <li>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.</li> <li>Encourage students to utilize the thinking gained from earlier reads of the text.</li> <li>Formative assessment opportunity: Consider any misconceptions which have arisen from students' awareness of punctuation and develop mini-lessons to address misconceptions. Many of the earlier entries of this text provide an opportunity for students to edit, manipulate, and combine clauses to form different types of sentences. Sentences in the later entries are often complex in nature allowing for a contrastive analysis.</li> </ul>
<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.RL.8.3</b> : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>CCSS.ELA-LITERACY.RL.8.2</b> : Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>CCSS.ELA-LITERACY.RL.8.1</b> : Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>				
<p>Additional Attachments:</p> <p> <b>Flowers Analysis RL.8.3</b></p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	<b>POST-READING &gt; CITING EVIDENCE:</b> Ability to support inferences with textual evidence	<b>TEXTUAL EVIDENCE SWAP MEET</b> Sort notes made on post-its during a close reading of a text based on an essential question. The question has been framed so that you can take a position (either/or, yes/no, etc.), however, you must collect textual evidence that supports both sides of the question.	Product meets expectations if...  -Notes are grouped logically with clear connections to the claim (position)  -Notes are sufficient to support position  -Notes are selected from across the span of the text rather than a limited portion  -Notes are arranged with strongest first	* The mini-task was designed with a specific question in mind for Daniel Keyes, "Flowers for Algernon" and based upon the <i>May 20</i> diary entry: <b>"Is Charlie more angry with the people making fun of the dishwasher or himself?"</b> However, <i>it is applicable to any text that students have read in which they have a central question that they are answering.</i>  BEFORE THIS MINI TASK...  1. Before reading a text, students should know the central question they are answering.  2. Provide students with sticky notes, and invite them to mark and copy quotations they feel are relevant to the central question. Ask them to include their reasons for selection.  TODAY...  1. Explain that today students will be organizing their notes and choosing which quotes they will use for their argument essays.  2. Students will individually read through notes and decide on a position on the central question.  4. Students will arrange the notes that support their positions by grouping those that are related.  5. Students will then order their groups of notes from strongest to weakest.  6. Students will meet with a peer who took an opposite position and together they will examine each other's points. Students will also swap notes they didn't use. This allows students to "share" evidence.  7. Each student will then rearrange post-its as in Steps 4 and 5 to support claim.
Standards:  <b>CCSS.ELA-LITERACY.RL.8.3</b> : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. <b>CCSS.ELA-LITERACY.RL.8.1</b> : Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <b>CCSS.ELA-LITERACY.SL.8.1A</b> : Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	<b>POST-READING &gt; CITING EVIDENCE:</b> Ability to support inferences with textual evidence	<b>SHORT CONSTRUCTED RESPONSE</b> Focusing on particular lines from the section, determine what these lines reveal about Charlie (characterization), how they propel the action of the story, or how they provoke a decision (character motives)?	Rubric part of attached organizer	<ul style="list-style-type: none"> <li>Students utilize organizer to respond to specific lines from text (First could be modeled, discussed with partners, or developed individually).</li> <li>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.</li> <li>Encourage students to utilize the thinking gained from earlier reads of the text.</li> </ul>
Standards:  <b>CCSS.ELA-LITERACY.RL.8.3</b> : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  <b>CCSS.ELA-LITERACY.RL.8.1</b> : Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.				
Additional Attachments:   <b>Flowers Analysis RL.8.3</b>				
30 mins	<b>POST-READING &gt; CLOSE READ:</b> Ability to analyze layers of meaning in text	<b>CLOSE READ: 1ST READ</b> What are the big ideas present in this section?	Discussion rubric used	<ul style="list-style-type: none"> <li>Based on <i>June 5th</i> Diary Entry</li> <li>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.</li> <li>Students read text in their groups and determine possible big ideas of the section. (Multiple ways of reading possible-independently, aloud to a partner, group taking turns. This process could also be modeled first if necessary.)</li> <li>Students share big ideas they've found. Ex. Self awareness, Innocence, Desire for Intelligence, Progress Made, Operations to Change Students come to a consensus about big ideas from the section while teacher captures the thinking.</li> <li>Utilize discussion protocol (students support thinking with evidence, etc.)</li> <li>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.</li> </ul>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
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	<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.RL.8.2</b> : Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>CCSS.ELA-LITERACY.SL.8.1A</b> : Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>			
30 mins	<p><b>POST-READING &gt; CLOSE READ:</b> Ability to analyze layers of meaning in text</p>	<p><b>CLOSE READ: 2ND READ</b></p> <p>What would the author say about these ideas based upon the text?</p>	<p>Use Discussion Rubric</p>	<ul style="list-style-type: none"> <li>Students read, highlight key lines from the text that support their thinking regarding the question, and respond in their dialectical journals (Process may be modeled if needed).</li> <li>Students read a portion of the text and pause at their selected key lines, asking a partner, "What would the author say about this?" Partner responds. Student agrees or disagrees and shares reasoning. Two students switch. Consider timing the process of each partner sharing if needed.</li> <li>Encourage students to utilize the thinking gained from earlier reads of the text.</li> <li>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.</li> </ul>
	<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.SL.8.1C</b> : Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p><b>CCSS.ELA-LITERACY.SL.8.1A</b> : Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>CCSS.ELA-LITERACY.RL.8.2</b> : Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>			
	<p>Additional Attachments:</p> <p> <b>Academic Discussion Rubric</b></p>			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	<b>POST-READING &gt; CLOSE READ:</b> Ability to analyze layers of meaning in text	<b>SHORT CONSTRUCTED RESPONSE</b> See attached organizer	See attached organizer	<ul style="list-style-type: none"> <li>Students utilize organizer to respond to specific lines from text (First could be modeled, discussed with partners, or developed individually).</li> <li>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.</li> <li>Encourage students to utilize the thinking gained from earlier reads of the text.</li> <li>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.</li> </ul>
Standards:  <b>CCSS.ELA-LITERACY.RL.8.1</b> : Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  <b>CCSS.ELA-LITERACY.RL.8.3</b> : Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.				
Additional Attachments:   <b>Flowers Analysis RL.8.3</b>				
<b>Transition to Writing</b>				
1 hr and 30 mins	<b>BRIDGING CONVERSATION &gt; IDENTIFYING SIGNIFICANT ELEMENTS:</b> Ability to begin linking reading results to writing task.	<b>THE SEARCH FOR LINES OF DEPTH</b> Socratic Seminar discussion question: Is Charlie a character who changes (dynamic) or is he one that remains the same (static)?	Use of Socratic Seminar Rubric found with link provided	<ul style="list-style-type: none"> <li>Begin with a brief discussion of Charlie's character. Is he a character who changes (dynamic) or is he one that remains the same (static)?</li> <li>Discussion-based strategies, such as socratic seminar (link provided with notes, video example, organizers and rubric)</li> <li>After discussion, students consider the following question for guidance: Which lines reveal Charlie's persona?</li> <li>Students utilize previous notes and work in partners or teams to select lines of what they believe to be the greatest depth. As students, partners, or groups choose lines, they must defend why they've selected them.</li> </ul>



PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
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Standards:

**CCSS.ELA-LITERACY.SL.8.1D** : Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-LITERACY.SL.8.1C** : Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-LITERACY.SL.8.1B** : Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.8.1A** : Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.RI.8.4** : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-LITERACY.RI.8.1** : Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.8.3** : Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Additional Attachments:

 **Socratic Seminar**

### Writing Process

50 mins

#### PLANNING >

#### PLANNING THE

**WRITING**: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

#### OUTLINE/ORGANIZER

Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.

- Creates an outline or organizer.
- Supports controlling idea.
- Uses evidence from texts read earlier.

- Provide and teach one or more examples of outlines or organizers.
- Invite students to generate questions in pairs about how the format works, and then take and answer questions.

Standards:

**CCSS.ELA-LITERACY.W.8.2A** : Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

50 mins

#### DEVELOPMENT >

#### INTRODUCTORY

**PARAGRAPH**: Ability to establish a controlling idea, consolidate information relevant to task, and engage a reader.

#### INTRODUCTION PARAGRAPH

Develop an effective and engaging introduction paragraph for your essay incorporating a hook, explanation, and thesis.

Meets expectations if:

- Hook is engaging and relevant
- Explanation successfully bridges hook and argument.
- Thesis is specific, well articulated, and the actual topic of the paper.

\*This tool should be used with students who already know their thesis, **not** as a tool to develop one.

1. Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and chose the best one (emphasizing that the first idea isnt always the best).
2. Allow students to complete the handout independently.
3. Finish with a share, either class wide or between partners.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
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Standards:

**CCSS.ELA-LITERACY.CCRA.W.5** : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CCSS.ELA-LITERACY.CCRA.W.4** : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Additional Attachments:

 **Introduction Tool**

50 mins

**DEVELOPMENT > BODY PARAGRAPHS:**

Ability to construct an initial draft with an emerging line of thought and structure.

**INITIAL DRAFT**

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

- Provides complete draft with all parts.
- Supports the opening in the later sections with evidence and citations.

- Encourage students to re-read prompt partway through writing, to check that they are on track.

Standards:

**CCSS.ELA-LITERACY.W.8.2B** : Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

50 mins

**REVISION, EDITING, AND COMPLETION > REVISION:**

Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**WRITING REVEALED!**

Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

- Provides complete draft with all parts.
- Supports the opening in the later sections with evidence and citations.
- Improves earlier edition.

- Have students start by examining the length of their sentences. Often ideas may run on or be organized in a series of short, redundantly written sentences. This strategy helps students to visually understand the composition of their writing.
- Provide students with wax paper roughly the size of their papers. Have them place the wax paper over the piece of writing and track their sentence length by drawing a line from sentence to sentence. At each period, have the students stop the line and clearly mark a period on their wax papers.
- Once finished, ask students to hold their wax papers up to the light to expose the flow of their writing. Is there a repetition of short sentences (sometimes reflecting simple sentence structure), or is there an overall lack of punctuation (sometimes reflecting run-on)? Have students reflect on the use of their sentences.
- Use this opportunity as formative assessment and respond to meet students' needs based upon their work and reflections. For example, if many students struggle with expanding sentences, possibly respond by using samples of sentences to combine ideas and maintain their logic utilizing subordinating conjunctions.
- As students are developing their sentences, have them consider the accuracy of their evidence and thoroughness of explanation.
- Model useful feedback that balances support for strengths and clarity about weaknesses.
- Assign students to provide each other with feedback on those issues.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Standards:  <b>CCSS.ELA-LITERACY.W.8.2</b> : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content			
50 mins	<b>REVISION, EDITING, AND COMPLETION &gt; EDITING</b> : Ability to proofread and format a piece to make it more effective.	<b>CORRECT DRAFT</b> Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> <li>Provides draft free from distracting surface errors.</li> <li>Uses format that supports purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Briefly review selected skills that many students need to improve.</li> <li>Teach a short list of proofreading marks.</li> <li>Assign students to proofread each other's texts a second time.</li> </ul>
	Standards:  <b>CCSS.ELA-LITERACY.L.8.2</b> : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Not provided	<b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT</b> : Ability to submit final piece that meets expectations.	<b>FINAL PIECE</b> Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none"> <li>Fits the "Meets Expectations" category in the rubric for the teaching task.</li> </ul>	None

## Instructional Resources

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided