



Literacy Design
Collaborative

Change is Constant: May The Force Be With You

★ TASK

by Debbie Holloman

Students will work through two literary texts and two non-print “texts” to write a literary analysis for one of the literary pieces. The analysis will be in the form of a multi-paragraph, informational response to literature asking them to make a claim, cite evidence from the literary text, and comment on how the evidence supports and clarifies the claim. This is the first time students will be exposed to many of these strategies and terms that they will use throughout middle school ELA. For example: the term and strategy of “diffusing vocabulary” (using context information to understand a words purpose and meaning in text) is used in several places in the module and called out for the teacher and student information.

Additional Author of this module: William Weaver

NOTE: An instructional ladder and all instructional resources for this module can be found in an attached document as a "Teacher Resources" in the "Instructional Resources" section of this module.

GRADES

6

DISCIPLINE

 ELA

COURSE

 English 6

PACING

 N/A

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

How does an author use internal and external forces to develop character change in a text? After reading “Eleven” by Sandra Cisneros, write a multi-paragraph informational response in which you analyze how the author uses internal and external forces to demonstrate change in a character throughout the text, providing examples to clarify your analysis. Support your discussion with evidence from the text/s.

Standards

Language Arts Florida Standards (LAFS)

LAFS.6.RL.1.1

Focus

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.6.RL.2.4

Focus

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

LAFS.6.RL.3.7

Focus

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

LAFS.K12.W.1.1

Focus

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.K12.W.2.5

Focus

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.K12.W.3.9

Focus

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

Texts

- 🔗 From “Bad Boy” by Walter Dean Myers
- 🔗 cover picture of “Bad Boy” by Walter Dean Myers
- 🔗 WHAM! by Roy Liechenstein
- 🔗 “Drowning Girl” by roy Leichenstein
- 🔗 Eleven by Sandra Cisneros

Student Work Rubric - Informational or Explanatory Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Presents an unclear or unfocused controlling idea.	Presents a general controlling idea that addresses the prompt , with an uneven focus .	Presents and maintains a clear controlling idea that addresses all aspects of the prompt.	Presents and maintains a clear and specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea. Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the controlling and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that support the controlling and supporting ideas. Consistently cites sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is minimal or contains minor errors .	Accurately explains ideas and source material and how they support the controlling idea .	Thoroughly and accurately explains ideas and source material, using reasoning to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	Groups ideas and uses some transitions to connect ideas, with some lapses in coherence or organization .	Groups and sequences ideas to develop the controlling idea . Uses transitions to clarify the relationships among ideas, concepts, and information .	Groups and sequences ideas logically to develop the controlling idea and create cohesion . Uses varied transitions to clarify the relationships among ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate to the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
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

Conflict is everywhere. We see and experience it in our schools, in our homes, and even in our own minds and hearts. At times conflict brings about pain and heartache, legal troubles, broken relationships, or even death. However, conflict can be a positive force, pushing us to grow and become stronger, better people. In literature, conflict is a key component authors use to develop their stories. Without conflict, there is no story. Specifically authors use conflict to develop the character in their stories. We can follow the actions, words, thoughts and emotions of the characters as they deal with conflict to learn about how these characters change for better or worse. We can learn from their reactions and decisions and apply these as lessons to our own lives.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

Reading Process

Transition to Writing

Writing Process

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	<i>Preparing for the Task</i>			
	<i>Reading Process</i>			
	<i>Transition to Writing</i>			
	<i>Writing Process</i>			

Instructional Resources

Teacher Resource

 [6th Grade LA LDC Module-May the Force Be With You 2.docx](#)

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

🔗 From "Bad Boy" by Walter Dean Myers : <https://s ldc.org/u/sy3qwil4tzkogc13mj4d8hxo>

🔗 cover picture of "Bad Boy" by Walter Dean Myers :

<https://s ldc.org/u/8m9wqa623ee4wvzp22c9phm6a>

🔗 WHAM! by Roy Liechenstein : <https://s ldc.org/u/9w4h17xo059wpfu88jgg8am0z>

🔗 "Drowning Girl" by roy Leichenstein : <https://s ldc.org/u/eqt5h030zwck6lrjzds4pc7t3>

🔗 Eleven by Sandra Cisneros : <https://s ldc.org/u/d6h9xn18psjj9as4nxpinj9fu>

📄 6th Grade LA LDC Module-May the Force Be With You 2.docx :

<https://s ldc.org/u/2om26kc08niz8u1lp653oqfvq>