



Literacy Design
Collaborative

Coming of Age

★ TASK ★ LADDER

by Donald Neubauer

This module focuses on the coming of age theme. Students were given a choice of coming of age novels to read in their book clubs. Throughout the course of unit, students will analyze whether the protagonist in their book club novel comes of age. By the end of the unit, students will write an analytical essay exploring whether their protagonist comes of age or remains a static character.

GRADES

9 - 10

DISCIPLINE

 ELA

COURSE

 English
42

PACING

 N/A

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

Does the protagonist in your book club novel come of age? After reading your book club novel and the selected article, write an essay in which you analyze your character's development. Support your discussion with evidence from the text/s.

Standards

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

RI.9-10.1

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

RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

W.9-10.2

Focus

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4

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

W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.9

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

W.9-10.10

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.

RL.9-10.2

Focus

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3

Focus

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Texts

 **Unit Book List.docx**

 **What does Coming of Age Mean by Jennifer O'Donnell.docx**

Student Work Rubric - Informational or Explanatory Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Presents a general or unclear controlling idea.	Presents a clear controlling idea that addresses the prompt , with an uneven focus .	Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .	Presents and maintains a precise, substantive controlling idea that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information .
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 support the controlling and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully 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.	Explains ideas and source material to support the controlling idea , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the controlling idea.	Thoroughly and accurately explains ideas and source material to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	Groups ideas and uses transitions to develop the controlling idea, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive explanation . Uses transitions to clarify the relationships among complex ideas, concepts, and information .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among complex 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 for 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

- What does it mean to “come of age?”
- How does the protagonist in your chosen novel follow the coming of age story pattern?
- How can further exploring literary elements (theme, characterization, symbolism, conflict, imagery, metaphor etc.) develop our understanding of the selected works of literature?
- How do we read for purpose?
- How do we become independent learners?

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

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

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

Reading Process

PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

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

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

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

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 and consolidate information relevant to task.

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
Preparing for the Task				
Not provided	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	SHORT RESPONSE WITH BULLETS In a quick write, record your first reaction to the task prompt. Add some notes of things you know about this issue.	No Scoring	<ul style="list-style-type: none"> Link this task to earlier class content. Discuss student responses. Clarify timetable and support plans for the task.
Not provided	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	BULLETS In your own words, what are the important features of a good response to this prompt?	No Scoring	<ul style="list-style-type: none"> Share examples of type of text students will produce (either from past students or from professional writers). 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.
Reading Process				
Not provided	PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.	NOTES For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.	<ul style="list-style-type: none"> Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology). Includes reasonable evidence that work is credible and/or worthy of study. 	<ul style="list-style-type: none"> Provide citation guide and discuss why each element of citation is needed. Ask students to brainstorm what makes an author credible and/or worthy of study. Provide access to research sources for students to assess the texts. Note: for an “after researching” task, add teaching and time for students to select the texts they will use.
Not provided	ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	VOCABULARY LIST In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	<ul style="list-style-type: none"> Lists appropriate phrases. Provides accurate definitions. 	<ul style="list-style-type: none"> After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
Not provided	ACTIVE READING > NOTE-TAKING: Ability	NOTES From each text, make a	<ul style="list-style-type: none"> Identifies relevant 	<ul style="list-style-type: none"> Teach a sample format for note taking. Check that early student work is in the assigned

	to select important facts and passages for use in one's own writing.	list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.	elements. <ul style="list-style-type: none"> Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly). 	format (or in another format that gathers the needed information effectively).
Not provided	POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.	SHORT REFLECTIVE ENTRY FOR EACH TEXT What is the author trying to accomplish? Which parts of the text show you that?	<ul style="list-style-type: none"> Answers questions with credible response. 	<ul style="list-style-type: none"> Invite students to brainstorm ways to figure out any author's intent. Invite students to share and discuss their answers for each text. After the discussion, allow them to add to their entries.
Not provided	POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	DEFINITION AND STRATEGIES Define "plagiarism" and list ways to avoid it.	<ul style="list-style-type: none"> Provides accurate definition. Lists several appropriate strategies. 	<ul style="list-style-type: none"> Discuss respect for others' work to assemble evidence and create texts. Discuss academic penalties for stealing others thoughts and words.
Transition to Writing				
Not provided	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.	BULLETS In a quick write, note what you know now that you've read about _____ (content).	No scoring	<ul style="list-style-type: none"> Discussion-based strategies, such as seminar. Small group discussion using question.
Writing Process				
Not provided	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.	<ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> 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.
Not provided	DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.	OPENING PARAGRAPH Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.	<ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

			points that support development of the controlling idea.	
Not provided	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.	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.
Not provided	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	MULTIPLE DRAFTS 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.	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	<ul style="list-style-type: none"> Model useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues.
Not provided	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	CORRECT DRAFT 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"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
Not provided	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL PIECE Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	None

Instructional Resources

Student Handout

-  **Coming of Age Student Handouts.docx**
-  **Independent Reading and Writing Form.docx**

Teacher Resource

-  **Coming of Age Book Unit Teacher Resources.docx**
-  **Independent Reading and Writing Form.docx**

Section 4: What Results?

Student Work Samples

Advanced

 **SAMPLE WORK #1.pdf**

 **SAMPLE WORK #2.pdf**

 **SAMPLE WORK #3.pdf**

 **SAMPLE WORK #4.pdf**

 **SAMPLE WORK #5.pdf**

Teacher Reflection

This purpose of this unit was to improve the students ability to analyze a text and read for the purpose of using textual evidence in order to support their analysis. Also with this unit, I wanted to increase student accountability, as after they chose a book for their independent study, they would have to read and closely analyze the novel for textual evidence.












In order to start this unit, I gave the students a choice of five to six books, all of which had the coming of age theme. The books were different reading levels and I tried to push the higher level students to choose a more rigorous novel. After the book selection process, we then analyzed the coming of age informative article , "What does Coming of Age Mean?" by Jennifer O'Donnell. This breaks the coming of age novel into five steps, the beginning stage, the problem stage, the struggle stage, the big decision stage and the ending. Each week the lessons were broken up to focus on one particular stage, with two weeks being spent on the struggle stage, since that is the stage that really encompasses the majority of the text.

Each week students would receive an independent reading / Writing form focusing on the particular stage. The forms would remain the same, but the stage they would focus on would change. The lessons I planned would include a lot of modelling showing them how to complete their observations and analysis. At the end of each week on Friday, students would write a T.I.E.D. paragraph (Topic sentence, introduce evidence, evidence and discuss evidence) This essentially created five body paragraphs that the students would use to create their final coming of age essay.

I noticed that students were struggling with the structure of creating the observations and analysis at first. It definitely took a lot of modelling. They also struggled initially with the T.I.E.D. paragraph and creating topic sentences and finding and discussing the textual evidence that supported the stage. However, as the weeks progressed, I noticed students that consistently turned in the work, showed steady improvement in their writing and their scores.

Overall, I think this is a successful unit, though I will admit that some students do struggle to keep up the pace with their independent reading. Some stages may take more than one week to complete.

All Attachments

-  **Unit Book List.docx** : <https://s ldc.org/u/dvbwr499onobsvyr9gvraulg7>
-  **What does Coming of Age Mean by Jennifer O'Donnell.docx** :
<https://s ldc.org/u/g2hbddmmh8m7qujv8ycpnyuy>
-  **SAMPLE WORK #1.pdf** : <https://s ldc.org/u/61s6430ymkhq3t9829kt3pj13>
-  **SAMPLE WORK #2.pdf** : <https://s ldc.org/u/aoglmt4p06pbgo6kqrqeo2jjv>
-  **SAMPLE WORK #3.pdf** : <https://s ldc.org/u/esoig2y4804ezn9uw5a6ofgcu>
-  **SAMPLE WORK #4.pdf** : <https://s ldc.org/u/148zqxeph9lw062pdk1m9kkal>
-  **SAMPLE WORK #5.pdf** : <https://s ldc.org/u/1iw560elh1njtg61kqw06zdtv>
-  **Coming of Age Student Handouts.docx** : <https://s ldc.org/u/ehz1vbzfaf4x7gevkej5o8lrq>
-  **Coming of Age Book Unit Teacher Resources.docx** :
<https://s ldc.org/u/19i4loxq3jfunq94yf2w258si>
-  **Independent Reading and Writing Form.docx** : <https://s ldc.org/u/9c8od23vjha6buzm6nvw7jf3>
-  **Independent Reading and Writing Form.docx** : <https://s ldc.org/u/632vetaappfjzaq1ifqpjw94d>