



Literacy Design
Collaborative

Conflict, Characters and Choice, Oh MY!

★ TASK

In this module students will use close reading techniques to analyze two pieces of literature and determine how conflict impacts characters choices providing examples from both text to clarify their analysis. In order to meet the demands of the Common Core State Standards/Language Arts Florida Standards, students need strategies and exposure to grapple with complex forms of text for understanding and then translate that understanding to complete a writing task. The close reading strategies used in this module (diffusing vocabulary, text marking and using guided questioning)will teach students methods for handling challenging pieces of text.

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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

7

DISCIPLINE

 ELA

COURSE


Language
Arts 2 All

PACING

 N/A

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

After reading "The Scholarship Jacket" and "The Highwayman",, write an informational essay in which you analyze how a conflict in the text impacts a character's choices, providing examples to clarify your analysis. Support your discussion with evidence from the text/s.

Standards

Language Arts Florida Standards (LAFS)

LAFS.7.RL.1.1

Focus

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

LAFS.7.RL.1.3

Focus

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

LAFS.7.W.1.2

Focus

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

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.W.2.5

Focus

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.

LAFS.7.W.4.10

Focus

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.

LAFS.7.SL.1.1

Focus

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- 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.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.L.1.1

Focus

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

- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

LAFS.7.L.3.4

Focus

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LAFS.7.L.3.6

Focus

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Texts

🔗 **“The Highwayman” by Alfred Noyes** <http://www.potw.org/archive/potw85.html>

🔗 **The Scholarship jacket**

🔗 **banksy photo**

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

"You take people, you put them on a journey, you give them peril, you find out who they really are." — Joss Whedon

This quote captures why we all love a good story. Think about your favorite stories. Most of the time, you will find they remain our favorites because of the characters. They are faced with problems that we can relate to or learn from. Characters in literature make choices that lead to conflict and choices in response to conflict impacting the plot. This continuous interaction over the course of a text reveals the true nature of a character.

After reading "The Scholarship Jacket" and "The Highwayman", write an informational essay in which you analyze how a conflict in the text impacts a character's choices, providing examples from both texts to clarify your analysis.

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

 [Conflict and Characters and Choice1.docx](#)

Section 4: What Results?

Student Work Samples

Advanced

 [7th Gr. ELA LDC Samples_1.pdf](#)

Teacher Reflection

Not provided

All Attachments

🔗 “The Highwayman” by Alfred Noyes <http://www.potw.org/archive/potw85.html> :
<https://s ldc.org/u/75g51elt2lu1v3a5d3s3npjbw>

🔗 The Scholarship jacket : <https://s ldc.org/u/9ie3d8zph8jngfno7jqkim7vs>

🔗 banksy photo : <https://s ldc.org/u/4ptnch6kgolyerl27hyntnja9>

📄 7th Gr. ELA LDC Samples_1.pdf : <https://s ldc.org/u/ddtss94u69oc9ppxji04a1ue6>

📄 Conflict and Characters and Choice1.docx : <https://s ldc.org/u/2sl11lwupoiugp8pm74m7utn6>