



Literacy Design
Collaborative

Dr. Martin Luther King, Jr.

★ TASK

by Donna F. Johnson

In this module, students will conduct research, read, and learn how Dr. Martin Luther King, Jr. impacted history and why he was considered a great American Leader. Then they will write an informative article with an opening paragraph, body paragraphs, and a concluding paragraph describing why Martin Luther King, Jr. was a great leader. This module would be best implemented in the middle of the semester after students have had various opportunities to research, cite evidence from texts, used various graphic organizers, and have learned the correct paragraph format. This module explicitly targets and teaches standards:

CCSS.ELA-Literacy.RL.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the texts.

CCSS.ELA-Literacy.W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

GRADES

2

DISCIPLINE

 **Social
Studies**

COURSE

Any

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 2-3.12 - Informational or Explanatory

Why was Dr. Martin Luther King, Jr. considered a great American leader? After reading the articles "A Great Leader", "An American Leader" and the books "Martin Luther King Day" and "My Brother Martin" about Martin Luther King, Jr., write an article in which you describe why Martin Luther King, Jr. was a great American leader. Support your response with evidence from the text/s. Include three examples from the text/s in your response.

Standards

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

L.2.1

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

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3

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

L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Focus

RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text

complexity band proficiently, with scaffolding as needed at the high end of the range.

W.2.2

Focus

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Program of Studies Social Studies Revised 2006


- history has been impacted by significant individuals and groups.

Core Content for Social Studies Assessment

SS-EP-5.2.1


Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.

Texts

-  My Brother Martin: A Sister Remembers Growing up with Rev. Dr. Martin Luther King Jr.
Farris, C. K., & Soentpiet, C. K. (2003). My brother Martin: a sister remembers growing up with Rev. Fr. Martin Luther King, Jr. New York: Simon & Schuster Books for Young Readers. (Lexile Level 970)

 **An American Leader (Lexile Level 810)**

 **A Great Leader (Lexile Level 900)**

-  Martin Luther King Day (Lexile Level 660)
lowery, L. (1987). Martin luther king day. New York: Scholastic Inc.

Student Work Rubric - Informational or Explanatory Task - Grade 2

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Response is off-topic or topic/main idea is unclear.	Introduces the topic and a general main idea, with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea, maintaining a focus on the main idea.	Introduces the topic and a specific main idea, maintaining a consistent focus on the main idea.
Use of Sources	Includes no details from sources related to the topic or prompt.	Includes few details from sources related to the topic or prompt.	Includes details from sources related to the topic and prompt.	Includes well-chosen details from sources related to the topic and prompt.
Development	Includes facts, definitions and/or details loosely related to the topic.	Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with minor inaccurate or incomplete elements .	Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) that help develop the topic.	Explains relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the main idea .
Organization	Sentences are out of logical order or lack an evident structure.	Sequences sentences to introduce the topic, develop points, and provide a concluding statement or section.	Sequences sentences and groups related information to introduce the topic, develop points, and provide a concluding statement or section. Uses linking words/ phrases (e.g., also, another, and, more, but) to connect ideas.	Sequences sentences and groups related information in paragraphs or sections that introduce the topic, develop points, and provide a concluding statement or section. Consistently uses linking words/phrases (e.g., also, another, and, more, but) to connect ideas.
Conventions (general)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level. Minor errors, while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level.
Conventions (Grade 2 examples)	Spells many words incorrectly and phonetically Uses capital letters inconsistently Uses commas, apostrophes, and end punctuation rarely	Spells some frequent-use words (e.g., plural nouns) incorrectly and phonetically Capitalizes first word in a sentence, "I," proper nouns inconsistently Uses commas, apostrophes, and end punctuation inconsistently	Spells most regular frequent-use words correctly (e.g., plural nouns) Capitalizes first word in a sentence, "I," and some proper nouns consistently Uses commas, apostrophes, and end punctuation consistently	Spells most regular frequent-use words correctly and spells irregular frequent-use words conventionally Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns Uses commas, apostrophes, and end punctuation consistently
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

This week, we are going to read some informational texts about Martin Luther King, Jr. We are going to learn about his life and some of the things he did to become a great American leader. As we read we will take notes of the important events in his life that assisted him in becoming a great leader. We will use the texts and notes we take to write an article describing why Martin Luther King, Jr. was a great American leader.

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 > ANNOTATION: Ability to read explicitly and identify the central point and main supporting elements of a text.

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: Bridging; Ability to begin linking reading results to writing task.

Transition to Writing

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

TRANSITION WORDS: Ability to determine and use transition words and phrases.

Writing Process

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

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

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to write an opening paragraph that identifies key points that support development of the controlling idea.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with body paragraphs.


DEVELOPMENT > CONCLUDING PARAGRAPH: Ability to construct and initial concluding paragraph 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				
40 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	PRIOR KNOWLEDGE <ul style="list-style-type: none"> What makes a person a great leader? What traits or qualities must a person possess to be a leader? 	No Scoring	<ul style="list-style-type: none"> Teacher will ask, <i>Can you name a leader in our community or country?</i> List student responses on chart paper. Then teacher will ask, <i>What qualities or traits does someone need to have to be a good leader?</i> Write student responses on chart paper. Students will write responses in their writing journals. <p><i>*Accommodations will be based on each individual student's IEP.</i></p>
30 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	LIST: B-K-W-L-Q <i>List</i> Using a B-K-W-L-Q chart respond to the task prompt. Students will fill in the B-K-W parts on the graphic organizer at this time. B – Build Background – students write words that they think describe a great leader. K – What do I know? W – What do I want to know? What do you know about Dr. Martin Luther King Jr.? What do you want to know?	No Scoring	<ul style="list-style-type: none"> Students will complete the B-K-W of the B-K-W-L-Q graphic organizer Discuss student responses. Extra Support - Activate prior knowledge by helping students think about books they have read, pictures they have seen of great American leaders. <i>*Accommodations will be based on each individual student's IEP.</i>
Additional Attachments:  Graphic Organizer B-K-W-L-Q Source: Tools for Teaching Literacy - By Janet Allen - Copyright 2004 Stenhouse Publishers				
50 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	SHORT RESPONSE <i>Short Response – Bullets</i> In your own words, write a short explanation of what the task is asking you to do (Answer in Writer's Notebook).	No Scoring	<ul style="list-style-type: none"> Have students share their responses orally. Write their responses on chart paper or on the board so other students can see how their classmates interpreted the task. Help students clarify responses when appropriate to ensure all students understand the task.



		<p>Students' response should include writing an article that describes why Martin Luther King Jr. was a great American leader and within the article include three examples from the articles to support their answer.</p> <p>Translation of Rubric:</p> <p>Students will translate the rubric in their own words.</p> <p>Students will highlight key words and phrases, and discuss the rubric.</p>		<ul style="list-style-type: none"> ● Rubric Translation – Introduce the rubric to the class using the document camera. Then as a class group, look at each piece of the rubric discuss and chart the responses of students, discuss and add or take away from the responses where appropriate. Students will highlight key words and phrases. ● <i>*Accommodations will be based on each individual student's IEP.</i>
Reading Process				
50 mins	PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.	<p>TEXT SELECTION - NOTES</p> <p>Notes</p> <p>For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and worthy of study.</p> <p>Make a short list of sources to be used to gather evidence or information. Teacher will show students correct way to cite sources.</p> <p>Articles:</p> <ul style="list-style-type: none"> ● <i>A Great American Leader</i> ● <i>An American Leader</i> <p>Book:</p> <ul style="list-style-type: none"> ● Martin Luther King Day ● My Brother Martin <ul style="list-style-type: none"> ● My Brother Martin Lexile Level 970 - Will be used to challenge gifted students. 	<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. ● Selection is appropriate to topic and prompt. 	<ul style="list-style-type: none"> ● Provide citation guide and discuss why each element of citation is needed. ● Ask students to brainstorm what makes a text 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. Students will select from teacher's selection. <p><i>*Accommodations will be based on each individual student's IEP.</i></p> <p><i>*Accommodations for gifted students - resources with high lexile level - 970.</i></p>

25 mins	<p>PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.</p>	<p>ACADEMIC INTEGRITY (PLAGIARISM) Define “plagiarism” and list ways to avoid it.</p> <p>In their own words students will define “plagiarism” and give an example.</p>	<ul style="list-style-type: none"> Provides accurate definition. Lists several appropriate strategies 	<ul style="list-style-type: none"> As a whole group discuss the meaning of “plagiarism.” Chart student responses on the board. Discuss ways to avoid “plagiarism” and chart response on the board. Students will then write their response in their Writer’s Notebook. <p><i>*Accommodations will be based on each individual student’s IEP.</i></p>
1 hr and 30 mins	<p>ACTIVE READING > ANNOTATION: Ability to read explicitly and identify the central point and main supporting elements of a text.</p>	<p>SHORT REFLECTIVE ENTRY 1: RELEVANT NOTES, QUESTIONS, AND SUMMARY <i>Short reflective entry for the text - Graphic Organizers</i></p> <p>What is the author trying to accomplish or tell me? Which parts of the text show you that?</p> <p>Students’ responses should describe or reflect why Dr. Martin Luther King Jr. was a great American leader.</p>	<p>Answers questions with credible response. Takes relevant notes and writes appropriate questions based on the text.</p>	<ul style="list-style-type: none"> The teacher reads the article <i>A Great Leader</i> to the class. Discuss text features use the document camera to point out various text features in the article and select individual students to explain why the author included these features in the article. Students will use the “Text Features” graphic organizer to record their responses. Next invite students to brainstorm ways to figure out the author’s intent. The teacher will write student responses on chart paper. Then the teacher rereads the first two paragraphs of the article <i>A Great Leader</i> modeling active reading strategies. Use and model the “think aloud” strategy (asking questions, rereading, etc..). Read the rest of the text together selecting individual students to read paragraphs orally using the “think aloud” strategy. As students read they are to make a list of words they had difficulty with in their writing notebook. As a class read the rest of the article <i>A Great Leader</i> using the “think aloud” strategy with students. Using the document camera model and teach students how to take relevant notes and to summarize use the Cornell Note-Taking Graphic Organizer. In addition, use the QAR questioning graphic organizer with each article modeling ways of creating questions from text that are <i>Right There</i>, <i>Think and Search</i>, and <i>On Your Own</i>. Pair students and contrast using a T-Chart to see the difference between peaceful and violent actions in solving problems found in the article. Extra Support: Plan partners specifically to incorporate ideal –support for students in need of it. <i>Accommodations will be based on each individual student’s IEP.</i>
<p>Additional Attachments:</p> <p> Graphic Organizer t-chart - Source: ReadWriteThink - NCTE Copyright 2013</p> <p> Graphic Organizer Cornell Note-Taking - Source: Tools for Literacy - by Janet Allen - Copyright 2004 Stenhouse Publishers</p> <p> Graphic Organizer Text Features - Source: 2007 Florida Center for Reading</p>				


1 hr	<p>ACTIVE READING > ANNOTATION: Ability to read explicitly and identify the central point and main supporting elements of a text.</p>	<p>SHORT REFLECTIVE ENTRY 2: RELEVANT NOTES, QUESTIONS, AND SUMMARY <i>Short reflective entry for the text - Graphic Organizers</i></p> <p>What is the author trying to accomplish or tell me? Which parts of the text show you that?</p> <p>Students' responses should describe or reflect why Dr. Martin Luther King Jr. was a great American leader.</p>	<p>Answers questions with credible response. Takes relevant notes and writes appropriate questions based on the text.</p>	<ul style="list-style-type: none"> Students will choose from the remaining texts the article <i>A Great American Leader</i>, and the two books <i>Martin Luther King Day</i> and <i>My Brother Martin</i> to read with their partner. Students will use the graphic organizer "Text Features". As students read they are to make a list of words they had difficulty with in their writing notebook. Pair students to read the selected texts using the "think aloud" strategy; teacher will facilitate or monitor partners. Use the Cornell Note-Taking Graphic Organizer to take relevant notes and to summarize. In addition, use the QAR questioning graphic organizer with each article. Students will create questions from the text that are <i>Right There</i>, <i>Think and Search</i>, and <i>On Your Own</i>. Students will add to their T-Chart any additional information that shows peaceful and violent actions in solving problems found in the text. Extra Support – Plan partners specifically to incorporate ideal –support for students in need of it. <i>Accommodations will be based on each individual student's IEP</i>
	<p>Additional Attachments:</p> <p> Graphic Organizer Text Features - Source: 2007 The Florida Center for Reading Research</p> <p> Graphic Organizer Cornell Note-Taking - Source: Tools for Teaching Literacy - By Janet Allen - Copyright 2001 Stenhouse Publishers</p> <p> T-Chart Graphic Organizer - Source: ReadWriteThink - NCTE Copyright 2013</p>			
1 hr	<p>ACTIVE READING > ANNOTATION: Ability to read explicitly and identify the central point and main supporting elements of a text.</p>	<p>SHORT REFLECTIVE ENTRY 3: RELEVANT NOTES, QUESTIONS, AND SUMMARY <i>Short reflective entry for the text - Graphic Organizers</i></p> <p>What is the author trying to accomplish or tell me? Which parts of the text show you that?</p> <p>Students' responses should describe or reflect why Dr. Martin Luther King Jr. was a great American leader.</p>	<p>Answers questions with credible response. Takes relevant notes and writes appropriate questions based on the text.</p>	<ul style="list-style-type: none"> Students will choose from the remaining texts the article <i>A Great American Leader</i>, and the two books <i>Martin Luther King Day</i> and <i>My Brother Martin</i> to read with their partner. Students will use the graphic organizer "Text Features". As students read they are to make a list of words they had difficulty with in their writing notebook. Pair students to read the selected texts using the "think aloud" strategy; teacher will facilitate or monitor partners. Use the Cornell Note-Taking Graphic Organizer to take relevant notes and to summarize. In addition, use the QAR questioning graphic organizer with each article. Students will create questions from the text that are <i>Right There</i>, <i>Think and Search</i>, and <i>On Your Own</i>. Students will add to their T-Chart any additional information that shows peaceful and violent actions in solving problems found in the text. Extra Support – Plan partners specifically to incorporate ideal –support for students in need of it. <i>Accommodations will be based on each individual student's IEP</i>

	<p>Additional Attachments:</p> <ul style="list-style-type: none"> Graphic Organizer Cornell Note-Taking - Source: Tools for Teaching Literacy By Janet Allen - Copyright 2004 Stenhouse Publishers Graphic Organizer T-Chart - Source: ReadWriteThink - NCTE- Copyright 2013 Graphic Organizer Text Features - Source: 2007 Florida Center for Reading Research 			
40 mins	<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>VOCABULARY LIST Vocabulary list</p> <p>In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.</p>	<ul style="list-style-type: none"> Lists appropriate phrases. Provides accurate definitions 	<ul style="list-style-type: none"> Teacher asks for list of vocabulary students had difficulty with. Teacher discusses strategies with students and models the strategies for understanding words in context. Students will record new vocabulary and definitions in their Writer's Notebook. <i>Accommodations will be based on each individual student's IEP.</i>
1 hr	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>NOTES: MAIN IDEA AND SUPPORTING DETAILS Notes</p> <p>From each text, make a list of relevant information that look most important that describe why Martin Luther King Jr was a great American leader. Cite quotes or information correctly to avoid plagiarism.</p>	<ul style="list-style-type: none"> Lists include important and relevant information to answer the task prompt. Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly). Manuscript is neat and legible 	<ul style="list-style-type: none"> Quick review of main idea and supporting details. Model and highlight the main idea and supporting details in articles. Use Text Mapping Strategy. Use graphic organizer for each text when identifying main idea and supporting details. Students will use "Thesis Statement" graphic organizer. Review the task prompt and discuss with the students the importance of using relevant information to answer the prompt completely. Check that early student work is in the assigned format (or in another format that gathers the needed information effectively). Extra Support – The activities above are designed to provide support for students of all reading levels. <i>Accommodations will be based on each individual student's IEP.</i>
	<p>Additional Attachments:</p> <ul style="list-style-type: none"> Graphic Organizer 			
50 mins	<p>POST-READING > ENHANCING COMPREHENSION: Bridging; Ability to begin linking reading results to writing task.</p>	<p>DOUBLE ENTRY JOURNAL PRODUCT: Completed journal with 2 entries</p> <p>PROMPT: In the first column, choose a quote or situation from the text that you can relate/react to. In the second column, record your thoughts or reaction.</p> <p><i>The thoughts/reactions</i></p>	<ul style="list-style-type: none"> Answers questions with credible response. Includes specific evidence from the text. Completes both columns of the journal. 	<p>1. Remind students of the three types of connections: Text-to-Self Connection, Text-to-Text Connection, and Text-to-World Connection. Explain how readers often make connections to a story to help them better understand the text.</p> <p>2. During and/or after the reading of a text, display a blank copy of the Double Entry Journal to demonstrate how to use this printout to make connections with the text.</p> <ul style="list-style-type: none"> In the first column, students should choose a quote or situation from the text that they can relate/react to.

		<i>that you record should make a connection between the text and yourself (text-to-self), another text (text-to-text), or the world (text-to-world).</i>		<ul style="list-style-type: none">● In the second column, students should record their thoughts or reaction. <p>3. Reinforce the fact that the thoughts/reactions that students record should make a connection between the text and themselves (text-to-self), another text (text-to-text), or the world (text-to-world). Use chart paper, an overhead projector, or a document camera to model the process so that all students can see your reactions and reflections and follow along as you complete the Double Entry Journal.</p> <p>4. Review the Double Entry Journal Tips Handout with students.</p> <p>5. After students have had time to record their connections, ask students to share them aloud. Remind students to explain which of the three types of connections they are making, and also to make sure they are making connections that are productive and enhance their understanding of the text.</p> <p>*Works well when this is established as an ongoing routine.</p> <p><i>Middle School - Baldwin, NY/National Writing Project</i></p> <p><i>Common Core Standards:</i> RL1, RL 10, W9, W10</p> <p><i>Resources:</i> Tips on Keeping a Double Entry Log Handout</p> <p><i>Adapted from:</i> http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html</p>
Additional Attachments:				
<div> Double Entry Journal (Word Version)</div> <div> Double Entry Journal (PDF)</div> <div> Double Entry Journal Tips (Word Version)</div> <div> Double Entry Journal Tips (PDF)</div>				
Transition to Writing				
Not provided	BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.	RESPOND: COMPLETE B-K-W-L-Q ORGANIZER Short response Complete the B-K-W-L-Q. Complete: L – What did I learn? Q – What new questions do I have? Students should complete the graphic organizer answering what they now know about Martin Luther King Jr. and if they have any new questions about	No scoring	<ul style="list-style-type: none">● Students will complete the B-K-W-L-Q graphic organizer (L and Q).● Students will share their responses with the class and discuss.● <i>Accommodations will be based on each individual student's IEP.</i>

		him.		
25 mins	TRANSITION WORDS: Ability to determine and use transition words and phrases.	TRANSITION WORDS Transition Words Students will highlight important transition words and phrases they will use in their writing.	No Scoring	<ul style="list-style-type: none"> Students will highlight transition words and phrases that would be appropriate for adding information, emphasizing, clarifying, and concluding or summarizing. <i>Accommodations will be based on each individual student's IEP.</i>
Additional Attachments:  Transition Words and Phrases				
Writing Process				
50 mins	INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.	OPENING PARAGRAPH - GRAPHIC ORGANIZER Opening Paragraph Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your article using a graphic organizer. Controlling idea and key points should reflect why Dr. Martin Luther King Jr. was a great American leader.	<ul style="list-style-type: none"> Establishes a controlling idea. Identifies key points that support development of the controlling idea. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Students will use a graphic organizer for the opening paragraph, which will help them establish a topic sentence and add supporting details with a closing sentence. Use "Introduction Four Box Paragraph" graphic organizer Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2). Extra Support – Provide students with sentence frames to help them write their opening sentence. For example: One way _____ <i>Accommodations will be based on each individual student's IEP.</i>
Additional Attachments:  Graphic Organizer: Introduction Four box Organizer				
50 mins	PLANNING > OUTLINING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.	OUTLINE/ORGANIZER Outline/organizer Create an outline based on your notes and reading in which you choose three examples from the articles to support your answer/description on why Dr. Martin Luther King Jr. is a great American leader.	<ul style="list-style-type: none"> Uses a graphic organizer. Supports controlling idea. Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> Review with students that they must use evidence from a minimum of 2 different texts in their article. Provide and teach example of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions. Students will use a graphic organizer that will help them develop a topic sentence and add supporting details for each example they chose on why Dr. Martin Luther King Jr. was a great American leader. Use "Four Box Paragraph" graphic organizer for body of article, one for each example. Extra Support – Students will focus on only one or two texts when providing evidence for their outline.

				<ul style="list-style-type: none"> Accommodations will be based on each individual student's IEP.
	Additional Attachments:  Four Box Paragraph Graphic Organizer			
50 mins	DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to write an opening paragraph that identifies key points that support development of the controlling idea.	OPENING PARAGRAPH Write an opening paragraph that includes the controlling idea and is supported and developed with key points and has a closing sentence.	<ul style="list-style-type: none"> Establishes an opening paragraph with a topic sentence, supporting details with a closing sentence. Uses neat and legible manuscript. 	<ul style="list-style-type: none"> Students use the "Introduction - Four Box Paragraph" graphic organizer they completed earlier and write an opening paragraph. They should have already developed a topic sentence, added supporting details, and a closing sentence. Review student responses from chart created earlier to identify needed elements to answer the prompt (Cluster 1, skill 2). Accommodations will be based on each individual student's IEP.
1 hr	DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with body paragraphs.	INITIAL "BODY PARAGRAPHS" DRAFT Initial Draft: Body Paragraphs Write an initial "Body Paragraphs" draft complete with topic sentences, idea development, and closing sentences; insert and cite textual evidence that reflects why Dr. Martin Luther King Jr. was a great American leader.	<ul style="list-style-type: none"> Provides complete draft with "body paragraphs". Supports the opening in the later sections with evidence and citations. Uses neat and legible manuscript. 	<ul style="list-style-type: none"> Review strategy for constructing effective "body paragraphs": Topic Sentence, Supporting Details: Evidence, Significance, and transition. Students will use "Four Box Paragraph" graphic organizer to help them develop a topic sentence, supporting details - textual evidence, and a closing sentence for each "body paragraph", a minimum of three, that they write. Students can use notes from organizers they completed earlier for relevant details. Encourage students to re-read prompt partway through writing, to check that they are on-track. Teacher facilitates and monitors students to make sure they are on track. Extra Support – Teacher creates a "station" for students who may need extra support in developing their article. Accommodations will be based on each individual student's IEP.
50 mins	DEVELOPMENT > CONCLUDING PARAGRAPH: Ability to construct and initial concluding paragraph with an emerging line of thought and structure.	INITIAL DRAFT: CONCLUDING PARAGRAPH Write an initial draft of a concluding paragraph complete with topic sentence, supporting details, and a closing sentence.	<ul style="list-style-type: none"> Provides a complete draft of a concluding paragraph relevant to opening paragraph and body paragraphs. Uses neat and legible manuscript. 	<ul style="list-style-type: none"> Review strategy for constructing effective closing paragraphs: Topic Sentence, Supporting Details, and Closing Sentence. students will use the "Conclusion - Four Box Paragraph" graphic organizer to organize their concluding paragraph. Students can use notes from previous skills to help them complete their paragraph. Students should reread their opening paragraph, and body paragraphs to check they are on track with their concluding paragraph. Teacher facilitates and monitors students to make sure they are on track. Extra Support – Teacher creates a "station" for students who may need extra support in developing their article. Accommodations will be based on each individual student's IEP.

	Additional Attachments:			
	 Conclusion Four Box Paragraph Graphic Organizer			
1 hr	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 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. All citations should reflect why Dr. Martin Luther King Jr. was a great American leader.	<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. Uses neat and legible manuscript. 	<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. <i>Accommodations will be based on each individual student's IEP.</i>
1 hr	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	CORRECT DRAFT 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. Uses neat and legible manuscript. 	<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. <i>Accommodations will be based on each individual student's IEP.</i>
25 mins	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL COMPOSITION Final Composition Turn in your complete set of drafts and the final version of your article.	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	Celebrate! <i>*Accommodations will be based on each individual student's IEP.</i>

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Advanced

 **Student Work Samples**

Approaches Expectations

 **Student Work Samples**

Not Yet

 **Student Work Samples**

Meets Expectations

 **Student Work Samples**

Teacher Reflection

Some things that went really well with my LDC were text mapping, using graphic organizers, discussing the rubric and highlighting key words. When using text mapping students were able to identify the main idea and supporting details in each paragraph within the articles they read. In addition, students boxed vocabulary words and underlined the definition. I think this helped students see how a paragraph fits together and also helped them identify vocabulary and key words. I used several graphic organizers, which assisted students in pulling out important information they identified as we read. The four-box paragraph organizer assisted students in writing their topic sentences and supporting details for each paragraph of their paper. This allowed them to stay focused and on topic.

In teaching the LDC I had a better understanding of students' abilities with writing and identifying which students needed support in writing, which of course were my level 1 and 2 students, with some having more difficulty than others. Some felt overwhelmed by the tasks involved in the LDC. When teaching this LDC in the future I need to reduce and break down these tasks for the individual students that are having difficulty or learning at a slower pace.

All Attachments

🔗 **An American Leader (Lexile Level 810) : <https://s ldc.org/u/bzva8l yy4xbkl llp7lqgsyq9k>**

🔗 **A Great Leader (Lexile Level 900) : <https://s ldc.org/u/bzva8l yy4xbkl llp7lqgsyq9k>**

📄 **Student Work Samples : <https://s ldc.org/u/aunuid95l2hfytaog1or62olk>**

📄 **Student Work Samples : <https://s ldc.org/u/386vbt4sjq8nvb07up61zrhi9>**

📄 **Student Work Samples : <https://s ldc.org/u/93s jj1fjkskemyevqn3hcezxm>**

📄 **Student Work Samples : <https://s ldc.org/u/2y0ld0cgv2e1ly3xs7uazulkf>**