



**Literacy Design
Collaborative**

Exploring Character Development in The Watsons Go to Birmingham - 1963

★ TASK ★ LADDER

by Courtney N. Murphy

Influenced by the tumultuous time period in which it is set, *The Watsons Go to Birmingham - 1963*, gives a fictional account of one family who travels from their comfortable home in Flint, Michigan to visit relatives in Birmingham, Alabama during the heart of the Civil Rights era. For Kenny and Byron, two brothers, the events experienced in Birmingham drastically affect their thoughts and behaviors. After reading *The Watsons Go to Birmingham – 1963*, students will write an informational essay in which they compare and contrast the changes that take place within Kenny and Byron as a result of their experiences in Birmingham.

GRADES

5 - 6

DISCIPLINE

 **ELA**

COURSE


**Language
Arts**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 4-5.18 - Informational or Explanatory

How do characters within a story develop differently as a result of experiencing the same events? After reading *The Watsons Go to Birmingham - 1963*, write an essay in which you compare and contrast how Kenny and Byron change as a result of their experiences in Birmingham. Support your response with evidence from the text/s. Explain how key details from the text support/s your response.

Standards

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

L.5.1

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

L.5.2

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

L.5.3

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

L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Focus

RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4—5 text complexity band independently and proficiently.

W.5.2

Focus

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4

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

W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.9

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

W.5.10

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.

Pennsylvania Draft Common Core Standards

CC.1.3.5.A.

Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CC.1.3.5.B.

Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.C.

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.K.

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.3.5.F.

Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.4.5.A.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.5.B.

Identify and introduce the topic clearly.

CC.1.4.5.C.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.5.D.

Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.5.E.

Write with an awareness of style.

CC.1.4.5.F.

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.S.

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.5.T.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.X.

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.

Texts

The Watsons Go to Birmingham - 1963

Curtis, Christopher Paul. The Watsons Go to Birmingham – 1963. Laurel Leaf, 2000. Print.

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt but lacks focus or is off-task. D: Attempts to address additional demands lack focus, or does not address demands.	Addresses prompt appropriately, but with a weak or uneven focus. D: Attempts to address additional demands are uneven.	Addresses prompt appropriately and maintains a clear, steady focus; stays on task. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus; stays on task. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a controlling idea but lacks a clear purpose.	Establishes a controlling idea with a general purpose, though may lack clarity or credibility.	Establishes a credible controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research (when applicable)	Attempts to present information from reading materials but lacks connections or relevance to the purpose of prompt.	Presents some information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents sufficient details from reading materials relevant to the purpose of the prompt.	Accurately and effectively presents information and concrete details from reading materials that are relevant to all parts of the prompt.
Development	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 concrete details to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas but lacks control of structure.	Uses an appropriate structure to address the specific requirements of the prompt, with minor lapses in coherence and/or structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt, including an introduction of topic, supporting details, and/or a concluding statement or section.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level.	Demonstrates an uneven command of standard English conventions and cohesion appropriate to grade level. Uses language and tone with some inaccurate, inappropriate, or uneven features.	Demonstrates a command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt.
Content Understanding	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 disciplinary 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 this unit of study, you will examine character development in Christopher Paul Curtis' novel, *The Watsons Go to Birmingham - 1963*. You will focus on two main characters, Kenny and Byron, and examine how events in the plot affect each of these boys similarly and differently. You will demonstrate your understanding by writing an informational essay in which you compare and contrast the character traits of each of these boys as a result of their experiences during a trip to Birmingham, Alabama in the summer of 1963.

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				
20 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	INTRODUCTION TO IDENTIFYING CHARACTER TRAITS Prompt 1: What are three words you would use to describe yourself? Give two examples to support each word. Prompt 2: How are your traits similar to and different from your partner's traits?	<ul style="list-style-type: none"> Lists three traits and justifies using two examples to support each trait. Participates in discussion with a partner to compare and contrast selected traits. 	<ul style="list-style-type: none"> Instruct students to write down three words that they would use to describe themselves. Inform students the words they select should describe their personality, not physical attributes. Teacher can provide students with the "List of Character Traits" document located in the "Student Handouts" portion, if desired. (Note: <i>It would be beneficial for the teacher to model this by generating one about himself/herself.</i>) Have students write two examples from their life to support each of the three words listed. After providing about 5 minutes of time for students to think and complete the above directions independently, provide each student with a partner. In pairs, students should share their words and examples while looking for similarities and differences among the nature of the words they selected. (Note: <i>Teacher should model this before asking partners to discuss.</i>) Join two pairs of partners to create groups of four. In these small groups, have each set of partners briefly share the similarities and/or differences they noted in their discussion. Create a wordsplash using the words students selected to describe themselves. To do this, write "Character Traits" in the center of the board. Each student should select one word they listed to describe themselves and write it somewhere on the board surrounding the words "Character Traits." Students should add their word to the wordsplash on their way back to their seat after finishing their small group discussion. Use wordsplash and "Identifying Character Traits" text to provide a review of determining traits of fictional characters. Introduce list of character traits. Ask students to put a star beside one character trait that describes them in the past, but is no longer true. Discuss how events cause people to change. Sometimes character traits remain the same and sometimes events influence a new trait to form. Have students respond to the following question in a Quick-Write: "How might events affect traits of a character?"
Additional Attachments:  List of Character Traits  Introduction to Character Traits  Identifying Character Traits				



15 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	UNDERSTANDING THE TASK What does each part of the task mean to you?	<ul style="list-style-type: none"> Correctly paraphrases all portions of the task. 	<ul style="list-style-type: none"> Allow students to dissect the task by breaking it down into smaller parts. Students should write down what each part means in their own words. After thinking individually, put students in small groups to share their individual ideas and create a group consensus on what each part of the task means. Conclude with a whole group discussion, facilitated by the teacher, on any parts of the task that are still unclear to students.
Additional Attachments:  Task Analysis				
20 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	TRANSLATING THE RUBRIC What does the rubric really mean?	<ul style="list-style-type: none"> Lists at least two descriptors of what the assigned scoring element "looks like" and "does not look like." 	<ul style="list-style-type: none"> Provide each student with a copy of the LDC Elementary Informational Rubric and the "Rubric Analysis" handout (see attached). Familiarize students with the rubric by reviewing the first scoring element, "Focus". Read each descriptor for "Focus" and point out how values are assigned to each one. Model how to fill out the chart on the "Rubric Analysis" handout by listing phrases that describe "what it looks like" and "what it does not look like" based on the rubric descriptors for "Focus." Jigsaw the remaining scoring elements by dividing the class into six groups. Assign each group one scoring element from the rubric. As a group, students should fill out the chart by listing "what it looks like" and "what it does not look like" for their assigned scoring element. Each group should present their work to the class and the rest of the class should fill in their charts accordingly. <p><i>Note: Possible extension - After completing this rubric analysis, provide students with a pre-written informational essay (on a different topic). Have students work in partners to score this essay using the rubric. Discuss why students scored it the way they did. This will provide a tangible example of what each category of the rubric looks like. Use the link located in the Teacher Resources section to find grade-appropriate informative writing samples.</i></p>
Additional Attachments:  Rubric Analysis  Student Essay Samples				
Reading Process				
20 mins	PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.	PREVIEWING THE TEXT The genre of this novel is historical fiction. This means that the setting reflects an actual time	<ul style="list-style-type: none"> Recognizes that this novel is from the historical fiction genre. 	<ul style="list-style-type: none"> Distribute novels to students. Allow time for students to preview the novel. During this time, prompt students to page through the book and look for evidence of how the text is organized. Also encourage students to read the



		<p>period in history. This novel takes place in the early 1960s during the Civil Rights Movement in the United States. What do you already know about the Civil Rights Movement?</p>	<ul style="list-style-type: none"> States facts regarding the unrest in our nation during Civil Rights era. 	<p>summary on the back cover of the book to get a general idea of what the book is about.</p> <ul style="list-style-type: none"> After allowing 3-5 minutes for students to preview, discuss the organizational structure of the text (chapters which tell the story in chronological order) and also the presence of an epilogue. Discuss the genre of this novel (historical fiction) and how that impacts the text. Discuss what students already know about this time period and construct new understanding regarding this time period by creating a word splash. The word splash may be done as a whole class or in small groups. To begin the word splash, write "Civil Rights Movement" in the center of the board or a large piece of paper. After revealing this topic, give students 1-2 minutes to think independently about what they already know about this topic.] Instruct students write words or phrases surrounding the topic, "Civil Rights Movement." Remind students that this initial word splash is a method of brainstorming and it should consist of anything that pops into their head about the topic. After allowing sufficient time for students to record their prior knowledge, inform students that they will now receive more information about this topic by watching videos about the time period. Instruct students to listen for at least 3 new facts that they didn't already know about the Civil Rights Movement. You may want to provide scratch paper for students to jot down notes while the videos play. Play the videos listed below in the Teacher Resources section. After the videos, revisit the existing word splash and instruct students to add to it based on the facts they learned from the videos.
	<p>Additional Attachments:</p> <p>🔗 Segregation at All Costs: Bull Connor and the Civil Rights Movement</p> <p>🔗 Martin Luther King Jr. - Mini Bio</p>			
30 mins	<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>MAKING MEANING OF VOCABULARY</p> <p>Rate your familiarity with each of the selected vocabulary words. Take notes to understand the meaning of the words.</p>	<p>On the vocabulary chart, each student will:</p> <ul style="list-style-type: none"> List descriptors of each word. Create an illustration or example that relates to each word. 	<p>Vocabulary Words: character traits, characterization, dynamic character, static character, plot, compare, contrast</p> <ul style="list-style-type: none"> Distribute the provided vocabulary list and chart to students. Instruct students to rate each word with 3, 2, or 1. A "3" indicates that the student has a clear understanding of the word's meaning and can use it in context. A "2" means that the student has heard of the word before but has a vague understanding of the meaning. A "1" means that the student is unfamiliar with the word. Based on the formative assessment above, break students into groups to create a vocabulary graphic organizer for each of the most unfamiliar words. (Provide each group with a dictionary and teacher

				<p>assistance, as needed.)</p> <ul style="list-style-type: none"> • Have each group present the vocabulary organizer they created to the whole class. • While groups present, all students should fill out the vocabulary chart by listing brief descriptors of each word in the "Meaning" column and creating an "Illustration or Example" in the final column.
	<p>Additional Attachments:</p> <p> Vocabulary Graphic Organizer</p> <p> Vocabulary Chart</p>			
1 hr	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>ACTIVE READING: BOOKMARK</p> <p>As you read, use your bookmark to document your confusion and summarize main events in each chapter.</p>	<ul style="list-style-type: none"> • Includes at least one confusing word, phrase, or event per chapter along with the page number • Creates one original chapter title per chapter which reflects the main event(s) in the given chapter 	<ul style="list-style-type: none"> • Reading this novel will happen over the course of several weeks. Teacher discretion should be used to decide the best method for facilitating the reading in the classroom. However, it is recommended that the whole class be broken into 3-4 small groups based on reading ability for the duration of the novel. The teacher should assign small sections of the novel (1-2 chapters at a time) to be read by the students and then at the conclusion of that section of reading, the teacher should meet with each small group (one at a time). • As students read independently in preparation for their group meeting, they should monitor their comprehension by documenting their confusion and summarizing each chapter on a given bookmark. <i>(Note: The bookmark is attached below in the Student Handout section. To create a functional bookmark, fold the bookmark in half so that the confusion section is pictured on one side and then chapter titles section is pictured on the other. Then, fold the bookmark in half again to create a skinny, manageable bookmark that students can use to keep their place throughout the book.)</i> • Prior to beginning the book, provide explicit instruction on how students should use the bookmark as an active reading strategy. • Inform students that for each assigned section of text, they must list at least one confusing word, phrase, or part of the text on the confusion side of the bookmark. After listing their confusion, they should note the page number. Inform students that they will have an opportunity to discuss this confusion during their next small group meeting, but also encourage students to put a guess next to the confusion on their bookmark. If it's an unknown word, students should use context clues to create a reasonable definition. If it's a confusing part of the text, students should write a question about it, but then take a guess at the answer. • Inform students that the second side of the bookmark is to keep track of main events in each chapter. After reading each chapter, students must create an original chapter title which creatively expresses the main event(s) in the chapter. • After giving the directions for the bookmark, the

				<p>teacher may choose to read Chapter 1 aloud to the class while modeling how to fill out the bookmark.</p> <ul style="list-style-type: none"> Students should come to each group meeting with their bookmark completed based on the previously assigned chapters. <p><i>Note: Based on length of class period, the teacher should decide if reading the text can reasonably be completed during the school day or if it is necessary to assign portions of the reading for homework.</i></p>
	<p>Additional Attachments:</p> <p> Active Reading Bookmark</p>			
5 hrs	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>ACTIVE READING: NOTE-TAKING</p> <p>As you read, decide which character traits best describe Kenny and Byron. After selecting a trait, find at least two pieces of evidence from the text to support that trait. Your two pieces of evidence can come from different chapters. If an abundance of evidence is provided for a particular trait, include that trait on your list twice and cite more evidence in the corresponding boxes. Be sure to include the chapter and page number so you can refer back to it.</p> <p>(Note: Use attached "Note-Taking" document.)</p>	<ul style="list-style-type: none"> Lists accurate character traits. Justifies trait selection with at least two examples from the text. Cites chapter and page number for each example. 	<p>This novel includes fifteen chapters and an epilogue. At this point in the module, students must read the novel. The following directions are for guided note-taking throughout the novel which will assist students with the task of this module. However, it is recommended that further scaffolding throughout the book is provided.</p> <ul style="list-style-type: none"> As students read the novel, instruct them to refer to their list of character traits. After each chapter, students should pause and reflect on the development of two characters: Kenny and Byron. After each chapter, students will add to their note-taking chart (see attached student handout) to develop a list of traits and evidence throughout the book. <p><i>Note: It is advised that the teacher models note-taking for students by reading and taking notes on Chapter 1 together.</i></p>
	<p>Additional Attachments:</p> <p> Note-Taking Organizer</p>			
25 mins	<p>POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.</p>	<p>EXAMINING CHARACTER DEVELOPMENT</p> <p>Based on the notes you took during reading, how did Kenny and Byron each change as a result of their experiences in Birmingham?</p>	<ul style="list-style-type: none"> Identifies a mixture of traits that remained the same and traits that changed as a result of each character's experiences in the Birmingham. 	<ul style="list-style-type: none"> Instruct students to use their notes to think about the prompt listed above. Utilize the "Examining Character Development" student handout to guide students through the following directions: <p>Select four of Kenny/Byron's most identifying character traits before the family trip to Birmingham. Decide if Kenny/Byron still embodies this trait after his experiences in Birmingham. If he does, cite evidence to support the trait based on what happened in and after the trip to Birmingham. If he does not, describe how and why Kenny/Byron changed.</p> <ul style="list-style-type: none"> Initially, students may work independently or in pairs to complete the chart based on the teacher's discretion.

				<ul style="list-style-type: none">After chart is completed, students should discuss their responses in small groups.
Additional Attachments:				
 Examining Character Development				
25 mins	POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	AVOIDING PLAGIARISM What is "plagiarism" and how can it be avoided?	<ul style="list-style-type: none">Provides accurate definition.Lists several appropriate strategies.	<ul style="list-style-type: none">Ask students to think-pair-share their response to the question, "What is plagiarism?"Use the video link in the Teacher Resources section to provide students with more information on plagiarism.As they watch the video, instruct students to listen for ways to avoid plagiarism. After watching the video, generate a list, as a class, of ways to avoid plagiarism. Be sure to emphasize using phrases to give credit to others (ex. "According to...").For further practice, visit the website listed in the Teacher Resources section and view two PowerPoint presentations ("Identifying Plagiarism" and "Paraphrasing Plagiarism") which can be used to provide students with additional practice avoiding plagiarism.
Additional Attachments:				
 Plagiarism: Don't Do It! Helping Children Avoid Plagiarism				
 Additional Practice Avoiding Plagiarism				
Transition to Writing				
15 mins	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.	ACCOUNTABLE TALK DISCUSSION With your small group, discuss the following questions: <ul style="list-style-type: none">In what ways did Kenny change as a result of his visit to Birmingham?In what ways did Byron change as a result of his visit to Birmingham?How are these changes similar? How are these changes different?	<ul style="list-style-type: none">Participates in discussion using Accountable Talk (see below).Contributes ideas based on evidence from the text.	<ul style="list-style-type: none">Divide students into small groups of 4-5 students per group.Give each student a copy of the "Accountable Talk discussion cards" (see attachment in Student Handouts).Display the three discussion questions above and instruct groups to have a discussion about each question using the Accountable Talk sentence starters to construct their answers.
Additional Attachments:				
 Accountable Talk discussion cards				
 Learn more about Accountable Talk				
Writing Process				
45 mins	PLANNING > PLANNING THE	OUTLINE/ORGANIZER Create an outline based	<ul style="list-style-type: none">Creates an outline or	<ul style="list-style-type: none">Provide students with a blank copy of an outline (see attachment in Student Handouts).

	<p>WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p>on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.</p>	<p>organizer.</p> <ul style="list-style-type: none"> • Supports controlling idea. • Uses evidence from text. 	<ul style="list-style-type: none"> • Invite students to generate questions in pairs about how the format works, and then take and answer questions. • Guide students as they fill in the outline with their controlling idea and supporting evidence. • The outline is color-coded based on the colors on a traffic light. The "T" for topic sentence is listed in green to remind students that the topic sentence gets them going just as green means "go" on a traffic light. The "C" for concluding sentence is also listed in green because the conclusion should "go back" and remind the reader of the topic. On the left of the outline, the yellow stars represent the main ideas of each body paragraph. Yellow is the chosen color because after giving the topic, students must "slow down" and explain their point. On the right of the outline, there are red dots which correspond with each yellow star. Red dots are for students to "stop" and give evidence from the text to support their main ideas. [Stars and dots can be added or taken away from the outline based on the needs of the task.] • <i>Note: The attached outline was adapted from the Step Up to Writing program. Visit the link under Teacher Resources to learn more about Step Up to Writing.</i>
	<p>Additional Attachments:</p> <p> Outline</p> <p> Step Up to Writing</p>			
30 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p>OPENING PARAGRAPH Write an opening paragraph that addresses the task and identifies key points which will be made in the body of the essay.</p>	<ul style="list-style-type: none"> • Establishes a controlling idea which addresses the task • Identifies key points which will be made in the body of the essay • Key points support development of the controlling idea 	<ul style="list-style-type: none"> • Review the task to remind students of the purpose of the essay. • Discuss the purpose of the opening, or topic, paragraph. • Revisit the sample essay used during "Translating the Rubric" instruction. • Using student input, list strengths and weaknesses of the sample essay's opening paragraph. • Instruct students to draft their opening paragraphs keeping in mind that they should use the topic sentence listed on their outline and be sure to hint at the main ideas they selected on their outline as well. • After opening paragraph drafts are complete, allow students to meet with a partner to share their paragraphs. Students should offer their partner one "glow" (positive feedback) and one "grow" (suggestion for improvement) for their paragraph.
1 hr and 30 mins	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>INITIAL DRAFT Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p>	<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"> • Instruct students to use their outline to construct their body paragraphs. Each body paragraph should consist of one main idea (yellow star) and the corresponding textual evidence (red dots). • Encourage students to re-read prompt partway through writing, to check that they are on track.

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.	STAR REVISION Revise your draft using the STAR revision strategy.	<ul style="list-style-type: none"> • Makes at least 8 changes to the initial draft. • All changes fall into one of the four STAR revision categories. 	<ul style="list-style-type: none"> • Define that revise means to change. • Provide direct instruction on STAR revision by modeling how to perform each letter of the acronym. (For this modeling, the teacher should have a pre-written paragraph which is ready to be revised.) • Allow students time to independently revise their drafts using STAR. • Provide time for students to conference with a partner to receive additional input on revisions.
	Additional Attachments:  STAR Revision			
30 mins	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	EDIT DRAFT Edit draft to have ensure correct spelling, capitalization, punctuation, and grammar.	Draft contains correct: <ul style="list-style-type: none"> • spelling • capitalization • punctuation • grammar 	<ul style="list-style-type: none"> • Provide students with the CUPS editing checklist. • Review each element of the CUPS acronym.* (<i>Note: Teachers are encouraged to use their own example or a student paragraph to model while going over each element.</i>) • Instruct students to move through their essay one paragraph at a time. For each paragraph, they should write "CUPS" beside it then check the paragraph for mistakes in each of the four elements. If there is a specific element (or two) in which the student has a question or is uncertain about, the student should circle that letter on the word "CUPS" written beside that particular paragraph. This will serve as a reminder that the student would like another person to offer feedback in this particular area. • After students edit independently, allow them to work with a partner to review the paragraphs in question based on the circle strategy listed above. • As the teacher, be available for any students who still have outstanding concerns after meeting with their partner. <p><i>*It is helpful if the teacher has an opportunity to skim and scan student drafts prior to this point to look for common mistakes in one of the four editing elements. If teacher has noted common mistakes, a mini-lesson on each is advised prior to allowing students to edit themselves.</i></p>
	Additional Attachments:  CUPS Editing Checklist			
1 hr	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL COPY Create a final copy of your paper which reflects your time spent revising and editing. Turn in your final copy along with your initial draft.	<ul style="list-style-type: none"> • Fits the "Meets Expectations" category in the rubric for the teaching task 	<ul style="list-style-type: none"> • Instruct students to produce a final copy of their essay by incorporating all revisions and editing corrections. • Encourage students to re-read their final copy and review the rubric before turning it in to be scored.

Instructional Resources

Student Handout

 **Reader's and Writer's Notebook**

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

 **Reader's and Writer's Notebook : <https://s ldc.org/u/a04pwg4bi9bpvazuefhsheojs>**