



**Literacy Design
Collaborative**

The Big Influence of One Small Character

★ TASK

by April B. Marlin

Students will do a character analysis of Amanda in "Boom Town". Students will identify the character traits of the child Amanda and explain how these traits lead to her actions that had a big influence on an entire community.


GRADES

3

DISCIPLINE

 **ELA**

COURSE

 **3rd
Grade
Reading
Unit 1**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 2-3.10 - Informational or Explanatory

How do our character traits influence our actions and our communities? After reading "Boom Town", write a well developed essay in which you define Amanda's character traits and explain how two of those traits influenced the outcome of the story. Support your response with evidence from the text/s.

Standards

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

L.3.1

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

L.3.2

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

L.3.3

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

L.3.4

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Focus

RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.

W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.10

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.

SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.3.2

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

Focus

Texts

 Boom Town

Student Work Rubric - Informational or Explanatory Task - Grade 3

	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 3 examples)	Uses simplistic word choice (e.g., plural and grade-level words) with some errors Uses capital letters inconsistently Uses commas, apostrophes rarely	Uses simple sentences and simple word choice (e.g., plural and grade-level words) Capitalizes first word in a sentence, "I," and some proper nouns consistently Uses commas, apostrophes, possessive nouns and contractions inconsistently	Uses simple and compound sentences with some errors Uses grade-level appropriate vocabulary words Capitalizes proper nouns, titles and sentences appropriately Uses commas, apostrophes, possessive nouns, and contractions	Uses simple and compound sentences Uses grade-level and above-grade-level vocabulary words to enhance writing Uses capital letters and apostrophes, possessive nouns, contractions consistently Attempts to use quotations or plural possessive.
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

In our first unit of reading, we learned about character traits and how they influence the sequence of events in a story. Now we will use what we learned to analyze and write about a new story, "Boom Town."

Extension

Thinking about how Amanda influenced the growth of an entirely new town, write a letter to your future self explaining how you can change the world around you. What character traits do you have that can help you make a positive impact on people around you? What did you learn from Amanda that can help you find a way to influence others?

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: Close reading of the story

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

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.


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				
15 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	HOOK Present students with this question - How old must you be to do something important in the world?	Students are successful as long as they have written an age and reasons to support their answer.	<ul style="list-style-type: none"> Allow students 5 minutes to do a quick write to answer the question with evidence. Have students first call out a specific age for their answer. On the board document all the numbers. Then allow students to discuss with evidence the reason for their answers.
Standards: SL.3.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.				
45 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	PREPARE FOR THE TASK Read the task and discuss what it is asking you to do.	Class discussion - what students choose as the 4 most important words and their rationale behind their choice.	<ul style="list-style-type: none"> Provide the students with a copy of the task and the rubric and a post-it note. Students write on their post-it the 4 most important words in the task. Divide the class into groups of 4. Students share with each other their words. They circle any words that all/most of the students have the same. Back to whole group, the teacher writes on the board all words each group identified as the most important words in the task. Poll the whole class, and see which 4 words on the board have been identified as the most important. Students highlight these 4 words. Show students how you can use these 4 words to now summarize what the task means. Make an anchor chart T-Chart labeled DO and KNOW. As a class, looking at the task, list and define the verbs for the task under DO. Under KNOW, list what students will need to KNOW to complete the task. This can be listed as items needed or questions they need answered. Keep this posted on an Anchor Chart along with the Task in the classroom throughout the entire module to check off as you DO these things and learn what you need to KNOW.
Additional Attachments:  LDC Character Traits.docx				
1 hr	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	ANALYZE THE RUBRIC How do I know that I have finished the task successfully?	Students will explain the section of the rubric assigned for them to present to the class.	<ul style="list-style-type: none"> Share rubric with the students. As a whole class, we look at the success criteria for the Level 3 column. We highlight the key verbs so students know what to do for the final product. Compare the 3 to the Level 4 to increase the rigor of the task.

				<ul style="list-style-type: none"> • Divide the class into 7 groups. Each group will create a poster/icon that explains the meaning of each Scoring Element. Then they share their poster/icon with the rest of the class. After each presentation, allow time for questions/comments. • After studying the rubric, students set a goal for what grade they want to work toward. At the bottom of the Rubric handout, they need to write what score they are working toward (3 or 4).
Reading Process				
30 mins	<p>PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.</p>	<p>INTRODUCTION TO IDENTIFYING CHARACTER TRAITS</p> <p>Prompt 1: What are three words you would use to describe yourself? Give two examples to support each word.</p> <p>Prompt 2: How are your traits similar to and different from your partner's traits?</p>	<ul style="list-style-type: none"> • Lists three traits and justifies each choice using two examples to support each trait. • Compare and contrast their own character to that of their partner. 	<p>Part One:</p> <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. (<i>Model this too.</i>) • 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 by choosing a student volunteer to be his/her partner before asking partners to discuss.</i>) • 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 partner discussion. • Note: For today's lesson, skip the quickwrite at the bottom of the handout. <p>Extension: If your students need extra practice with identifying character traits based on textual evidence, do this extension activity as many times as needed with various stories.</p> <ul style="list-style-type: none"> • Have students do a quickwrite, listing the character traits of characters in a book they are reading during independent reading time. • Students share their ideas aloud, making a class list of possible character traits.
<p>Standards:</p> <p>CCR.SL.4 : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>				

The Big Influence of One Small Character

<p>CCR.SL.1 : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>				
<p>Additional Attachments:</p> <p> List of Character Traits</p> <p> Introduction to Character Traits</p>				
30 mins	<p>ACTIVE READING > ANNOTATION: Close reading of the story</p>	<p>CLOSE READ 1 Students read the text and answer the following question: What is this story about?</p>	<p>Students will be able to provide plot summary using the SWBST graphic organizer.</p>	<ul style="list-style-type: none"> Depending on your students' reading abilities, either let them read through the story one time or do a read aloud for the whole class. Then students will fill out the SWBST chart to summarize the story: <p>SOMEBODY - Who is the main character in the story wanting something?</p> <p>WANTED - What is it the main character wants?</p> <p>BUT - What is the PROBLEM keeping the character from what he/she wants?</p> <p>SO - What is the final SOLUTION the character finds?</p> <p>THEN - How does the story end?</p> <p>Put all this together to create a summary that is just a few sentences long. EXAMPLE- Amanda wanted something to do in her new home. But there was nothing, not even a town. So Amanda made pies to sell and encouraged people passing by to stay around. Then the more people stayed the bigger the town grew and Amanda had plenty of things to keep her busy.</p>
<p>Standards:</p> <p>RL.3.5 : Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>				
<p>Additional Attachments:</p> <p> Close Reading1 Summary.docx</p>				
40 mins	<p>ACTIVE READING > ANNOTATION: Close reading of the story</p>	<p>CLOSE READ 2 Close Read the story for the purpose of identifying confusing content and vocabulary.</p>	<p>Students will complete the graphic organizer. Information from the class discussion will be used as a formative assessment to determine student understanding.</p>	<ul style="list-style-type: none"> During this reading of the story, students use a 4 block graphic organizer where they:ASK QUESTIONS ABOUT THE STORY, LIST UNFAMILIAR WORDS, DRAW/WRITE ABOUT THEIR FAVORITE PART, WRITE A PERSONAL CONNECTION to the story: see attached file. Then give students time to work with a partner. They need to help each other answer their questions and then share their ideas. Then, in a whole group setting, address any problems you saw throughout the class. (questions they had or unfamiliar words) Teacher asks these questions: <ul style="list-style-type: none"> What is the author <i>telling</i> me here? Are there any hard or important <i>words</i>? What does the author want me to <i>understand</i>? How does the author play with <i>language</i> to add to meaning?

<p>Standards:</p> <p>RL.3.1 : Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Additional Attachments:</p> <p> Close Read 2 Notes.docx</p>				
30 mins	<p>ACTIVE READING > ANNOTATION: Close reading of the story</p>	<p>CLOSE READ 3</p> <p>Put a post-it note where you see the author describe Amanda's actions and provide dialogue that allows you to identify Amanda's character traits.</p>	<p>Students will have at least 3 pcs. of textual evidence.</p>	<ul style="list-style-type: none"> This time, as the students read through the story, they will put a post-it note where they see the author describe Amanda's actions and provide dialogue to the reader that allows them to identify Amanda's character traits. Encourage students to find as many as possible.
<p>Standards:</p> <p>RL.3.3 : Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>				
30 mins	<p>POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.</p>	<p>ANALYZING THE EVIDENCE</p> <p>Use a T chart to identify Amanda's character traits/actions and their influences on other people.</p>	<p>Students complete their T chart as a formative assessment and a planning tool. Students must have a minimum of 5 traits and evidence to match each one.</p>	<ul style="list-style-type: none"> Students use a T-chart that is attached. On one side, list the character traits and actions they found in the book. Have them write the page number where they found these traits and actions. On the other side, identify who exactly in the story this character trait influenced and explain how. Have them write the page number where they found this information. Do at least two character traits and their influence together as a class so students understand exactly what information they are looking for. Then allow students to work on their own for the rest. <p>WATCH FOR: You may need to begin this lesson by reviewing with students exactly what the TASK is asking of them. Refer back to the Do/Know chart also. Impress upon them the importance of choosing only the TRAITS for Amanda as seen in the story and only EVIDENCE that supports the one trait you are currently focused on. As students are working alone, monitor their progress and make sure they are staying focused on only things in the story that will help them complete the task. Many students at any ability level can easily become overwhelmed by all the events in the story and can struggle with the chore of extracting only what is needed at this time. If needed, allow students to do this with a partner, or in small groups. Just make sure each student has a voice in the conversation and each student is responsible for doing their own work.</p>
<p>Standards:</p> <p>RL.3.3 : Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>				

Additional Attachments:

 **Tchart Notes.docx**

Transition to Writing

1 hr

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS:

Ability to begin linking reading results to writing task.

DISCUSSION WITH SOCRATIC SEMINAR

Students use the Socratic Seminar method to debate which of Amanda's character traits had the most influence in the story.

Students' discussions will be a formative assessment.

- For this activity, students will need the T-Chart they completed and their blank Seminar Notes Page.
- Explain the process to the class so that they see the big picture of how this process will work.
- Show students the YOU TUBE video: Walker Middle School Socratic Seminare. After watching, have students use what they saw to create a set of class rules everyone will follow during this activity.
- Allow students time to prepare for the discussion. On the Seminar Notes graphic organizer, students need to fill in the top box using the evidence they have from their T-chart and write in any "Burning Questions" they have about Amanda or any part of the story.

Round 1

- Students sit in circles, an inner and an outer circle. The inner circle will share what character traits they saw and what actions support that. They will also discuss how these actions contributed to the plot of the story and ask any questions they have.
- The outer circle will take notes in Round 1 box and add their own questions/answers as they come up.
- The teacher needs to encourage every student to participate in the discussion, but allow students to lead the discussion.

Round 2

- Then students switch roles.

Round 3

- In a whole group setting, give students one last chance to either say a "burning thought" that they have or ask one last "burning question".

Independent

- On their own, give students time to fill in the Seminar Notes reflection. Encourage them to think about the evidence their classmates brought to the conversation. It is ok for them to change their mind about what character traits are most influential. The whole point of this activity is so students can see things from another person's point of view. That always helps us think on our own more clearly. They may also see that many people agree with them, so they feel more confident that their answer was correct. Let students know that there is no right or wrong here, they need only answer the way they see the evidence pointing.

Standards:

SL.3.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on


grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Additional Attachments:

 **Seminar Notes.docx**

 **Pre Seminar Notes.docx**

Writing Process

1 hr	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.	DRAFT Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.	Fill in the body of the writing graphic organizer, creating two body paragraphs including main idea statements and evidence from the text as key details.	<ul style="list-style-type: none"> Students create a rough draft of the two body paragraphs based on their notes from the text. In these paragraphs, state your controlling idea, sequence your points, and note your supporting evidence. Show students various examples of great opening lines (quotes, questions, jokes...). Have students create an opening paragraph that will include an introduction to who Amanda is and what her two most influential character traits are. Show students how the closing paragraph is a short way to mirror what you wrote in the opening paragraph. Have students write their closing paragraph.
	Standards: W.3.4 : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.			
	Additional Attachments:  Prewriting.docx			
1 hr and 30 mins	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	REVISING Use peer editing to improve the content of your paragraph.	Peer editing evidence on students' papers.	<ul style="list-style-type: none"> First, find common mistakes in the students' writing. Teach a whole group mini lesson on this skill. Then allow students time to fix their mistake based on their new knowledge. Repeat as needed for mistakes that occur in most/all students' writing. This will vary based on your students' ability levels and where you are in the writing unit your school uses. Next, pair students into heterogeneous groups and allow them to proofread each other's work. As they work, students should be able to tell their partner one favorite thing about the writing and two things that could make it better. Last, look at the final changes and group students based on common mistakes still in their writing. The teacher does a small group mini lesson over the common skill, helping students revise one on one or small group.
	Standards: W.3.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			

The Big Influence of One Small Character

1 hr and 30 mins	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	EDITING Students will conference with peers and the teacher to edit their paragraph, fixing spelling and grammar.	Provides draft free from distracting surface errors.	<ul style="list-style-type: none"> First, find common mistakes in the students' writing. Teach a whole group mini lesson on this skill. Then allow students time to fix their mistake based on their new knowledge. Repeat as needed for mistakes that occur in most/all students' writing. This will vary based on your students' ability levels and where you are in the writing unit your school uses. Next, pair students into heterogeneous groups and allow them to proofread each other's work. As they work, students should be able to tell their partner one favorite thing about the writing and two things that could make it better. Last, look at the final changes and group students based on common mistakes still in their writing. The teacher does a small group mini lesson over the common skill, helping students revise one on one or small group.
Standards: W.3.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.				
30 mins	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	RUBRIC REVIEW Analyze your work to see if you are ready to publish your writing.	<ul style="list-style-type: none"> Students analyze their work using the rubric by giving the paper a grade. Students cite evidence to support the grade given. 	<ul style="list-style-type: none"> Review with students what the rubric says and what requirements there are for a paper to get 3 or 4. Then hand the students back their writing and the rubric. Have them grade their own writing. Students must write on the back of the rubric an explanation of the grade they give the paper, using vocabulary from both the task and the rubric. At this time, give students the opportunity to ask you for any help they think they need to make sure their paper is at the grade level they want. Also, give them time to make any final changes they see.
Standards: W.3.4 : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.				
40 mins	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL PIECE Students use their edited work to create a final copy of their work.	Fits the "Meets Expectations" category in the rubric for the teaching task.	<ul style="list-style-type: none"> Review with students the task and rubric. Students write a neat, final draft of their paragraph.
Standards: W.3.10 : 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.				

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided