



**Literacy Design
Collaborative**

Tracing Character Development in Miss Awful

★ TASK

by Mary A. Keaton

This is a one-text, one-week module that aims to take students through the process of looking at a character's development over time. It is focused on the third Common Core Reading Standard for Literature (RL3), which expects 6th grade students to "describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the character(s) respond(s) or change(s) as the plot moves toward a resolution. After reading the text, students will analyze Roger's responses to his teacher in order to trace how his perceptions of her develop over the course of the text.

GRADES

6 - 7

DISCIPLINE

 **ELA**

COURSE

 **ELA**

PACING

 **8hr**

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

How did Roger's perceptions of his substitute teacher, Miss Orville, change throughout the story? After reading *Miss Awful*, by Arthur Cavanaugh, write an essay in which you analyze Roger's responses to Miss Orville as they progress throughout the story. Support your discussion with evidence from the text/s. Include at least 3 key details from various points from the texts in your response. What conclusion/s can you draw about his perception(s) of Miss Orville, his substitute teacher?

Standards

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

W.6.4

Focus

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

RL.6.3

Focus

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.1

Focus

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

RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Texts

 [Miss Awful_text.pdf](#)

Informational/Explanatory Rubric for Grade 6-12 Teaching Tasks

	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 but lacks focus or is off task.	Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. 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.	Establishes a 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 in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
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 detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	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. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
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 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 module is to be completed after reading the text *Miss Awful*, by Arthur Cavanaugh. In Fifth grade you worked on comparing story elements, such as settings, characters, and themes. In this module, you will closely read the text focusing on Roger's responses to the character Miss Orville as the story progresses. You will take notes and discuss the topic with your classmates. You will demonstrate your understanding in an Explanatory essay in which you use evidence from the text to analyze a character's responses to another character in a story.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

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

Reading Process

READING FOR EXPLICIT UNDERSTANDING: Ability to analyze a text for specific elements stated in the teaching task

SKILL: GATHERING EVIDENCE: ABILITY TO ORGANIZE INFORMATION FROM A TEXT TO MEET THE DEMANDS OF THE TASK :

SKILL: ANALYZING THE TEXT: ABILITY TO ANALYZE A TEXT FOR SPECIFIC ELEMENTS STATED IN THE TEACHING TASK:

Transition to Writing

DISCUSSION: Ability to participate in a discussion to prepare for writing the product

Writing Process



INITIAL DRAFT: Students create their initial writing product.

EDITING: Ability to proofread and format a piece to make it more effective.




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	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	DECONSTRUCTING THE TASK PROMPT Read the task and underline the key "to-do" words (words that tell you what you will need to do to meet task requirements). Then, with your elbow-partner, break the task down and list all the things you will need to do. When you finish, in your writer's notebook, rewrite the task in your own words and be ready to explain what you think to the rest of the class. <i>* This lesson required that this strategy has been taught explicitly in the past.</i>	(1) Students will record all requirements of the prompt in a list and (2) will have a paraphrased prompt recorded in their notebook for future reference.	Have students copy the task in their writer's notebook. Read the task aloud to students, then allow them 3-5 minutes to underline all the "to-do" words. You may want to model this with the first "to-do" word if they are not familiar with the process. Next, ask them to compare what they've underlined with their elbow partner and create a list in their notebook of all the things the task requires them to do. Then, collaboratively, ask students to paraphrase the prompt and record it in their writer's notebook. Finally, ask several students to share their paraphrased prompt and answer any remaining clarifying questions.
Standards: CCR.R.4 : Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
Reading Process				
50 mins	READING FOR EXPLICIT UNDERSTANDING: Ability to analyze a text for specific elements stated in the teaching task	READING THE TEXT FOR EXPLICIT UNDERSTANDING Re-read the text and make tracks in your reading. Think about the task prompt, then <ul style="list-style-type: none"> • place an exclamation point after anything that is new learning, • a question mark after anything that is confusing to you, • and a check mark after anything that makes sense to you or helps you make a connection to your understanding of the task prompt. 	Students will re-read the text and track their reading with annotation marks. Students will place an exclamation point after anything that is new learning, a question mark after anything that is confusing, and a check mark after anything that makes sense or helps make a connection to understanding of the task prompt.	Reasoning: Focused reading helps students pay attention to what they are reading in a text and provides them with a lens for reading. Students will be reading a text and making tracks in their reading. Students will place an exclamation point after anything that is new learning, a question mark after anything that is confusing, and a check mark after anything that makes sense or helps you make a connection to understanding the task prompt. Teacher will model why and how to annotate a section a text with exclamation points, question marks, and check marks to indicate and build understanding around the task prompt. Process: Direct Instruction <ol style="list-style-type: none"> 1. Teacher explains that s/he will model, students will help and the final goal will be that students can do this work by themselves. 2. Teacher will give students a copy of the text and the Text Marking Sheet. Together with students they will number the paragraphs of the text. 3. Teacher will begin by reading out-loud, thinking out-loud and marking the text. Students will follow along marking the text. (Here, the teacher explains that they tracks may be different than her's because other

				<p>things may "Wow" them and they may question other things. This, like reading, is individual)</p> <ol style="list-style-type: none"> Now the teacher continues to read and students mark their text. The teacher stops and gets input from students about how to mark the text. She does this on the overhead for students to see. Students then work independently or with partner for a couple paragraphs. Teacher instructs students to check in after paragraph 6. Teacher stamps or initials here and checks for understanding. It may be helpful to also check a sheet with their names to make sure someone isn't slipping through the radar. After this check, students finish the text either with a partner or by themselves. <p>Practice</p> <ol style="list-style-type: none"> Teacher reminds students of Text Marking done in the past. S/he may need to give students another sheet, refer to them posted around the room, or ask students to get them from their notebooks. Teacher gives students text and walks through the steps with questions. Remind them to number paragraphs. Optional: Have students read in pairs to a specific section of the text. Check for their understanding and have them finish on their own. End with a student lead discussion of the text. <p>Mastery</p> <ol style="list-style-type: none"> Once students are familiar with this procedure, the teacher can give this as a homework assignment. However, teacher may note that students need to move back to practice or even direct instruction at times.
<p>Standards:</p> <p>RL.6.3 : Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RI.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCR.R.3 : Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>				
<p>Additional Attachments:</p> <p> Text marking Strategy</p> <p> Text Marking Sheet</p>				
25 mins	<p>SKILL: GATHERING EVIDENCE: ABILITY TO ORGANIZE INFORMATION FROM A TEXT TO MEET THE DEMANDS OF THE TASK :</p>	<p>USING A CORNELL NOTE TAKER</p> <p>Continue using your Cornell note taking guide. For this activity, record instances of Roger's perceptions of Miss Orville throughout the story. Then, record his responses or actions toward her. After completing this activity, write a brief summary of how his reactions progress throughout the story.</p>	<p>ShortRubric_Notetaker.JPG Use Attached Rubric.</p>	<p>Give students a blank note taker (handout) and a copy of the text. Use the story to model note taking with students. Use I do, We do, and You do for gradual release to students.</p> <p>Have students sitting with a partner of two or three students.</p> <p>Say, "Our focus for reading this story is to find information or events that gives us insight into Roger's thoughts about his substitute teacher, Miss Orville. As I read aloud, underline the text you think is important."</p> <p>Read the short story aloud to students without stopping. After reading the text, model underlining a passage and explaining why you think it is important. Write a short note of the passage on the note taker. In the second</p>

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				<p>column, write why you think it guided Roger's perception of Miss Orville.</p> <p>Model this with one additional passage (I do).</p> <p>Have the students (individually) find another example in the passage and complete the note taker. After writing the text on their note taker, have the students talk with their partner about why they chose that text. (We do)</p> <p>Call on a few students to tell aloud the passage they chose and why. Clarify aloud when needed to guide students back to the prompt when necessary.</p> <p>Repeat this process with partners.</p> <p>(You do) Now have students complete another example on the note taker on their own. When finished, call on a few students to tell aloud the passage they chose and why. Clarify aloud when needed to guide students back to the prompt when necessary.</p> <p>Have students complete the activity on their note taker independently.</p>
<p>Standards:</p> <p>RI.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.3 : Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>W.6.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Additional Attachments:</p> <p> Cornell Notetaking Guide _ MissAwful.docx</p> <p> Miss Awful_text.pdf</p> <p> Task Rubric.docx</p>				
30 mins	<p>SKILL: ANALYZING THE TEXT: ABILITY TO ANALYZE A TEXT FOR SPECIFIC ELEMENTS STATED IN THE TEACHING TASK:</p>	<p>ANALYZING CHARACTER REACTIONS</p> <p>Continue using your Cornell note taking guide. For this activity, record how Roger's perception of his substitute teacher Miss Orville changes throughout the story. Then summarize your findings using evidence from the story.</p>	See Task Rubric attachment	<p>Students will continue using the note taker they previously created.</p> <p>Have students sitting with a partner of two or three students.</p> <p>Say, "Our focus for reading this time is to find information or events that gives us insight into how Roger's perception of Miss Orville is changing throughout the story.</p> <p>Read a short part of the story aloud to students without stopping. After reading the text, model underlining a passage and explaining why you think it is important. Write a short note of the passage on the note taker. In the second column, write why you think it supports your thinking.</p> <p>Model this with one additional passage (I do).</p> <p>Have the students (individually) find another example in the passage and complete the note taker. After writing the text on their note taker, have the students talk with their partner about why they chose that text. (We do)</p> <p>Call on a few students to tell aloud the passage they chose and why. Clarify aloud when needed to guide students back to the prompt when necessary.</p> <p>Repeat this process with partners.</p> <p>(You do) Now have students complete another example on the note taker on their own. When finished, call on a few students to tell aloud the passage they chose and</p>

				<p>why. Clarify aloud when needed to guide students back to the prompt when necessary.</p> <p>Have students complete the activity on their note taker independently.</p>
<p>Standards:</p> <p>RI.6.2 : Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3 : Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>				
<p>Additional Attachments:</p> <p> Task Rubric.docx</p>				
Transition to Writing				
50 mins	<p>DISCUSSION: Ability to participate in a discussion to prepare for writing the product</p>	<p>PRE-WRITING DISCUSSION WITH INFORMATIONAL TEXT</p> <p>Discuss your connections to, and predictions about a text in order to prepare to write about it.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Share insights and observations about a text. • Back up these insights and observation with relevant textual evidence. • Use annotations, notes, and journals to guide their discussion. • Listen and respond to the insights and observations of other discussion participants. • Prepare for a writing assignment by discussing their connections to and predications about a text. 	<p>Teacher Note:</p> <p>Students should prepare for this activity with ample time reading actively and using their completed note taking guide. Potential preparations include: close reading, writing notes about perceptions and reactions, summarizing the text, and quoting text directly from the readings to support their conclusions. To talk about what they read, students need to have already read and really thought about the text.</p> <p>Students should have some experience participating in small group discussions. See the mini-lesson on Talk Moves or Accountable Talk for more support on participating in a small group discussion.</p> <p>Whole Group Instruction</p> <p>Explain that talking about a topic first helps you write about a topic later. Good writers often talk about their ideas before they begin to write. Add that it's ok to share and use the ideas you get from others in a discussion.</p> <p>Students should bring their completed note taking guide and the text itself to review and refer to as they share what they read about in small groups. They should also have it in front of them as you model this process.</p> <p>Include the whole class as discussion partners for the model. Alternatively, you may choose two or three strong students to do a fishbowl discussion with you.</p> <p>Model: Pose and answer the question, "<i>What perceptions did Charles have about Miss Orville in the text. What conclusions did you draw?</i>"</p> <p>Post: One perception that Charles demonstrated was _____.</p> <p>Tell students what you thought about as you read the text. Demonstrate looking back at your notes to remember what you thought about. You may consider including a random thought, and saying out loud ("to yourself"): "I did have this thought, but I think its pretty random and not related to the text. So I won't talk about that." Suggestions for this think-aloud:</p> <ul style="list-style-type: none"> • <i>I wrote a note about _____.</i> • <i>When I read _____, I thought about _____.</i> <p>Explain that students will now continue this discussion in</p>

their small groups. They should refer to the posted sentences as a way to guide their discussion.

Small Group Work

Students should gather their notes and texts they will use in their writing for review as they talk. In their small groups, they should adjust their desks so they are able to see, hear, and speak to each other with ease.

Ask student groups to respond to the question: What perceptions did Charles reflect in his reactions to Miss Orville? Direct students to share text connections, evidence of Charles' reactions and perceptions, and conclusions they drew as they explain their contributions to the discussion. Post the sentence stems in the room to remind students of their topic of discussion. Invite students to edit their note taking guide as needed.

Circulate through the classroom and encourage students to share their reasoning for predictions or connections with follow-up questions that direct them to their experience, the text, or some other source of evidence.

Examples of follow-up questions:

- *How did you know that _____?*
- *Can you show me where you read that in the text?*
- *What do you think was the importance of _____?*
- *Was there any evidence that told us about _____?*
- *Did that surprise you, that _____? Why or why not?*

Whole Group Reflection

To foster authentic discussion, arrange students in a circle. Ask students to share out what they liked about the small group brainstorm and how it might help them write about the topic. Ask what they did not like about it, or how they would like to do it differently for the next topic.

Beyond the mini-task

Students will outline their essay using their note taking guide in preparation for writing their essay.

Reference

Adapted from *Analyzing Texts: Brainstorm before Writing* by Stacey Brewer. The Teaching Channel. Link to the original lesson:
<https://www.teachingchannel.org/videos/analyzing-text-brainstorming>.

Standards:

SL.5.1.A : Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.6.3 : Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Additional Attachments:

 [Accountable Talk](#)

 [Video of Original Lesson](#)

 [Student Handout.docx](#)

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Writing Process				
1 hr	INITIAL DRAFT: Students create their initial writing product.	INITIAL DRAFT Write an initial draft complete with opening, development, and closing. Be sure to insert and cite textual evidence.	Provide complete draft with all parts. Support the opening in the later sections with evidence and citations from the text.	Encourage students to re-read the prompt as they write to check that they are on track.
Standards: W.6.1 : Write arguments to support claims with clear reasons and relevant evidence. W.7.1 : Write arguments to support claims with clear reasons and relevant evidence. W.7.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content W.6.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
30 mins	EDITING: Ability to proofread and format a piece to make it more effective.	CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
Standards: L.6.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.3 : Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
30 mins	FINAL DRAFT: Ability to submit final piece that meets expectations.	EDIT LAST DRAFT (W2, W5, L1-2) Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	2- You provide a draft free from distracting surface errors and a format which improve the readability of your review. 1 - Your draft contains too many distracting surface errors and makes reading it difficult.	<ul style="list-style-type: none"> Use strategies such as error analysis to give feedback - place a check mark at the end of each sentence where there is a mistake or error of grammar, vocabulary, or syntax. Allow the student to find the mistake or error and revise it. Give more direction if the student can't identify it. Students can keep track of their errors and how they improve in this and other modules or writing tasks using the data sheet. Briefly review selected skills that many students need to improve. Post "must not have" errors and "must have" language and grammar practices Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
Standards: W.7.1 : Write arguments to support claims with clear reasons and relevant evidence. W.7.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. L.7.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.3 : Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.3 : Use knowledge of language and its conventions when writing, speaking, reading, or listening. W.6.1 : Write arguments to support claims with clear reasons and relevant evidence. W.6.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				

Additional Attachments:

[🔗 An article by Frey and Fisher on Error Analysis](#)

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

 Miss Awful_text.pdf : <https://s.idc.org/u/5y0teevuosni059tfsp1vcd99>