

Writing from Resources

6th Grade

Created for the Reading Writing Project 2016-2017

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Appoquinimink School District

Unit Overview

Students will complete lessons that will review and or teach literary and stylistic elements, theme, and the writing process. These lessons will be a review of several language arts concepts, with learning how to cite evidence from multiple resources. These lessons will prepare students for the expository essay in the performance task.

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Planning Chart #1

School: Louis L. Redding Middle School

	Standard	DOK	Know [Which concepts/ skills will students need to know in order to complete the questions/ full write?]	Do [What is the question/ full write asking students to do?]
<p>Question 1: What literary/ stylistic elements do The Oyster, Gabby Douglas, and Drive, Determination and Passion have in common?</p>	<p>CCSS.ELA-LITERACY.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>CCSS.ELA-LITERACY.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	3	<ul style="list-style-type: none"> - Identify genre/ style of text - Analyze author's purpose 	<ul style="list-style-type: none"> - Evaluate the style of writing the author used - Compare details and evidence from multiple sources - Recognize how different styles of writing can impact the reader
<p>Question 2: How does the author develop the theme within each of the three sources; The Oyster, Gabby Douglas, and Drive, Determination, and Passion?</p>	<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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</p>	3	<ul style="list-style-type: none"> - Elements an author uses to develop theme 	<ul style="list-style-type: none"> - Connect literary elements to meaning

	personal opinions or judgments.			
<p>Full Write: In the context of the common theme of the poem and the other informational texts, what is the value of hard work? Cite evidence from all three texts in your answer.</p>	<p>CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	4	<ul style="list-style-type: none"> - Identify the elements of an expository structure - Recognize relevant ideas and evidence 	<ul style="list-style-type: none"> - Write expository text-based essay explaining how determination, drive and passion are needed to accomplish a goal - Cite relevant evidence to support the theme of the text

Planning Chart #2

School: Louis L. Redding Middle School

Standard: CCSS.ELA-LITERACY.RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly 	<ul style="list-style-type: none"> • Identify the claim • Evidence to support the claim • Cite evidence in support of the claim 	<ul style="list-style-type: none"> • Use a highlighter to identify explicit text to support the claim • Use graphic organizers to list appropriate support
<ul style="list-style-type: none"> • Cite textual evidence to support analysis of inferences drawn from the text 	<ul style="list-style-type: none"> • Form an inference • Recognize relevant evidence • Cite evidence in support of inference • Make critical and analytical judgements to make generalizations 	<ul style="list-style-type: none"> • Make an inference using what the text says with background knowledge

Standard: CCSS.ELA-LITERACY.RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly 	<ul style="list-style-type: none"> • Identify the claim • Evidence to support the claim • Cite evidence in support of the claim 	<ul style="list-style-type: none"> • Use a highlighter to identify explicit text to support the claim • Use graphic organizers to list appropriate support
<ul style="list-style-type: none"> • Cite textual evidence to support analysis of inferences drawn from the text 	<ul style="list-style-type: none"> • Form an inference • Recognize relevant evidence • Cite evidence in support of inference • Make critical and analytical judgements to make generalizations 	<ul style="list-style-type: none"> • Make an inference using what the text says with background knowledge

Standard: CCSS.ELA-LITERACY.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.		
Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> Determine a central idea 	<ul style="list-style-type: none"> Identify the central idea/theme Understand the difference between central ideas and key details in a text 	<ul style="list-style-type: none"> Use graphic organizers to match the themes and relevant text evidence from multiple sources
<ul style="list-style-type: none"> Explain how particular details show the central idea 	<ul style="list-style-type: none"> Explain informational text features and/or structure(s) that help suggest central idea Describe or graphically represent the relationship between central idea and key details Explain how the author supported the central idea with key details 	

Standard: CCSS.ELA-LITERACY.RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details.		
Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> Determine a central idea 	<ul style="list-style-type: none"> Identify the central idea/theme Understand the difference between central ideas and key details in a text 	<ul style="list-style-type: none"> Use graphic organizers to match the themes and relevant text evidence from multiple sources
<ul style="list-style-type: none"> Explain how particular details show the central idea 	<ul style="list-style-type: none"> Explain informational text features and/or structure(s) that help suggest central idea Describe or graphically represent the relationship between central idea and key details 	

	<ul style="list-style-type: none"> • Explain how the author supported the central idea with key details 	
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Standard: CCSS.ELA-LITERACY.RI.6.4: 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.

Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> • Interpret words and phrases in context 	<ul style="list-style-type: none"> • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and interpret figurative language 	<ul style="list-style-type: none"> • Show visual representation of words and phrases
<ul style="list-style-type: none"> • Analyze how specific word choice affects meaning 	<ul style="list-style-type: none"> • Explain how figurative language enhances and extends meaning • Explain the impact of specific language choices by the author 	<ul style="list-style-type: none"> • Write a caption for how the visual representation connects to the meaning of the text

Standard: CCSS.ELA-LITERACY.RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> • Interpret words and phrases in context 	<ul style="list-style-type: none"> • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal 	<ul style="list-style-type: none"> • Show visual representation of words and phrases

	<p>meaning</p> <ul style="list-style-type: none"> Identify and interpret figurative language 	
<ul style="list-style-type: none"> Analyze how specific word choice affects meaning 	<ul style="list-style-type: none"> Explain how figurative language enhances and extends meaning Explain the impact of specific language choices by the author 	<ul style="list-style-type: none"> Write a caption for how the visual representation connects to the meaning of the text

<p>Standard: CCSS.ELA-LITERACY.RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>		
Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> Analyze how a particular section fits the overall structure 	<ul style="list-style-type: none"> Describe the connections between text features and the text's purpose and theme Make connections between author's choice of text structure and the text's purpose and central idea Explain how structure and/or features enhance text's purpose and central idea Describe the relationship between text organization and development of ideas 	<ul style="list-style-type: none"> Write an analytical paragraph with evidence Peer discussion and graphic organizer
<ul style="list-style-type: none"> Analyze how a particular section contributes to the development of ideas 	<ul style="list-style-type: none"> Identify and explain how figurative language and other literary devices used contribute to the development of theme Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas 	

Standard: CCSS.ELA-LITERACY.RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> Analyze how a particular section fits the overall theme 	<ul style="list-style-type: none"> Describe the connections between text features and the text’s purpose and theme Make connections between author’s choice of text structure and the text’s purpose and central idea Explain how structure and/or features enhance text’s purpose and central idea Describe the relationship between text organization and development of ideas 	<ul style="list-style-type: none"> Write an analytical paragraph with evidence Peer discussion and graphic organizer
<ul style="list-style-type: none"> Analyze how a particular section contributes to the development of ideas 	<ul style="list-style-type: none"> Identify and explain how figurative language and other literary devices used contribute to the development of theme Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas 	

Standard: CCSS.ELA-LITERACY.RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> Compare & contrast details of each author’s presentation 	<ul style="list-style-type: none"> Compare & contrast differing presentations of the same event Manage and organize selected information (e.g., graphic organizers, electronic notes) 	<ul style="list-style-type: none"> Use a Venn Diagram to compare and contrast details about the author’s presentation

<ul style="list-style-type: none"> Explain how the details affect the author's presentation 	<ul style="list-style-type: none"> Synthesize information Integrate information in a purposeful way Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 	<ul style="list-style-type: none"> Write a reflection statement about how details affect author's presentation
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Standard: CCSS.ELA-LITERACY.RL.6.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> Compare & contrast details of each author's presentation 	<ul style="list-style-type: none"> Compare & contrast differing presentations of the same event Manage and organize selected information (e.g., graphic organizers, electronic notes) 	<ul style="list-style-type: none"> Use a Venn Diagram to compare and contrast details about the author's presentation
<ul style="list-style-type: none"> Explain how the details affect the author's presentation 	<ul style="list-style-type: none"> Synthesize information Integrate information in a purposeful way Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person) 	<ul style="list-style-type: none"> Write a reflection statement about how details affect author's presentation

Standard:

CCSS.ELA-Literacy.W.6.2

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

CCSS.ELA-Literacy.W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.6.2.C

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.W.6.2.F

Provide a concluding statement or section that follows from the information or explanation presented.

Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> Organize ideas by stating and maintaining a focus 	<ul style="list-style-type: none"> Create a thesis statement 	<ul style="list-style-type: none"> Essay graphic organizers

	<ul style="list-style-type: none"> • Introduce a topic, organize ideas, concepts, and information using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension 	<ul style="list-style-type: none"> • Rough draft with focused feedback • Student discussions
<ul style="list-style-type: none"> • Develop topic with relevant evidence 	<ul style="list-style-type: none"> • Evaluate and select information and examples based on significance and relevance addressing the needs of the audience • Use evidence to effectively elaborate on the topic • Develop topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples 	
<ul style="list-style-type: none"> • Use transitions properly 	<ul style="list-style-type: none"> • Identify places transitions could be used • Add transitions to connect and clarify ideas 	

Standard: CCSS.ELA-LITERACY.W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> • Conduct short research projects to answer a question 	<ul style="list-style-type: none"> • Assess Credibility of sources • Recognize and identify relevant information to task 	<ul style="list-style-type: none"> • Multi-text graphic organizer

	<ul style="list-style-type: none"> Identify elements of questioning to ensure completion 	
<ul style="list-style-type: none"> Draw on several sources 	<ul style="list-style-type: none"> Identify pertinent information from multiple sources Synthesize information critiquing its relevance and discerning what answers the question 	
<ul style="list-style-type: none"> Refocus the inquiry when appropriate 	<ul style="list-style-type: none"> Recognize and identify relevant information to answer the question. Discern which text is best suited to answer specific parts of the question 	

Standard: CCSS.ELA-LITERACY.W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none"> Gather relevant information from multiple print and digital sources 	<ul style="list-style-type: none"> Identify pertinent information from multiple sources Synthesize information critiquing its relevance and discerning what answers the question 	<ul style="list-style-type: none"> Multi-text graphic organizer
<ul style="list-style-type: none"> Quote or paraphrase the data and conclusions of others while avoiding plagiarism 	<ul style="list-style-type: none"> Cite sources utilized in answer using quotes or paraphrasing with credit provided to text. **prerequisite skill** 	

Standard: CCSS.ELA-LITERACY.W.6.9

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

CCSS.ELA-LITERACY.W.6.9.A

Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

Targets	Learning Progressions	Formative Assessment Strategies
<ul style="list-style-type: none">• Gather relevant information from multiple print and digital sources	<ul style="list-style-type: none">• Identify pertinent information from multiple sources• Synthesize information critiquing its relevance and discerning what answers the question	<ul style="list-style-type: none">• Multi-text graphic organizer
<ul style="list-style-type: none">• Quote or paraphrase the data and conclusions of others while avoiding plagiarism	<ul style="list-style-type: none">• Cite sources utilized in answer using quotes or paraphrasing with credit provided to text. **prerequisite skill**	

Scope and Sequence

Lesson/ Description	Duration/ # of Days	Standards/ Learning Progressions
<p>Lesson 1: Students will analyze the theme of a poem examining the specific stylistic and literary elements of figurative language, diction, and structure.</p>	1	<p>CCSS.ELA-Literacy.RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-LITERACY.RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>CCSS.ELA-LITERACY.RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
<p>Lesson 2: Students will analyze the theme of an informative text examining the specific stylistic and literary elements of diction, dialogue, and imagery.</p>	1	<p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.RI.6.4: 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.</p> <p>CCSS.ELA-LITERACY.RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>
<p>Lesson 3: Students will compare the theme of a poem to the theme of an informative text examining the differences of how the themes were communicated.</p>	1	<p>CCSS.ELA-Literacy.RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-LITERACY.RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>

		<p>CCSS.ELA-LITERACY.RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>CCSS.ELA-LITERACY.RL.6.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.RI.6.4: 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.</p> <p>CCSS.ELA-LITERACY.RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>CCSS.ELA-LITERACY.RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>CCSS.ELA-LITERACY.W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.6.9.A Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p>
<p>Smarter IAB: Grade 6 ELA Revision This will assess students on organizing ideas, supporting ideas, and writing conclusions. Teachers can use the data from the IAB to target support for students as they write in Lesson 5.</p>	1	
<p>Lesson 4: Students will analyze the theme of an informative text examining the specific stylistic and literary elements of diction,</p>	1	<p>CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.6.2</p>

<p>dialogue, and imagery.</p> <p><i>Teacher Note: This lesson can become optional if you feel that your students can pull the evidence out of the third text independently. In this case, give students the text and proceed to lesson five.</i></p>		<p>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. CCSS.ELA-LITERACY.RL.6.9</p> <p>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. CCSS.ELA-LITERACY.RI.6.9</p> <p>Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<p>Lesson 5: Students will plan and compose an essay about the thematic idea of three texts, elaborating on ideas with examples and concrete evidence. Students will receive specific feedback on their drafts and then revise to either improve their transitions or conclusions.</p>	<p>3-4</p>	<p>CCSS.ELA-Literacy.W.6.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-Literacy.W.6.2.b</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CCSS.ELA-LITERACY.W.6.2.C</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts. CCSS.ELA-LITERACY.W.6.2.F</p> <p>Provide a concluding statement or section that follows from the information or explanation presented. CCSS.ELA-LITERACY.W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>

ELA & LITERACY PERFORMANCE TASK

School/ District: Louis L. Redding Middle School/ Appoquinimink School District

Team Members: Becky Hamilton, Heather Mirto, Jennifer Mounts, Elizabeth Shrewsbury, Sherrie Sudler

Title:	Drive, Determination & Passion
Grade:	6 th Grade ELA
Standards (ELA, Literacy, Content)	<p>ELA:</p> <p>CCSS.ELA-LITERACY.RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details.</p> <p>CCSS.ELA-LITERACY.RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>CCSS.ELA-LITERACY.W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>

DOK:	Level 4
UDL:	Provide scaffolding to facilitate diverse learners in a variety of educational environments using graphic organizers, close reads, specific directions, and outlined expectations.
Stimuli (Primary Text):	<ol style="list-style-type: none"> 1. Poem- “The Oyster” by anonymous 2. Article/ Interview (Nonfiction)- “Olympian Gabby Douglas Homeless, Bullied Before Winning Gold” by Liz Neporent via Good Morning America 3. Article (Nonfiction)- “Drive, Determination, and Passion – Three Keys to Success in Business and in Life” by Scott Gould
Text Complexity:	<p>The texts have been determined to be within the 5th-7th grade level based on qualitative and quantitative measures.</p> <p>Lexile ranges 800-1100</p>
Task Overview:	<p>Part 1: Students will read three texts: a poem and two informational texts. Students will take notes along the margins for each text, complete the provided graphic organizer at the end of the texts, and answer two guiding questions to aid in their focus of the task.</p> <p>Part 2: Students will use the texts, as well as their notes on these resources, to write an expository essay on the value of hard work.</p>

Task Directions:

Part 1:

Your Assignment:

You will read one poem and two additional informational texts. You will take notes along the margins for each text, complete the provided graphic organizer at the end of the texts, and answer two guiding questions to help you complete the task.

Steps you will follow:

In order to plan your essay, you will need to do the following:

- Read and take notes on the poem and other sources.
- Complete the graphic organizer after reading all three texts.
- Answer the guiding question.
- Brainstorm and write your expository essay in Part 2.

Directions for beginning:

You will read the poem as a close-read and take notes in the Notes column. Next, you will read two additional informational texts and take notes on each. While writing notes on the sources, keep in mind your goal of analyzing the value of hard work.

Question: Answer the following questions. Your answers will help you to focus on the important information from the sources, which should help you when writing your expository essay. Your responses will be scored using the attached rubrics from Smarter Balanced.

1. What literary/ stylistic elements do *The Oyster*, *Gabby Douglas*, and *Drive, Determination and Passion* have in common?
2. How does the author develop the theme within each of the three sources; *The Oyster*, *Gabby Douglas*, and *Drive, Determination, and Passion*?

Part 2:

Your Assignment: Now that you have read three texts with a common theme, determine how these texts give examples on the value of hard work.

Write an essay answering the following:

In the context of the common theme of the poem and the other informational texts, what is the value of hard work? Cite evidence from all three texts in your answer.

How your essay will be scored: Your essay will be scored using the 6th grade informational/expository writing rubric on the website for Delaware's Department of Education.

<http://www.doe.k12.de.us/Page/2651>

Scoring Rubric for Part 1, Question #1

Score	Rationale
2	Response provides an adequate evidence-based explanation of the similar elements of all three texts appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of the similar elements of all three texts by paraphrasing the information while avoiding plagiarism. Student cites sources by title or number. OR Response provides an adequate evidence-based explanation of the similar elements of one or two texts by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number. OR Response provides an adequate evidence-based explanation of the similar elements of one or two texts by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more sources.

Scoring Rubric for Part 1, Question #2

Score	Rationale
2	Response provides an adequate evidence-based explanation of what the common theme is of all three texts by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of what the common theme is of all three texts by paraphrasing the information while avoiding plagiarism. Student cites sources by title or number. OR Response provides an adequate evidence-based explanation of what the common theme is of one or two texts by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number. OR Response provides an adequate evidence-based explanation of what the common theme is of one or two texts by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more sources.

Task directions:

You will read one poem and two additional informational texts. You will take notes along the margins for each text, complete the provided graphic organizer at the end of the texts, and answer two guiding questions to help you complete the task.

Text 1:

"The Oyster"

There once was an oyster whose story I tell,
who found that some sand had got into his shell.
It was only a grain, but it gave him great pain
for oysters have feelings although they're so plain.

Now, did he berate the harsh workings of fate
that brought him to such a deplorable state? Did
he curse at the government, cry for election,
and claim that the sea should have given him protection?

No - he said to himself as he lay on a shell,
since I cannot remove it I try to improve it.
Now the years have rolled around, as the years always do,
and he came to his ultimate destiny: stew.

And the small grain of sand that had bothered him so
was a beautiful pearl all richly aglow.
Now the tale has a moral, for isn't it grand
what an oyster can do with a morsel of sand?

What couldn't we do if only we'd begin
with some of the things that get under our skin?

Author: Unknown

Response Notes:

Text 2:

Olympian Gabby Douglas Homeless, Bullied Before Winning Gold

Dec 13, 2012

BY LIZ NEPORENT via [Good Morning America](#)

Gabrielle Douglas was one of the shining stars of the 2012 Olympics. But the gymnast's journey to the top of podium in London this past summer wasn't an easy one.

As the 16-year-old Douglas recalled in her new book, "**Grace, Gold & Glory**," she started out life homeless, her family living in the back of a van for nearly a year after she was born. Soon afterwards, they were taken in by relatives. Then, her father abandoned them, leaving her mother to support four young children on her own.

One of the few African Americans in the sport of gymnastics, Douglas claimed she was cruelly taunted by her former coach and teammates at Excalibur Gym, in Virginia Beach, Va., who told her to get a nose job and sometimes described her as "their slave."

In an emailed statement, Excalibur denied the allegations and insisted that management never received any reports of Douglas being bullied.

Somehow, Douglas' Olympic dreams never wavered.

"Yes I've had a lot of hardships in my life and in my career, but I never let that hurt what I do in the gym," Douglas said. "I've always put my heart into gymnastics and pushed myself every single day, no matter what else was going on."

Experts often cite such unrelenting drive as a key personality trait in top athletes such as Douglas.

Response Notes:

Andrea Corn, a Florida sports psychologist and co-author of "**Raising Your Game**," said Douglas' perseverance and ability to bounce back after disappointment have played a big part in her success.

"No athlete goes through life unscathed. It's how they respond when something doesn't go their way on or off the field that makes all the difference," she said. "The ones that can shake off those negative emotions and transform them into something they can use, they have a gift and they are the ones who do best."

Liang Chow, Douglas' current coach, agreed. He said that leaving her home in Virginia Beach, Va., to learn gymnastics in the middle of the cornfields of Iowa couldn't have been easy for the then-14-year-old girl, but Douglas has always been up to the task.

"She has good physical talent, but she is also a very hard worker who is determined to reach her daily goals," Chow said. "This determination has been an essential ingredient in her success."

Because gymnastics is such a demanding sport, Chow added, any athlete who hopes to rise up the ranks must have the same sort of attitude as Douglas or they won't last.

"Every athlete has different strengths and weaknesses but the purpose must be there. I can see the ones who have mental toughness and determination and they stand out," Chow said.

Corn believes that facing tough times may have helped elevate Douglas' athletic performance. That's because it can be harder for someone to stay at the top of their game when winning is always effortless and they never experience any sort of failure or disappointment, either in athletics or outside life.

"Someone who rests on their ability will stop trying to improve and perfect their skills. There's always someone else who is hungry and striving that can come along and take their place," she said.

Not that there haven't been times Douglas wanted to hang up her leotard and walk away from the sport. Just a few months before the Olympics, she told her mother she wanted to quit gymnastics.

Response Notes:

She'd been living away from home with a host family in Iowa for nearly two years so she could train with Chow -- one of the most renowned coaches in the sport -- and she was homesick.

"As they were packing up to go home to Virginia I wanted to go with them. I told my mother I could work at Chick-fil-A and run track," she said.

But just as she had after countless injuries and other setbacks, Douglas refocused on her goals. It took several family pep talks and a bit of coaching but, ultimately, she got her emotions under control and her mojo back. She threw herself into training once more and it paid off. In London, she grabbed gold in both the team and individual all-around competitions.

Corn said Douglas' bout of homesickness and self-doubt was normal, even for someone at the elite level.

"Even the best will cry and sometimes feel miserable, but in time they learn something valuable about themselves which makes them better athletes and better people," she said.

Fortunately, for Douglas, the worst seems to be behind her. She isn't ready to channel her trademark will to win into anything other than gymnastics for the foreseeable future and is now pointed towards the 2016 Olympic Games. She wanted the thousands of up-and-coming gymnasts who idolize her to know that the same sort of upbeat grit that has carried her through can help them reach their goals, too.

"I always tell them to never give up. Times may be tough but sacrifices, they do pay off. If you give up, you will always have regrets that you didn't push through and regret, that is the worst thing," she said.

Text 3:

Drive, Determination, and Passion- Three keys to success in business and in life

Scott Gould Jun 20, 2014



Every day I meet with very creative individuals that I am lucky to have as clients. While they have different businesses and ideas, they all have a few things in common:

Drive

Drive is an inner quality that many people lack. It is drive that makes a person not accept the status quo. It is drive that makes someone to not want to be mediocre. Drive is a quality that few have. Many people are happily content with their position in life or within their company, which is just fine. Others see themselves with being able to attain higher goals than just being a spoke on the corporate bicycle wheel. It is this drive that brings people to make the jump into being their own boss. It is easy to stay the course in your life; it is much harder to harness your drive and take the leap. Life is a journey and there are many journeys in one's life. Getting married, losing weight, learning to play an instrument. These are all journeys that lead to a richer life. A journey begins with the first step and drive is what makes you take that first step. No matter what your journey is, it all begins with drive.

Response Notes:

Determination

All my clients are determined to succeed. Some more determined than others, but determined nonetheless. Some will succeed and others will fail with their business ventures. But the fact that they have come to see me illustrates the fact that they are determined to succeed. Anyone can have a great business idea. It is the determined individual that harnesses their drive and acts on it with determination. Success in life can be measured in many ways: money, family, loved ones who care. It is the determined individual that doesn't throw in the towel on their goals, their relationships, and their challenges that is a truly successful person.

When I think of determination I think of NFL Hall of fame linebacker Lawrence Taylor. L.T. spoke of determination best years ago at his enshrinement speech. "You just got to go play. And no matter how many times it knocks you down. No matter how many times you think you can't go forward. No matter how many times things just don't go right. You know, anybody can quit. Anybody can do that. A Hall of Famer never quits. A Hall of Famer realizes that, a Hall of Famer realizes that the crime is not being knocked down, the crime is not getting up again." Life isn't easy, and it certainly isn't fair. But if you are determined to make a difference, in any way, you will. Without determination to attain higher goals, life will pass you by.

Passion

Every person has passion. Whether it's passion about business, family, reading, or your favorite sports team you are have passion. The passion that the entrepreneur has, along with their drive and determination, is often the x-factor to a successful business venture. You can be a driven and determined individual, but without passion you are dead in the water right before you make your sales call. Customers can smell lack of passion on an entrepreneur like cheap cologne. Passion to help others with your business services or products you offer is vital.

All of these factors, along with a little bit of luck, can help you succeed in life and in business.

Response Notes:

Performance Task Part 1:

Answer the following questions. Your answers will help you to focus on the important information from the sources, which should help you when writing your expository essay. Your responses will be scored using the attached rubrics from Smarter Balanced.

1. What literary/ stylistic elements do *The Oyster*, Gabby Douglas, and *Drive, Determination and Passion* have in common?

2. How does the author develop the theme within each of the three sources; *The Oyster*, Gabby Douglas, and *Drive, Determination, and Passion*?

Performance Task Part Two:

In the context of the common theme of the poem and other informational resources, what is the value of hard work? Cite evidence from this text, your own experience, and other literature, art, and/ or history in your answer.

The Oyster	Olympian- G. Douglas	Drive, Determination, Passion
Theme		
Quote 1	Quote 1	Quote 1
Explanation	Explanation	Explanation
Quote 2	Quote 2	Quote 2
Explanation	Explanation	Explanation

**Informative/Explanatory Writing Rubric
Grade 6**

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic(s) clearly, previewing what is to follow (7W2a) skillfully organizes ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect (7W2a) uses appropriate transitions to create cohesion and clarify relationships among ideas and concepts (7W2c) provides a concluding statement or section that follows from and supports the information or explanation presented (7W2f) skillfully produce clear and coherent writing appropriate to task, purpose, and audience (7W4) 	<p>The writing –</p> <ul style="list-style-type: none"> introduces a topic (6W2a) organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect (6W2a) uses appropriate transitions to clarify the relationships among ideas and concepts (6W2c) provides a concluding statement or section that follows from the explanation presented (6W2f) produce clear and coherent writing appropriate to task, purpose, and audience (6W4) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to introduce a topic attempts to organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect attempts to use appropriate transitions to clarify the relationships among ideas and concepts attempts to provide a concluding statement or section that follows from the explanation presented attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to introduce a topic makes little or no attempt to organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect makes little or no attempt to use appropriate transitions to clarify the relationships among ideas and concepts makes little or no attempt to provide a concluding statement or section that follows from the explanation presented makes little or no attempt to produce clear and coherent writing appropriate or task, purpose, and audience 	<p>Organization/Purpose 2 x</p>
<p>The writing –</p> <ul style="list-style-type: none"> skillfully develops the topic with relevant facts, definitions and concrete details, quotations, or other information and examples (7W2b) skillfully includes formatting, graphics, and multimedia when useful to aiding comprehension (7W2a) skillfully uses precise language and domain-specific vocabulary to inform about or explain the topic (7W2d) skillfully uses relevant information from multiple print and digital sources (7W8) skillfully quotes or paraphrases the data and conclusions of others while avoiding plagiarism (7W8) follows a standard format for citation, when appropriate (7W8) 	<p>The writing –</p> <ul style="list-style-type: none"> develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (6W2b) includes formatting, graphics, and multimedia when useful to aiding comprehension (6W2a) uses precise language and domain-specific vocabulary to inform about or explain the topic (6W2d) uses relevant information from multiple print and digital sources (6W8) quotes or paraphrases the data and conclusions of others while avoiding plagiarism (6W8) provides basic bibliographic information for sources, when appropriate (6W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples attempts to include formatting, graphics, and multimedia when useful to aiding comprehension attempts to use precise language and domain-specific vocabulary to inform about or explain the topic attempts to use relevant information from multiple print and digital sources attempts to quote or paraphrase the data and conclusions of others while avoiding plagiarism attempts to provide basic bibliographic information for sources, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples makes little or no attempt to include formatting, graphics, and multimedia when useful to aiding comprehension makes little or no attempt to use precise language and domain-specific vocabulary to inform about or explain the topic makes little or no attempt to use relevant information from multiple print and digital sources makes little or no attempt to quote or paraphrases the data and conclusions of others while avoiding plagiarism makes little or no attempt to provide basic bibliographic information for sources, when appropriate 	<p>Evidence/Elaboration 2 x</p>

11/24/15

1

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> skillfully establishes and maintains a format style (7W2e) skillfully maintains consistency in style and tone (L3*) demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (7WL1-2)* has errors that do not interfere with understanding (7WL1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> establishes and maintains a formal style (6W2e) maintains consistency in style and tone (6L3b)* demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (6WL1-2)* has errors that do not interfere with understanding (6WL1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to establish and maintain a formal style attempts to maintain a consistent style and tone attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> make little or no attempt to establish and maintain a formal style makes little or no attempt to maintain a consistent style and tone makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	<p>Language/Conventions 1 x</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose
*Conventions Chart p. 3

CONVENTION CHART
GRADE 6

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly (6L2b) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades (L2a) 	<p>Commas, parenthesis or dash (6W1a)</p> <ul style="list-style-type: none"> To set off nonrestrictive/parenthetical information (e.g., appositives, explanatory phrases/ clauses such as <i>Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her</i>)* 	<p>Pronouns:</p> <ul style="list-style-type: none"> Correctly uses pronoun case (subject, object, possessive) (6L1a) Correctly uses intensive pronouns (e.g., myself; ourselves) (6L1b) Avoids inappropriate shifts in pronoun number and person* (6L1c) Avoids vague or ambiguous or unclear pronoun references* (6L1d) <p>Verbs:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in verb tense* (previous grade) (L1) <p>Agreement:</p> <ul style="list-style-type: none"> Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>) (previous grade) (L1) Subjects and verbs agree (<i>People who forget the words just hum the tune</i>) (previous grade) (L1) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Uses frequently confused words* correctly (L1g) 	<ul style="list-style-type: none"> Varies sentence patterns for meaning, reader/listener interest, and style* (6WL3a)

* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

Performance Task Sample – High

Have you ever been at a point in your life that you thought you wouldn't be able to get through? A lot of people have but it's important for one to get through those hard times, like an oyster did in the poem "The Oyster". In that poem an oyster had a painful grain of sand in his shell but, after persevering through it the grain of sand became a pearl. Gabby Douglas was another example of this in the article "Olympian Gabby Douglas" it explains how she goes from being homeless and bullied to winning Gold medals at the Olympics for gymnastics. Finally, there are people who start businesses that have to overcome these problems using drive, determination, and passion. A businessman explains how each of these qualities are used when starting a business in the text "Drive, Determination, and Passion." All of the texts, "The Oyster," "Olympian Gabby Douglas," and "Drive, Determination, and Passion" all have a common theme of persevering through adversities.

In "The Oyster", the oyster has to persevere through the adversity of the grain of sand which rewards him later. One example of this is on Line 10 in the poem it stated, "Since I cannot remove it I try to improve it." The clam persevered through the grain of sand instead of blaming it on someone else and complaining, which helped him in the future. Also on Line 13 in the poem it states, "And the small grain of sand that had bothered him so was a beautiful pearl all richly aglow." When the clam persevered through the adversity of the grain of sand he was rewarded a beautiful pearl. The Oyster perseverance helped him get rewarded in the future his perseverance through an adversity the oyster had benefited him.

In "Olympian Gabby Douglas" Gabby had to struggle through her adversities in life which made her a better gymnast. One example of this is in the text in paragraph 2 it states, "She started out life homeless living in the back of a van for nearly a year after she was born." Gabby's adversities as an infant and even when she was child helped her push herself to become a better gymnast. Also in the article it states in paragraph 14, "Corn believes that facing tough times may have helped elevate Douglas' athletic

Score:
Organization/Purpose – 4
Evidence/Elaboration – 3
Language/Conventions – 3

Introduces the topic clearly and previews what is to come
Clear focus for essay
Formatting in a paragraph for each text
Uses precise language appropriate to the topic – adversity, perseverance
Transition between ideas
Quotes information from sources, sometimes more smoothly than others
Transition to explanation – "When the clam ..."
Some run-on sentences when introducing quotes
Follows format for citation, identifying text and paragraph
Standard format for citation

<p>performance.” Gabby's coach believes that when Gabby persevered through her adversities it had helped her become a better gymnast, if she hadn't persevered she would not be the gymnast we know today. Gabby's perseverance had helped her and benefited her a lot when overcoming her adversities.</p> <p>In the text “Drive, Determination, and Passion” people who wanted to open their own business had persevere through adversities using the drive, determination, and passion. One example of a this is in paragraph 3 of the text, “It is the determined individual that harnesses their drive and acts on it with determination.” Using determination and perseverance one can overcome their adversity and use determination to achieve their goals. Another example of this is in paragraph 3, “Without determination to attain higher goals, life will pass you by.” If you one doesn't persevere through adversities they can't achieve any goals in life, all opportunities in life would be gone. Persevering through adversities isn't just necessary in everyday life it is important to achieving goals like opening a business.</p> <p>In “The Oyster”, “Olympian Gabby Douglas”, and “Drive, Determination, and Passion” persevering through adversities had helped all of them achieve your goals. Without perseverance the Oyster would have never survived to meet his destiny. If Gabby didn't persevere she would have never earned gold medals. Finally if no one persevered through to achieve their goals their wouldn't be as many achievement as there are today.</p>	<p>Run-on sentence</p> <p>Use of specific language – adversities, benefited, persevered</p> <p>Transition phrase between ideas – “Another example...”</p> <p>Transition to explanation – “If you one doesn't ...”</p> <p>Develops the topic through examples from the text</p> <p>Uses relevant information from multiple texts</p> <p>Concluding statement that follows from the information presented</p> <p>Usage error - their</p>
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Performance Task Sample – Medium

<p>The authors of all three texts “The Oyster”, “Olympian Gabby Douglas”, and “Drive, Determination, And Passion” all convey the common theme of no matter how bad things are never give up, for eventually all bad times come to an end.</p> <p>In “The Oyster” readers are given evidence that even though the sand got stuck in the oyster's shell, the Oyster did not give up and the tough times passed by. This can be proven with evidence from “The Oyster”, in paragraph 1 when the text states “found that some sand had got into his shell. It was only a grain, but it gave him great pain.” This evidence shows that the sand that got into the oyster's shell was only a single grain of sand, but it hurt the oyster very much. Therefore proving that the Oyster was going through harsh times. A piece of evidence that can prove that the Oyster did not give up and eventually the tough times passed, occurs in paragraph 4 when the text states “the small grain of sand that had bothered him so was a beautiful pearl all richly aglow.” This evidence shows that eventually the annoying grain of sand turned into something great. Because the Oyster waited through the tough times, and tried to improve the problem, “The Oyster” supports the theme.</p> <p>In “Olympian Gabby Douglas” the reader gains evidence that proves Gabby stayed together during hard times and when the hard times were over, Gabby kept perusing her dream in becoming a gymnast. This statement can be proven with evidence from paragraph 6 when the text states “Yes I’ve had a lot of hardships in my life and in my career, but I never let that hurt what I do in the gym.” This shows that Gabby Douglas faced hardships and kept on pushing through the hard times, eventually making it out of the hardships.</p> <p>Another piece of evidence that shows Gabby faced many hardships and pulled her way out of the troubles every time occurs in paragraph 18 when the text states “But just as she had after countless injuries and other setbacks, Douglas refocused on her goals”. This evidence shows that Gabby faced many hardships throughout her career and each time she pulled herself back out. Because she pushed herself out</p>	<p>Introduces the topic</p> <p>Sentence fragment</p> <p>Provides examples but does not fully elaborate on how they develop the topic</p> <p>Transition to concluding sentence – “Because...”</p> <p>Evidence from source both quoted and then paraphrased</p> <p>Standard citation – “from paragraph 6” Evidence introduced with “when the text states”</p> <p>Transition – “Another piece of evidence”</p>
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<p>Score:</p> <p>Organization/Purpose – 3</p> <p>Evidence/Elaboration – 2</p> <p>Language/Conventions – 3</p>

<p>of harsh times and never gave up, the text “Olympian Gabby Douglas” supports the theme.</p> <p>In the text “Drive, Determination, and Passion- Three keys to success in business and in life” The reader gains knowledge on how three traits lead to a good business profession, and a good life, Drive, Determination, and Passion. These traits help get a person out of tough times and improve your future. This statement can be proven with evidence from paragraph 3 when the text states “Anyone can have a great business idea. It is the determined individual that harnesses their drive and acts on it with determination.” This piece of evidence proves that drive and determination can lead a person out of tough times and keep them going on a successful business life. Another piece of evidence that can prove that these traits can help you get out of the hard times occurs in paragraph 4 when the text states “all of these factors, along with a little bit of luck, can help you succeed in life and business”. This evidence shows that when you use your drive, determination, and passion, you can pull yourself out of tough times. Therefore the article “Drive, Determination, and Passion- Three keys to success in business and in life” supports the common theme of no matter how bad things are never give up, for eventually all bad times come to an end.</p> <p>Because two pieces of evidence from every article proved that the common theme of no matter how bad things are never give up, for eventually all bad times come to an end. Each piece of text supports this theme, and proves it to be true, not only in fictional scenarios, but in the real world too.</p>	<p>No transition to the new text</p> <p>Shift in pronoun – “a person ... your future”</p> <p>Evidence that supports the topic, but not fully elaborated</p> <p>Similar sentence patterns throughout</p> <p>Concluding statement follows from information provided</p>
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Performance Task Sample – Low

<p>The three texts <i>the oyster</i> , <i>Gabby Douglas</i> and <i>Drive, Determination and Passion</i> and have the same theme don't ever give up on your dreams. I know this because all of the texts are very similar to each other. Gabby Douglas never gave up but she wanted to in the middle of the article because she felt like she wasn't good enough. Gabby had to move across the country from her home just to train for gymnastics with one of the best coaches. She almost gave up before the olympics but she quickly changed her mind that's when <i>Drive, Determination and Passion</i> comes in because in that text the author kept saying how everyone needs these three key things to be a good person.</p> <p>Everyone needs Drive the key to do something and why you what to do something Drive makes you want to follow your dreams like Gabby Douglas she started out homeless at a young age but she didn't give up she became a really famous gymnast. And then we have determination this makes you never give up Gabby almost gave up multiple times but she quickly became determined and didn't. She will do whatever it takes to reach her goal and that is to be a better gymnast. And Gabby will do whatever it takes to accomplish that dream that she has. Then we have passion, passion is what make you do whatever it takes to accomplish your dreams and keeps you doing whatever it is that you love to do. Gabby loves to do gymnastics it's her passion and she will do whatever it takes to be a good gymnast it's her dream to accomplish that. So these three key things keeps people doing whatever they love and you don't even have to be a gymnast I use these key things people do it in their everyday life.</p>	<p>Introduces the topic</p> <p>Summarizes, rather than quoting or paraphrasing evidence</p> <p>References second text</p> <p>Uses language from second text to describe traits from first text</p> <p>Two ideas blended into one paragraph</p> <p>Multiple run-on sentences</p> <p>Conclusion somewhat follows from the information presented</p>
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Score:
 Organization/Purpose – 2
 Evidence/Elaboration – 1
 Language/Conventions – 2

Text Complexity Analysis of

The Oyster

by Unknown Author

Recommended Complexity Band: 6- 8



Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

The text has several layers of meaning. Figurative Language is used to express how a problem can be resolved. For example, a metaphor is used to show how the oyster was upset about a grain of sand that turned into a pearl.

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*

The text is a poem that has five stanzas. It contains a rhyming pattern of AABBCCEE. It is told in the 3rd person point of view with chronological order and no images.

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

The text includes complex vocabulary terms such as; berate, deplorable, stew and morsel. Context clues should be used to determine the meaning of these and other unknown words.

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)*

Students would need to know that figurative language is to not be taken literally. The oyster's story is a symbol of hardships in life and how to deal with them.

Text Description

Briefly describe the text: "The Oyster" is a poem written by an unknown author. The poem is written from the perspective of an oyster that has gotten sand stuck in its shell. The sand is a representation of conflict and struggles in life, while the oyster reflects on how to solve this problem.

Quantitative Measure

Complexity Band Level (provide range):
Grade Band: 6-7

Lexile or Other Quantitative Measure of the Text:
Lexile Measure of 1090L

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses:

Students need to understand the purpose of figurative language.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

RL 1- Drawing inferences

RL 2- Determine the theme/ central idea

RL 5- Analyze the structure

Differentiation/Supports for Students:

There is also a potential need for students to have the text read to them to understand the flow of the poem in a special education setting. Graphic organizers can also be used to support student comprehension.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

Although the Lexile level of 1090L for the text places it in the 6- 7 grade band, the qualitative and task/reader considerations suggest that it would be appropriate for use at the 6th grade level. The theme, setting, vocabulary, and language features of the text place it in the 6-7th grade band.

Text Complexity Analysis of *Olympian Gabby Douglas Homeless, Bullied Before Winning Gold* by Liz Neporent



Recommended Complexity Band: 6-8

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

The text has several layers of meaning. Personal interviews are used to express how a problems in Gabby Douglas' life were resolved. There was reflection from the author, coaches and mentors on how Gabby persevered through various struggles in her personal life to become an Olympian.

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*

The text is an article from a Good Morning America correspondent. The article is written after Gabby Douglas won a gold medal for gymnastics in the 2012 London Olympic Games. Interviews include direct statements from her coaches and mentors.

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

The text includes complex vocabulary terms and phrases. Context clues should be used to determine the meaning of these and other unknown words.

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)*

Students would need to be knowledgeable about the training that is needed to participate as an Olympic athlete.

Text Description

Briefly describe the text: "Olympian Gabby Douglas Homeless, Bullied Before Winning Gold" is an informational text that examines the struggles and success of Olympic gold medalist Gabby Douglas. Throughout this text the author interviews several key people in helping drive her success.

Quantitative Measure

Complexity Band Level (provide range):
Grade Band: 6-12

Lexile or Other Quantitative Measure of the Text:
Lexile Measure of 1200L

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses:

Potential challenges for the text include students understanding the purpose switch of discussion in dialogue.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

- RI 1- Cite textual evidence
- RI 2- Determine the central idea
- RI 5- Analyze the structure

Differentiation/Supports for Students:

There is also a potential need for students to have the text read to them to understand the flow of the poem in a special education setting. Graphic organizers can also be used to support student comprehension.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

Although the Lexile level of 1200L for the text places it in the 6- 12th grade band, the qualitative and task/reader considerations suggest that it would be appropriate for use at the 6th grade level. The theme, setting, vocabulary, and language features of the text place it in the 6-12th grade band.

Text Complexity Analysis of Drive, Determination, and Passion – Three Keys to Success in Business and in Life by Scott Gould



Recommended Complexity Band: 6–8

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

The text has several layers of meaning. Personal interviews are used to express how multiple people have preserved through life and business. This article includes reflections from a variety of celebrities and famous personalities on how they have become successful in life.

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*

In the article, well known celebrities and famous personalities have shared their core beliefs in becoming and remaining successful in life. Interviews include direct statements from her coaches and mentors.

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

The text includes complex vocabulary terms and phrases. Context clues should be used to determine the meaning of these and other unknown words.

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)*

Students have to realize once you maintain a level of achievement, it takes much work to continue at that level of success.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band. Although the Lexile level of 860L for the text places it in the 5–8th grade band, the qualitative and task/reader considerations suggest that it would be appropriate for use at the 6th grade level. The theme, setting, vocabulary, and language features of the text place it in the 5–8th grade band.

Text Description

Briefly describe the text: “Drive, Determination, and Passion – Three Keys to Success in Business and in Life” is an informational and inspirational text for people to gain focus on achieving goals in all areas of their life.

Quantitative Measure

Complexity Band Level (provide range):
Grade Band: 5–8

Lexile or Other Quantitative Measure of the Text:
Lexile Measure of 860L

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses:

Potential challenges for the text include students understanding the purpose switch of discussion in dialogue.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

- RI 1- Cite textual evidence
- RI 2- Determine the central idea
- RI 5- Analyze the structure

Differentiation/Supports for Students:

There is also a potential need for students to have the text read to them to understand the flow of the poem in a special education setting. Graphic organizers can also be used to support student comprehension.

Lesson 1:

Grade: 6th Grade

Unit/ Module: Determination, Drive & Passion

Name: Louis L. Redding Middle School

Topic: Theme

<p>Learning Goals for this Lesson:</p> <ul style="list-style-type: none">• Students will analyze the theme of a poem examining the specific stylistic and literary elements of figurative language, diction, and structure• Cite textual evidence to support analysis of what the text says explicitly• Cite textual evidence to support analysis of inferences drawn from the text• Determine a central idea• Explain how particular details show the central idea	<p>Pre-Requisite Standards: <u>CCSS.ELA-LITERACY.SL.6.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <u>CCSS.ELA-LITERACY.SL.6.1.A</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <u>CCSS.ELA-LITERACY.SL.6.1.C</u> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>Standards: <u>CCSS.ELA-Literacy.RL.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>CCSS.ELA-Literacy.RL.6.2</u> 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. CCSS.ELA-LITERACY.RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
<p>Students Will Know:</p> <ul style="list-style-type: none">• Identify genre/ style of text• Analyze author's purpose• Elements an author uses to develop theme	<p>Students Will Be Able To:</p> <ul style="list-style-type: none">• Identify the claim• Evidence to support the claim• Cite evidence in support of the claim - Connect literary elements to meaning• Form an inference• Recognize relevant evidence• Cite evidence in support of inference• Make critical and analytical judgements to make generalizations• Identify the central idea/ theme

	<ul style="list-style-type: none"> • Understand the difference between central ideas and key details in a text • Explain informational text features and/or structure(s) that help suggest central idea • Describe or graphically represent the relationship between central idea and key details • Explain how the author supported the central idea with key details
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Lesson Essential Question:

How does an author develop theme using literary and stylistic elements?

Activating Strategy:

Read together the poem, “Warning” by Shel Silverstein.

(<https://allpoetry.com/poem/8538669-Warning-by-Shel-Silverstein>)

After reading the poem, discuss:

What is the theme of the poem? How did you come up with the theme?

Warning

Inside everybody's nose
 There lives a sharp-toothed snail.
 So if you stick your finger in,
 He may bite off your nail.
 Stick it farther up inside,
 And he may bite your ring off.
 Stick it all the way, and he
 May bite the whole darn thing off.

- Shel Silverstein

➤ **Key Vocabulary to preview and vocabulary strategy:**

T2: a-climin', I'se, reachin', landin's, turnin', goin', tacks

- Turn and Talk: Share with your partner what these words mean and why the author probably used these words in this context.

LESSON INSTRUCTION

Lesson Activity 1

Close Reading: Students will read the poem, “Mother to Son” by Langston Hughes (Appendix A), independently, and highlight words/phrases that have a positive connotation in one color and highlight words/phrases that create a negative connotation in a different color.

Supporting Student Needs:

- Lower Level – Students may need to hear an audio copy of the poem being read to them to demonstrate volume, voice tone, and cadence. (<https://safeshare.tv/x/ss58b0710c310cf>)

<p>Assessment Prompt for LA1: Draw two pictures: one picture will show a staircase with all of the positive words/phrases and the other staircase will show all of the negative words/phrases (label features with details from the text). Evidence of Learning: Accurately labeled staircases with positive and negative diction used from the text.</p>	<ul style="list-style-type: none"> • ELL students could be partnered with someone who speaks the same home language so the volume, voice tone, and cadence can be compared. This will allow ELL students to have meaningful discussions regarding the emphasis on words in their home language.
<p>Lesson Activity 2: Listen to the audio of the poem. (https://safeshare.tv/x/ss58b0710c310cf)</p> <p>Students will answer the following questions with their partner:</p> <ul style="list-style-type: none"> • Who is the speaker (woman) speaking to? • Looking at lines 1-13, how is the speaker addressing the person she is speaking to? • How does her tone shift in lines 14-17? • What specific phrase creates the new tone? <p><i>(Teacher note: “Don’t you” is the phrase from the text that creates the shift in tone. In lines 1-13, the point of view is that life is hard and can be very difficult. This point of view shifts in lines 14-17 to be more encouraging and to have perseverance to overcome those struggles or hardships in life.)</i></p> <p>Assessment Prompt for LA2: Teacher listens to discussions and guides students as needed for comprehension. Evidence of Learning: Teacher will listen to peer discussions.</p>	
<p>Lesson Activity 3 Students will fill out a graphic organizer (Appendix B) with a partner. The organizer will have rows to fill in with evidence supporting the figurative language, connotative diction, point of view shifts, and how these all connect to the theme of the poem. Assessment Prompt for LA3: Fill in the graphic organizer. Evidence of Learning: The graphic organizer.</p>	
<p>Summarizing Strategy: Which element of the poem was most helpful in determining the theme? Teacher Note: Since this is the first lesson, students might need to be reminded of the possible elements of the poem from the graphic organizer for example, the point of view shift or the metaphor of a staircase.</p>	

Mother to Son By Langston Hughes

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinder hard.
Don't you fall now—
For I've still goin', honey,
I've still climbin',
And life for me ain't been no crystal stair.

Appendix B

Point of View (POV)		Connection to theme
Connotative Language		
Evidence of Fig. Lang.		

Lesson 2:

Grade: 6th Grade

Unit/ Module: Determination, Drive & Passion

Name: Louis L. Redding Middle School

Topic: Theme

<p>Learning Goals for this Lesson:</p> <ul style="list-style-type: none">• Students will analyze the theme of an informative text examining the specific stylistic and literary elements of diction, dialogue, and imagery• Cite textual evidence to support analysis of what the text says explicitly• Cite textual evidence to support analysis of inferences drawn from the text• Determine a central idea• Explain how particular details show the central idea• Interpret words and phrases in context• Analyze how specific word choice affects meaning• Analyze how a particular section fits the overall structure• Analyze how a particular section contributes to the development of ideas	<p>Pre-Requisite Standards:</p> <p>CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>Standards:</p> <p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.RI.6.4: 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.</p> <p>CCSS.ELA-LITERACY.RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>
<p>Students Will Know:</p> <ul style="list-style-type: none">• Identify genre/ style of text• Analyze author's purpose• Elements an author uses to develop theme	<p>Students Will Be Able To:</p> <ul style="list-style-type: none">• Identify the claim• Evidence to support the claim• Cite evidence in support of the claim• Form an inference• Recognize relevant evidence• Cite evidence in support of inference• Make critical and analytical judgements to make generalizations

- Identify the central idea/ theme
- Understand the difference between central ideas and key details in a text
- Explain informational text features and/or structure(s) that help suggest central idea
- Describe or graphically represent the relationship between central idea and key details
- Explain how the author supported the central idea with key details
- Use context clues to help unlock the meaning of unknown words/phrases
- Determine the appropriate definition of words that have more than one meaning
- Differentiate between literal and non-literal meaning
- Identify and interpret figurative language
- Explain how figurative language enhances and extends meaning
- Explain the impact of specific language choices by the author
- Describe the connections between text features and the text's purpose and theme
- Make connections between author's choice of text structure and the text's purpose and central idea
- Explain how structure and/or features enhance text's purpose and central idea
- Describe the relationship between text organization and development of ideas
- Identify and explain how figurative language and other literary devices used contribute to the development of theme
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas

Lesson Essential Question:

How does an author develop theme using literary and stylistic elements?

Activating Strategy:

Students will work on a Kahoot – Theme: Middle School Review.

(https://create.kahoot.it/?_ga=1.32802428.336727927.1484841832&deviceId=a265c455-bc1f-4787-b337-ae33e6d8b795R#quiz/80d06311-008d-46e1-9dff-d9c0aaee43bd)

Key Vocabulary to preview and vocabulary strategy:

T2: Discrimination, Injustice, Campaign, “on the radar”

The Taliban is an Islamic militant group based in Afghanistan and western Pakistan. They are known around the world for their cruel punishment of citizens, their harsh treatment of women, and for their involvement in acts of terrorism.

- Turn and Talk: Share with your partner what these words mean and why the author probably used these words in this context.

LESSON INSTRUCTION

Lesson Activity 1

Watch one of the related media videos on Common Lit for “Malala Yousafzai: A Normal Yet Powerful Girl”. There are two video options: Malala’s Nobel Peace Prize Acceptance Speech and A School Girl’s Odyssey. *(Note from CommonLit: Follow the provided link to watch a documentary about Malala Yousafzai. This video contains some graphic scenes that may not be suitable for young children. Teachers are advised to preview the video and select appropriate scenes before showing it in class.)*

Prompt students to watch and listen for something that surprised them, interested them, or connected with them. They will share this in a table group discussion after the video.

Note: You can stop the video after 5 or 10 minutes instead of watching the entire video.

After the video, assign students to share at their table groups. This can be formatted however you typically have students share.

Assessment Prompt for LA1:

Think-Pair-Share: Students will answer the following question. How does the video connect to the title of the text: “Malala Yousafzai: A Normal Yet Powerful Girl.”

Evidence of Learning: Teacher listens to discussions and guides students as needed for comprehension.

Supporting Student Needs:

ELL students could be partnered with someone who speaks the same home language. This will allow ELL students to have meaningful discussions regarding the emphasis on words in their home language.

Lesson Activity 2:

Students will then be asked to log onto their class on the Common Lit website to read the informational source about “Malala Yousafzai: A Normal Yet Powerful Girl”. As students are

For some students they will need the text printed for them. Make enough copies so that you can have a least a class set.

reading, they will be prompted to answer guiding questions about the article ranging from vocabulary to text details.

Assessment Prompt for LA2: After students are finished reading, they will then be prompted to answer the assessment questions for informational text and pair up with a partner for the discussion questions.

Assessment questions from Common Lit:

1. According to Malala, how did the shooting affect her? Cite evidence in your answer.
2. Summarize Malala’s character using specific evidence from this article.
3. PART A: What does the word “ethics” most closely mean as it is used in paragraph 6?
4. PART B: Which phrase from the text provides the best clue to the meaning of the word “ethics” as it is used in paragraph 6?
5. What is the effect of Malala’s father’s account in this news article?

Discussion questions from Common Lit:

1. Why do you think Malala captured international attention?
2. Do you think that Malala may have turned out differently had her father practiced different kind of parenting techniques? Explain your answer.
3. Do you agree that Malala is a “normal, yet powerful” girl? Why or why not?
4. In the context of this article, what does it mean to be brave? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. How do people overcome adversity? Use evidence from this text, your own experience, and other literature or art in your answer.
6. In her acceptance speech for the Nobel Peace Prize, Malala said, “A girl has the power to go forward in her life. And she’s not only a mother, and she’s not only a sister, she’s not only a wife. But a girl has the—she should have an identity. She should be recognized, and she has equal rights as a boy.” Discuss this quote.
7. Malala was nearly killed for trying to pursue an education, and she continues to advocate for girls to receive educations in spite of threats of

You may need to break into smaller groups so that students who may struggle can work closely with a teacher.

You may need to listen to the text on audio.

<p>violence. What does Malala's story teach us about promoting peace? How can education be used as a tool of peace?</p> <p>Discussion can be formatted however you typically have students collaborate. (Kagan strategies are helpful for having students share.) (https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning)</p> <p>Evidence of Learning: Student submissions will be reviewed by the teacher on the CommonLit website.</p>	
<p>Lesson Activity 3: Students will fill out a graphic organizer (Appendix C) with a partner. The organizer will have rows to fill in with evidence supporting the connotative diction, structure, tone and how these all connect to the theme of the text. <i>Note: Structure is how the author develops the story. Focus on the style and shift in point of view.</i></p> <p>Assessment Prompt for LA3: Students will fill in the graphic organizer with a partner. (Kagan partners are helpful to determine equitable work from students.)</p> <p>Evidence of Learning: The teacher will listen to group discussions, check the graphic organizer, and have a whole class discussion.</p> <p>The whole class discussion will be student led and focused on students explaining how the literary elements connected to the theme. The student led discussion begins with the teacher asking a prompting question, such as “Which element of the text was most helpful in determining the theme?”</p>	
<p>Summarizing Strategy: Students will write a response answering how the literary and stylistic elements from the text helped them determine the theme.</p>	

Appendix C

Tone		Connection to Theme
Text Structure		
Positive Connotative Language		
Negative Connotative Language		

Lesson 3:

Grade: 6th Grade

Unit/ Module: Determination, Drive & Passion

Name: Louis L. Redding Middle School

Topic: Theme across genres

<p>Learning Goals for this Lesson:</p> <ul style="list-style-type: none">• Students will compare the theme of a poem to the theme of an informative text examining the differences of how the themes were communicated• Compare & contrast details of each author’s presentation• Explain how the details affect the author’s presentation• Conduct short research projects to answer a question• Draw on several sources• Refocus the inquiry when appropriate• Gather relevant information from multiple print and digital sources• Quote or paraphrase the data and conclusions of others while avoiding plagiarism	<p>Pre-Requisite Standards:</p> <p>CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>Standards:</p> <p>CCSS.ELA-LITERACY.RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>CCSS.ELA-LITERACY.RL.6.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>CCSS.ELA-LITERACY.W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.6.9.A Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p>
<p>Students Will Know:</p> <ul style="list-style-type: none">• Identify genre/ style of text• Analyze author’s purpose• Elements an author uses to develop theme	<p>Students Will Be Able To:</p> <ul style="list-style-type: none">• Compare & contrast differing presentations of the same event

	<ul style="list-style-type: none"> • Manage and organize selected information (e.g., graphic organizers, electronic notes) • Synthesize information • Integrate information in a purposeful way • Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person) • Assess Credibility of sources • Recognize and identify relevant information to task • Identify elements of questioning to ensure completion • Identify pertinent information from multiple sources • Synthesize information critiquing its relevance and discerning what answers the question • Recognize and identify relevant information to answer the question • Discern which text is best suited to answer specific parts of the question • Identify pertinent information from multiple sources • Synthesize information critiquing its relevance and discerning what answers the question
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Lesson Essential Question:

How do two authors develop the same theme using different literary and stylistic elements?

Activating Strategy:

Connecting Text to Text through a Think-Write-Share:
 Students have read a poem and an informational text in the previous lessons and themes have been discussed. Put a list of the themes from the previous texts on the board, and have students brainstorm other texts they have read that have a similar theme. Give students time to write down some other texts they have read with the similar theme. Students can share out their connections with their shoulder or face partner. (Teachers can assign partner A and partner B with time limits.)

Key Vocabulary to preview and vocabulary strategy

None

LESSON INSTRUCTION

Lesson Activity 1:

After the activating activity, students will revisit the poem, “Mother to Son” and the text, “Malala Yousafzai: A Normal Yet Powerful Girl.” Previous

Supporting Student Needs:

You may need to break into smaller groups so that students who may struggle can work closely with a teacher.

<p>notes and graphic organizers will be needed as well. Teacher will ask students if they noticed any similarities in the themes of the texts. (Common theme: Persevere through adversities in life.)</p> <p>Assessment Prompt for LA1: Students will discuss with their table groups: What details from the texts support the common theme? Teacher will explain what a common theme is.</p> <p>Evidence of Learning: Teacher listens to discussions and guides students as needed for comprehension.</p>	
<p>Lesson Activity 2: Students will use their graphic organizers from lessons 1 and 2 to compare and contrast the literary and stylistic elements the authors had in each text.</p> <p>Assessment Prompt for LA2: Students will work with a partner to highlight similarities across the graphic organizers in one color and differences in another color. <i>Teacher Note: Similarities and differences will not look the same. Students should be able to find commonalities such as, the mother's point of view in the poem has a similar effect on the theme as does Malala's point of view also being first person. Another similarity is that both texts give a solution to their problem. A difference could be that the texts are different formats and examples of struggles faced.</i></p> <p>Evidence of Learning: Teacher will circulate the room to observe student discussion. The graphic organizers will also be evidence of understanding.</p>	<p>Offer students the option to create a new Matrix or a T-chart style graphic organizer to record their notes.</p>
<p>Lesson Activity 3: Whole class discussion: Students will lead their own discussion sharing their common theme and evidence to support their findings. (This can be formatted as a Socratic discussion.)</p> <p>Assessment Prompt for LA3: Discuss how the common theme is obtained through stylistic writing styles comparing both texts.</p>	<p>Students can use their notes. Not all students have to speak.</p>

<p>Evidence of Learning: Teacher will observe the discussion and offer input as necessary.</p>	
<p>Summarizing Strategy: Write-Pair-Share: 1. Which text gave a more realistic perspective of the theme? Why? 2. Which text was easier to determine the theme? Why? Whole class discussion after students share with their partner. (Reference lesson 2 for whole class discussion procedures.)</p> <p>Smarter IAB: Grade 6 ELA Revision This will assess students on organizing ideas, supporting ideas, and writing conclusions. Teachers can use the data from the IAB to target support for students as they write in Lesson 5.</p>	

Lesson 4:

Grade: 6th Grade

Unit/ Module: Determination, Drive & Passion

Name: Louis L. Redding Middle School

Topic: Theme Across Genres

<p>Learning Goals for this Lesson:</p> <ul style="list-style-type: none">• Cite textual evidence to support analysis of what the text says explicitly• Cite textual evidence to support analysis of inferences drawn from the text• Determine a central idea• Explain how particular details show the central idea• Compare & contrast details of each author’s presentation• Explain how the details affect the author’s presentation	<p>Pre-Requisite Standards:</p> <p>CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>Standards:</p> <p>CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<p>Students Will Know:</p> <ul style="list-style-type: none">- Identify genre/ style of text- Analyze author’s purpose- Elements an author uses to develop theme- Cite sources utilized in answer using quotes or paraphrasing with credit provided to text.	<p>Students Will Be Able To:</p> <ul style="list-style-type: none">• Identify the claim• Evidence to support the claim• Cite evidence in support of the claim• Form an inference• Recognize relevant evidence

- Cite evidence in support of inference
- Make critical and analytical judgements to make generalizations
- Identify the central idea/ theme
- Understand the difference between central ideas and key details in a text
- Explain informational text features and/or structure(s) that help suggest central idea
- Describe or graphically represent the relationship between central idea and key details
- Explain how the author supported the central idea with key details
- Compare & contrast differing presentations of the same event
- Manage and organize selected information (e.g., graphic organizers, electronic notes)
- Synthesize information
- Integrate information in a purposeful way
- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)

Lesson Essential Question:

How do several authors develop the same theme using different literary and stylistic elements?

Activating Strategy:

- Begin the lesson by discussing the traits of perseverance & resilience. Teacher will give each table group of 2- 4 a scrap piece of paper and they will list out the things that come to mind when they hear those words.
- Teacher will then use the following questions and call on different student pairs for answers. You may need to rephrase questions or guide students in responding.
- Questions:
 - What is perseverance?
 - Staying with the task and not giving up.
 - Showing commitment, pride and a positive attitude in completing tasks.
 - Trying again and again and again.
 - Being patient and willing to work hard.
 - Can you name some people who have shown perseverance?
 - *Some student responses may include: Martin Luther King Jr., Thomas Edison, Harriet Tubman, Helen Keller, etc.*

Key Vocabulary to preview and vocabulary strategy:

ELA Prerequisite T2 Vocabulary:

- Perseverance
- Resilience

LESSON INSTRUCTION

Lesson Activity 1: The lesson will continue by the teacher distributing a copy of “Mother to Son” by Langston Hughes and “Malala Yousafzai: A Normal Yet Powerful Girl” (<https://www.commonlit.org/texts/malala-yousafzai-a-normal-yet-powerful-girl>)

The teacher will have students review their notes on the common theme among those texts and how both authors developed the theme.

Assessment Prompt for LA1: Students will discuss the common theme and how the author developed them.

Evidence of Learning: Teacher listens to discussions and guides students as needed for comprehension.

Supporting Student Needs:

-To support student needs, teacher will read the poem to the class or play audio (<https://safeshare.tv/x/ss58b0710c310cf>) and have students follow along with their highlighters, pencil or pen.

-Students can also have the text shared with them through computer, tablet, Chromebook or other device.

Lesson Activity 2: After reading the poem, will be shown the video; “9/11 Memorial: New York City” (https://www.youtube.com/watch?time_continue=3&v=uDfApiVRLSg)

(Note from CommonLit: In this video, the 9/11 memorial in New York City is shown while a voiceover explains how it came to be, following the terrorist attacks that devastated so many Americans. Ask students to think about the human desire to respond to tragic events in a positive, productive manner, which memorializes those whose lives were cut short so senselessly. How does this speak to the viewpoint set forth in the text?). Students will then be asked to log onto their class on the Common Lit website to read the informational source titled “Sometimes, History Is Sadness” (Lexile 800)

(<https://www.commonlit.org/texts/sometimes-history-is-sadness>) by David White. As students are reading, they will be prompted to answer guide questions about the article ranging from author’s perspective, central idea, and theme.

Assessment Prompt for LA2: After students are finished reading, they will be prompted to answer the assessment questions for informational text and pair up with a partner for a turn and talk discussion about the following questions.

Optional Video: “‘Terrorism’ Video From BrainPOP”

(<https://www.brainpop.com/socialstudies/culture/terrorism/>)

(Note from CommonLit: In this BrainPOP video, students learn what terrorism is and why it exists. They’ll find out what happened on September 11, 2001, why it happened, and who was responsible for it. They’ll also learn about several types of terrorist groups and their motives. Additional note: You may need to have access to a BrainPOP account to view this video.)

1. *The author suggests that certain disastrous historical events led to increased security in various places. In the context of this poem, what can we learn from tragedy? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.*
2. *Why does the author stress that we must accept both happy and gloomy occasions as a part of life? Do you agree with him?*
3. *What does the author's perspective say about the way in which people deal with death? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.*
4. *Have you or someone you know been affected by a tragic event? Have you found that the pain that experience might have caused lessened over time?*

Evidence of Learning: Teacher listens to discussions and guides students as needed for comprehension. *Students should be making connections with what they have heard about disastrous historical events through discussion.* Student submissions will be reviewed by the teacher on the CommonLit website.

Summarizing Strategy: Teacher will review the theme of all three sources. Students will share in a class discussion how each author show the theme in a different format.

Lesson 5:

Grade: 6th Grade

Unit/ Module: Determination, Drive & Passion

Name: Louis L. Redding Middle School

Topic: Writing from multiple sources

<p>Learning Goals for this Lesson:</p> <ul style="list-style-type: none">• Gather relevant information from multiple print sources• Develop a topic with relevant facts, definitions, details, or quotations• Use appropriate transitions to clarify relationships among ideas and concepts• Provide a concluding section that follow from the information presented	<p>Standards:</p> <p>CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
<p>Students Will Know:</p> <ul style="list-style-type: none">• Draw relevant evidence from sources• Citing evidence drawn from sources with parenthetical citation	<p>Students Will Be Able To:</p> <ul style="list-style-type: none">• Identify pertinent information from multiple sources• Synthesize information critiquing its relevance and discerning what answers the question• Create a thesis statement• Evaluate and select information and examples based on significance and relevance addressing the needs of the audience• Use evidence to effectively elaborate on the topic• Compose a relevant concluding section• Connect and clarify relationships between ideas using transitions
<p>Lesson Essential Question:</p> <p>How do I craft an informational essay using multiple sources to justify my ideas?</p>	
<p>Activating Strategy: Students will work with their table groups to format an outline for any essay where you would need to support ideas with evidence. Discuss as a whole class: What parts should every evidence-based essay have?</p>	
<p>Key Vocabulary to preview and vocabulary strategy:</p> <p>None</p>	

<p>Lesson Activity 1:</p> <ol style="list-style-type: none"> 1) Students will use all three sources, notes they have taken and discussions to complete Common Theme Graphic Organizer (Appendix D). 2) Students will look at their graphic organizer and decide which column they would like a peer to review. Mark that column with a star and pass it to a partner. 3) The partner will complete the Text Evidence Peer Review Form (Appendix E) to evaluate the evidence selected, then return the form and the graphic organizer to the original owner. 4) Students will adjust their graphic organizers based on the peer review form, adding, changing, or moving evidence as needed, or providing further explanation (using a different color of pen to make the revised thinking clear). <i>(Teacher note: as students work, be sure to point out that if all their evidence was marked “yes” for supporting the theme without explanation, they might want to find a more complex piece of evidence that they’ll have to dig deep to explain the connection. This is especially useful for pushing writers ready to go to the next level)</i> <p>Evidence of Learning: Peer review form and evidence of revised thinking (cross-outs, additions) on the graphic organizer.</p>	
<p>Activity 2:</p> <ol style="list-style-type: none"> 1) Students will use their graphic organizer to complete an outline for a Text-Based Writing Essay Organizer (Appendix F). The outline will be completed to answer the following question: <i>In the context of the common theme of the poem and other informational resources, what can we learn from tragedy? Cite evidence from this text, your own experience, and other literature, art, and/ or history in your answer.</i> 2) Students will type their rough drafts of the essay. <p>Evidence of Learning: Completed rough draft.</p>	
<p>Lesson Activity 3:</p> <ol style="list-style-type: none"> 1) Students will mark one paragraph of their rough draft that they would like a peer to review. 2) The peer will read the paragraph and complete the Peer Paragraph Feedback from the Smarter Digital Library (Appendix G) – requires summarizing the main idea, identifying and evaluating the evidence and explanations, and evaluating the conclusion and suitability for purpose and audience. 3) The student will receive his/her evaluation back and work to revise the paragraph according to the partner’s suggestions. 4) The student will evaluate his/her own remaining paragraphs using the same criteria as the peer evaluation, and revise as needed. <p>Evidence of Learning: Students will submit their revised essays to the teacher for feedback – these are still rough drafts, not final. <i>(Teacher should look at drafts and choose ONE area in which students struggle: writing conclusions or providing meaningful transitions – Activities 4-5 are a supplemental activities to provide additional instruction in small groups in each of these areas.)</i></p>	

<p>Activity 4: Writing conclusions</p> <ol style="list-style-type: none"> 1) Pair students up, and give each a set of three body paragraphs and three conclusion paragraphs. (6th Grade Conclusion Cards Appendix H) Be sure the students know that these are all from DIFFERENT essays on the same subject of hard work. 2) Have students talk to each other to pair the body paragraphs to the conclusions that match them. They should be able to explain WHY they matched a specific conclusion to a specific paragraph. 3) Pose the question: What makes an effective conclusion? Have students Think-Write-Pair-Share to answer the question and as students share with the whole group, use their answers to create an anchor chart to post for reference. <p>Evidence of Learning: Students will look back at their own conclusions and re-write using the guidelines on the anchor charts. As they work the teacher should circulate and ask redirect students to the guidelines as needed.</p>	
<p>Activity 5: Providing meaningful transitions</p> <ol style="list-style-type: none"> 1) Pair students up, and give them the two sets of transition cards (Appendix I) (<i>Note: they are in the correct order on the sheet; be sure to cut the four cards in each paragraph out and shuffle them before passing them out; also let students know that they are two separate paragraphs and shouldn't be combined – you might want to copy them on two different colors of paper if it is available</i>) 2) Have students talk to each other to order the sentences in the paragraph, focusing specifically on the transition words and phrases at the beginning of each card. They should be able to explain WHY they put the sentences in a specific order. 3) After both paragraphs have been constructed correctly, ask students which would come first in an essay. Again, use the transition words in the first sentences as a guide. 4) Pass out the last sets of cards (sentences and transition words/phrases separate this time). Ask the partners to order the sentences logically and add the transition words/phrases to the front of them in a way that makes sense. Depending on where they start, they might order the sentences logically then have to rearrange to make them fit the transitions. 5) Pose the question: What role do transitions play in a paragraph or essay? How do you know what transition to use? Have students Think-Write-Pair-Share to answer the question and as students share with the whole group, use their answers to create an anchor chart to post for reference. At this time, also pass out the Signal Words Handout (Appendix J) to support students in finding words to use in their own writing. <p>Evidence of Learning: Students will look back at their own sentence beginnings and re-write using the guidelines on the anchor charts and their Signal Words handouts. As they work the teacher should circulate and ask redirect students to the guidelines as needed.</p>	
<p>Module Assignment: Students will reflect on the theme and writing style of the authors.</p> <ul style="list-style-type: none"> • <i>In the context of the common theme of the poem and other informational resources, what can we learn from tragedy? Cite evidence from this text, your own experience, and other literature, art, and/ or history in your answer.</i> 	

Appendix D

"Mother to Son"	"Malala Youfszai: A Normal yet Powerful Girl"	"Sometimes, History is Sadness"	Other art, literature, or experiences
<i>According to all these texts, what can we learn from tragedy?</i>			
Quote 1	Quote 1	Quote 1	Example 1
Explanation	Explanation	Explanation	Explanation
Quote 2	Quote 2	Quote 2	Example 2
Explanation	Explanation	Explanation	Explanation
Quote 3	Quote 3	Quote 3	Example 3
Explanation	Explanation	Explanation	Explanation

Appendix E

Textual Evidence Peer Review

Directions: Answer each of the following questions about your partner’s selected evidence column.

Your name: _____

Partner’s name: _____

- 1) Does Quote 1 support the theme on its own, without explanation? Y N
- 2) Does the explanation of Quote 1 clearly help you understand the connection between the quote and the theme?
 Y N

3) What could your partner do to strengthen this quote and/or explanation?

- 4) Does Quote 2 support the theme on its own, without explanation? Y N
- 5) Does the explanation of Quote 2 clearly help you understand the connection between the quote and the theme?
 Y N

6) What could your partner do to strengthen this quote and/or explanation?

- 7) Does Quote 3 support the theme on its own, without explanation? Y N
- 8) Does the explanation of Quote 3 clearly help you understand the connection between the quote and the theme?
 Y N

9) What could your partner do to strengthen this quote and/or explanation?

Appendix F

Name: _____

Date: _____

Core: _____

Text-Based Writing Organizer- Write in COMPLETE sentences.

<p>Intro: Hook: This introduces the topic and pulls the reader in. Can be 1-4 sentences. Can be an anecdote, fact, quote, or rhetorical question.</p>	
<p>Summarize the topic/ give background knowledge to the reader</p>	
<p>Thesis</p>	
<p>Body ¶ 1: Topic Sentence: Introduce the first text</p>	
<p>Give direct evidence from the first text that supports/proves your answer. <i>Remember to include quotation marks and cite.</i></p>	
<p>Explain the connection between the direct evidence and the answer.</p>	
<p>Transition to the next paragraph (the next text)</p>	
<p>Body ¶ 2: Topic Sentence: Introduce the second text</p>	
<p>Give direct evidence from the second text that supports/proves your answer. <i>Remember to include quotation marks and cite.</i></p>	
<p>Explain the connection between the direct evidence and the answer.</p>	

<p>Transition to the next paragraph (the next text)</p>	
<p>Body ¶ 3: Topic Sentence: Introduce the third text</p>	
<p>Give direct evidence from the third text that supports/proves your answer. <i>Remember to include quotation marks and cite.</i></p>	
<p>Explain the connection between the direct evidence and the answer.</p>	
<p>Transition to the conclusion</p>	
<p>Conclusion: End your essay with 1-2 sentences that restates your thesis. Remind the reader of the main point.</p>	
<p>Bring closure to your position in 1-2 additional sentences. Leave the reader thinking about this topic. Include a quote or something inspiring.</p>	

Appendix G

Peer Paragraph Feedback

Evaluator: _____

Author: _____

What is the main point of this paragraph? (Summarize.)

What is the first piece of evidence used? (Summarize.)

Does this evidence support the main point? (Evaluate.)

1	2	3	4	5
Not at all.	Not very well.	I don't know.	Sort of.	Yes, clearly.

Explain:

Is the link between the main point and the evidence clearly explained? (Analyze.)

Yes

No

What is the second piece of evidence used? (Summarize.)

Does this evidence support the main point? (Evaluate.)

1	2	3	4	5
Not at all.	Not very well.	I don't know.	Sort of.	Yes, clearly.

Explain:

Is the link between the main point and the evidence clearly explained? (Analyze.)

Yes

No

What is the third piece of evidence used? (Summarize.)

Does this evidence support the main point? (Evaluate.)

1	2	3	4	5
Not at all.	Not very well.	I don't know.	Sort of.	Yes, clearly.

Explain:

Is the link between the main point and the evidence clearly explained? (Analyze.)

Yes

No

Does the paragraph conclude well? (Evaluate.)

Yes

No

Explain:

Is the paragraph effective for the intended audience and the purpose for writing?

Yes

No

Explain:

One specific area where hard work pays off is in playing a musical instrument. When you first pick up an instrument, everything feels wrong. The way your mouth goes against the mouthpiece, the odd angle you hold your fingers at, the spit that wells up inside the body of the instrument – all wrong. But soon, as you practice, playing the instrument becomes easier, even natural. Your hard work has led you to success.

It's not always worth it to work hard. Imagine that you're building an amazing tower of blocks. Right beside you is your two-year-old brother. We all know what's coming, right? Every block that you stack on another, he eyes the tower and moves a little closer. Eventually, all your hard work will be destroyed, probably before you even get to finish your masterpiece.

Hard work is just that – hard. Many people do not have the self-discipline or willpower to follow through on a project, even if they believe in it. They start off going strong, but as soon as there is a bump in the road, like forgetting to buy supplies for the project before the store closes, they throw in the towel. Maybe the project just wasn't important enough to them, or maybe they just don't know how to plan for success and work hard to get there.

Hard work takes time and commitment, and it's not always worth it. When the obstacles are too great, or out of your control, it is all right to choose your battles and save the hard work for another day.

Hard work is one step on the road to success, but there are many more other elements that have to fall into place. Success requires patience, determination, purpose, planning, and follow-through. Only then will hard work pay off.

With hard work, the results will come in time. It may not always seem like it, but every time you take that next step to put in the effort, you are taking one step closer to your goal.

Additionally, hard work can be a predictor of lifetime success.

For example, when one student develops the habit of putting in full effort on every task and another only gives the minimum level of effort, the one who works harder is more likely to be successful on future tasks.

Furthermore, the student with the habit of hard work will be less afraid of hard work in the future.

Even though a task may seem difficult, this student will realize that it's just a matter of figuring out a strategy then putting it into practice. This student will have what it takes to get it done.

One specific area where hard work pays off is in playing a musical instrument.

Specifically, playing a musical instrument is difficult at first, even weird.

Within a short time, though, with consistent daily practice, students can become familiar with their instruments.

After they practice, sometimes even within a couple weeks, students can rapidly improve on the instrument.

hard work can pay off in your personal life, too.

imagine that you really like a girl. I mean REALLY like her.

she doesn't know that you exist.

this is a tough situation, you can put in some hard work. Introduce yourself. Ask to sit with her at lunch. Compliment her hair.

she will start to talk to you, maybe even like you a little too.

if she tells you to lay off, you should respect her space as well.

you may have found the love of your life.

Finally,

To illustrate,

Unfortunately,

Although

Soon,

Of course, remember that

If all goes well though,

Appendix J

Signal Words

Words that signal a category

Categories	Kinds	Sets	Species
Classes	Parts	Sorts	Type
Divisions			

Words that signal a cause or an effect

Causes	Were caused by	For that reason	Therefore
As	Effects	Hence	Thus
Because	Accordingly	Since	
Due to	As a result	So	
Given that	Consequently	Subsequently	

Words that signal comparison

Additionally	As well as	Furthermore	Resembling
Alike	Both	In common	Similar (similarly)
Also	Comparable	Like	Too
Analogous	Compared with	Moreover	
As good as	Equivalent	Related (to)	

Words that signal a conclusion

As a Result	Finally	In summation	So
Conclusively	Findings	Last of all	Therefore
Consequently	Hence	Lastly	Thus

Words that signal a continuation

Additionally	Further	Likewise	Similarly
Also	Furthermore	Moreover	In addition to

Words that signal contrasts

Although	Even though	Nothing like	Though
As opposed to	However	On the other hand	Unlike
Conversely	In spite of this	Otherwise	Yet
Different from	Instead of	Still	
Dissimilar	Nevertheless	Then again	

Words that signal emphasis

A key idea	Important to note	Namely	The crux of the matter
A main focus	It all boils down to	Of course	
A primary concern	Most of all	Remember that	
Above all	Most significantly	Should be noted	

Words that signal an exception

Even though	Instead of	Otherwise	The opposite
In contrast	On the other hand	Still	Though

Appendix J

Signal Words, *continued*

Words that signal an illustration or example

By way of demonstration For example	To illustrate Particularly	Specifically	Such as
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Words that signal main idea

There are several reasons for	A major development	The critical point(s) is (are)	Remember that
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Words that signal the author is qualifying his thinking

Alleged	Looks like	Reported	Supposedly
Almost	Might	Seems like	Was reported
Assumed	Mostly	Some	
Except	Purported	Sort of	

Words that signal a restatement or a definition

Also called	Also referred to as	Sometimes called	That is to say
Also known as	In other words	That is	

Words that signal a sequence or chronology

After	Following	Prior to	Today (yesterday, tomorrow)
Always	Initially	Subsequently	While
At last	Later	Since	Without further delay
During	Next	Then	
First (second . . .)	Preceding		

Words that signal spatial proximity

About	Between	Contiguous	Near
Across	Bordering	End-to-end	Neighboring
Adjacent	By	Far	Upon
Around	Closest	Flanking	