# Analyzing Theme in *The Pearl*

# Information Sheet for Informational or Explanatory Module

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| Module title: | Analyzing Theme in *The Pearl* |
| Module description (overview): | During this module, students will analyze the development of theme over the course of the novella, *The Pearl*. Targeted grade level ELA standards are:   * Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.) * Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot: provide an objective summary of the text. (RL.8.2) * Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (RL.8.9)   *Note: Students have previously completed a module and have some familiarity with related terms and documents, such as the rubric, as well as strategies, such as small group and inner-outer circle discussion. Prior to this module, students will have had instructional opportunities to learn about theme in poetry and short story.*  Supported grade level ELA standards are:   * Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) * Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4) |
| Template task (include number, type, level): | **Task 21:** [Insert optional question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_\_\_\_ (report, essay or substitutes) in which you analyze \_\_\_\_\_\_\_\_ (content), providing examples to clarify your analysis. **(Informational or Explanatory/Analysis)** |
| Teaching task: | **Task 21:** After reading *The Pearl,* write an essay for the class blog and your writing portfolio in which you analyze how theme develops over the course of the novella through the author’s use of various literary elements, literary techniques, and word choice, providing examples to clarify your analysis. **(Informational or Explanatory/Analysis)** |
| Grade(s)/Level: | Grade 8 |
| Discipline: (e.g., ELA, science, history, other?) | ELA |
| Course: | Grade 8 Language Arts |
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# Section 1: What Task?

Teaching Task

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| Background to share with students: | During grades six and seven you learned how theme is conveyed through certain details and how theme is developed over the course of a text. During this module, you are going to take the next steps in understanding theme that will prepare you for your high school language arts classes; you will specifically analyze   * how theme is conveyed through *its relationship to characters, setting, and plot* (Common Core State Standards for Reading Literature grade 8, number 2) * how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible (Common Core State Standards for Reading Literature grade 8, number 9)   Not only will understanding the author’s themes in these ways help you in high school and college literature classes, it will help you to understand, appreciate, enjoy, and discuss both novels and films now and in the future.  You have also learned the skill of citing several pieces of evidence in your explanatory writing, including evidence that supports your inferences. During this module, you will refine your skill by learning how to evaluate evidence in order to cite evidence *that most strongly supports your analysis* of the text (Common Core State Standards for Reading Literature grade 8, number 1). Knowing how to cite strong evidence gives you a big advantage over someone who tries to make their point by shouting louder or WRITING IN CAPITALS!!!!  The third skill you will develop is how to analyze word choices *that reveal the author’s meaning and tone, including analogy and allusion* (Common Core State Standards for Reading Literature grade 8, number 4)  The text you will analyze is a novella, or short novel, *The Pearl*, by John Steinbeck. The setting is colonial Mexico. You have learned about some of the indigenous (native) people of Mexico and about the Spanish conquest of Mexico; this work of fiction may help you picture some aspects of colonial Mexico. *The Pearl* is one of the most popular books written by a very popular author. It used to be taught in high school, but now you are expected to be able to comprehend it by eighth grade.  Your essays will be posted on the class blog for parents, teachers, and invited students to read and should be included in your portfolio to send to your ninth grade Language Arts teachers. |
| Teaching task: | **Task 21:** After reading *The Pearl,* write an essay for the class blog and your writing portfolio in which you analyze how theme develops over the course of the novella through the author’s use of various literary elements, literary techniques, and word choice, providing examples to clarify your analysis. **(Informational or Explanatory/Analysis)** |
| Reading texts: | *The Pearl* by John Steinbeck  The Lexile of this work is 1010, high-middle in the 6-8 grade band. The complexity level is increased by the figurative language, symbolism, allegory, Biblical allusion, person v. fate conflict, and sophisticated thematic content (qualitative features.) |
| Extension (optional): |  |

COMMON CORE STATE STANDARDS

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| **READING Standards for Informational or eXplanAtory** | |
| **“Built In” Reading Standards** | **“When Appropriate” Reading** |
| 1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. |
| 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. | 7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| 6- Assess how point of view or purpose shapes the content and style of a text. | 8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| 10- Read and comprehend complex literary and informational texts independently and proficiently. | 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. |

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| **WRITING STANDARDS FOR INFORMATIONAL OR EXPLANATORY** |  |
| **“Built In” Writing Standards** | **“When Appropriate” Writing Standards** |
| 2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | 1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| 9- Draw evidence from literary or informational texts to support analysis, reflection, and research. | 7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| 10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience. | 8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

GRADE LEVEL READING STANDARDS for LITERATURE

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| RL.8.1 | Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.8.2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot: provide an objective summary of the text. |
| RL.8.3 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| RL.8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| RL.8.9 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |
| RL.8.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. |

GRADE LEVEL SPEAKING AND LISTENING STANDARDS

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| SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues,* building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |

GRADE LEVEL WRITING STANDARDS

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| W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; 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.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |

teaching task Rubric (nformational or explanatory)

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| Scoring Elements | Not Yet | | Approaches Expectations | | | Meets Expectations | | | Advanced | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. |  | | Addresses prompt appropriately, but with a weak or uneven focus. |  | | Addresses prompt appropriately and maintains a clear, steady focus. |  | | Addresses all aspects of prompt appropriately and maintains a strongly developed focus. |
| Controlling Idea | Attempts to establish a controlling idea, but lacks a clear purpose. |  | | Establishes a controlling idea with a general purpose. |  | | Establishes a controlling idea with a clear purpose maintained throughout the response. |  | | Establishes a strong controlling idea with a clear purpose maintained throughout the response. |
| Reading/ Research | Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted. |  | | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted. |  | | Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted. |  | | Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted. |
| Development | Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant. |  | | Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question. |  | | Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question. |  | | Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions. |
| Organization | Attempts to organize ideas, but lacks control of structure. |  | | Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure |  | | Maintains an appropriate organizational structure to address the specific requirements of the prompt. |  | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. |  | | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. |  | | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors. |  | | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format. |
| Content Understanding | Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. |  | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. |  | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. |  | | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |

# Section 2: What Skills?

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| Skill | Definition |
| Skills Cluster 1: Preparing for the Task | |
| Task Engagement | Ability to use prior knowledge to connect with concepts being introduced in this module (SL8.1) |
| Task Analysis | Ability to understand and explain the task’s prompt and rubric (SL8.1) |
| Project Planning | Ability to plan and track progress toward specific goals and deadlines and accomplish the task on time (SL8.1). |
| Skills Cluster 2: READING | |
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| Active Reading, Essential Vocabulary, and Note Taking 1 | Ability to:   * determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; (RL.8.2) * determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI8.4) |
| Active Reading, Essential Vocabulary, and Note Taking 2 | *Ability to*   * determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; (RL.8.2) * analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) * determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI8.4) * analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (RL.8.9) |
| Active Reading, Essential Vocabulary, and Note Taking 3 | *Ability to*   * cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) * determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; (RL.8.2) |
| Active Reading, Essential Vocabulary, and Note Taking 4 | *Ability to*   * cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1) * determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; (RL.8.2) * analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) * determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI8.4) * analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (RL.8.9) |
| Skills Cluster 3: Transition to Writing | |
| Bridging Conversation to Writing | Ability to:   * use notes to engage in a range of collaborative conversations to: interpret information, present findings and emphasize salient points in a focused manner with textual evidence including descriptions, facts, details and examples; use appropriate eye contact and volume, and clear pronunciation (SL8.1, SL8.4); * ask questions that connect others’ ideas; answer questions and comment with specific evidence (SL8.1.c); * follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.8.1.b) * acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1.d) |
| Skills Cluster 4: Writing Process | |
| 1. Establishing Focus | Ability to write a focus/thesis statement (W8.2). |
| 1. Planning | Ability to develop a line of thought and text structure appropriate to task, audience and purpose and relevant to completing informational/explanatory writing (W8.4). |
| 1. Development 1 | Ability to:   1. write an initial draft of an opening paragraph which previews what is to follow (W8.2); 2. incorporate appropriate and varied transition words, phrases and clauses to create cohesion and clarify the relationships among ideas and concepts (W8.2); 3. use precise language and domain-specific vocabulary (W8.2). |
| 1. Development 2 | Ability to:  1. construct an initial draft of the body paragraphs which develops the topic with relevant well-chosen facts, definitions, concrete details, quotations and examples (W8.2);  2. incorporate appropriate and varied transition words, phrases and clauses to create cohesion and clarify the relationships among ideas and concepts (W8.2);  3. use precise language and domain-specific vocabulary (W8.2). |
| 1. Development 3 | Ability to:  1. incorporate appropriate and varied transition words, phrases and clauses to create cohesion and clarify the relationships among ideas and concepts (W8.2);  2. use precise language and domain-specific vocabulary (W8.2); 2.incorporate appropriate and varied transition words, phrases and clauses to create cohesion and clarify the relationships among ideas and concepts (W8.2);  3. construct an initial draft of a concluding statement or section that follows from and supports the information presented (W8.2). |
| 1. Revision 1 | Ability to develop a clear and coherent line of thought which responds to the prompt and maintains focus on developing all aspects of the task steadily throughout the piece (W8.4). |
| 1. Revision 2 | Ability to use words, clauses, sentence patterns and knowledge of language (verbals) to refine and strengthen the development of informational/explanatory writing, focusing on purpose and audience while maintaining a formal style (W8.2, W8.5, L8.1). |
| 1. Editing | Ability to demonstrate command of conventions of standard English grammar and usage, capitalization, punctuation, mood and spelling when writing and speaking (L.8.1, L8.2) |
| 1. Completion | Ability to submit final piece that meets expectations. |

# Section 3: What Instruction?

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| Pacing | | Skill and Definition | | MINI-TASK | | | | Instructional Strategies |
| Product and Prompt | | Scoring (Product “meets expectations” if it…) | |
| Skills Cluster 1: Preparing for the Task | | | | | | | | |
| Task analysis  Day 1 | **Task analysis**  Ability to understand and explain the task’s prompt and rubric (SL8.1) | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today. Daily Goals and Reflections will be scored as a success tool.  Product: Task Analysis  Prompt: Using the teaching task and background information provided, explain the teaching task in your own words.  Product: Rubric Analysis  Prompt: Using the teaching task and rubric provided, explain in your own words what you will do to achieve the demands of the rubric at the “exceed” level as you complete the teaching task.  Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today.  **Appendix A Theme Module Notebook:** - Daily Goals and Reflections  - Introduction to the Literacy Module: Analyzing Theme in *The Pearl* - Task Analysis Chart  - Rubric Application Chart | | Meets if students write a goal that aligns with expectations and record objectives  Meets if students accurately complete “I will” statements  Meets if students accurately indicate how they will meet the demands of the rubric during this module.  Meets if generally corresponds with teacher observations and written evidence | | **Individual Goal Writing** Post/review expectations and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.  **Partner Whisper Read** **Alternate Paragraphs and Paraphrasing**. Text: Introduction to the Literacy Module: Analyzing Theme in *The Pearl* Student A reads first paragraph and B paraphrases; B reads next paragraph and A paraphrases, etc. **Individual or Partner Teaching Task Analysis/Debrief**  Have students work individually or in pairs to write “I will” statements in response to each section of the teaching task. Conduct whole class debrief with student examples; students may revise their work.  **Individual or Partner Rubric Application/Debrief** Have students work individually or in pairs to apply the rubric to the teaching task and show what they will do. Conduct whole class debrief with student examples; students may revise their work.  **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds * Provide sentence stems. | |

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| Task Engage-ment  Project Planning  Day 2 | **Task Engagement**  Ability to use prior knowledge to connect with concepts being introduced in this module (SL8.1).  **Project Planning**  Ability to plan and track progress toward specific goals and deadlines and accomplish the task on time (SL8.1). | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Product: SWYAK and WIIFM\* recorded in Theme Module Notebook Prompt: Show what you already know (SWYAK) about content and skills that will help you complete the task; write what new understandings and skills you will need; write your lingering confusions and skill areas you need to improve; write how this will help you now and in the future (WIIFM).  Product: Time Tracker Prompt: Using the Timeline Calendar, write the products and due dates (use a pencil in case we need to change them) in the Time Tracker. Keep track of your completed work and grade; tracker will be scored as a success tool at the end of the module.  Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today.  **Appendix A Theme Module Notebook:** - Daily Goals and Reflections Sheet  - - Introduction to the Literacy Module: Analyzing Theme in *The Pearl* - SWYAK and WIIFM - Module Timeline Calendar  - Time Tracker  \*From *Brain-Based Learning with Class* by Colleen Politano and Joy Paquin | | Meets if students write a goal that aligns with expectations and record objectives  Meets if student responses are reflective of achievement and learning needs.  Meets if student met work completion dates or made arrangements to make up work because of special circumstances.  Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing** Post/reference/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.  **SWYAK-WIIFM** **Think-Write-Small Group Share** 1. Students revisit the - Introduction to the Literacy Module: Analyzing Theme in *The Pearl,* Task Analysis and Rubric Application, think about their previous essays and associated materials, and record their responses 2. Students ask questions or share selected points of their SWYAK and WIIFMs in small groups using round robin protocol.  **Daily Individual Responsibility** After completing the Time Tracker, students will individually keep track of work submission and scores.  During homework time, students will also transfer dates to the Planner, where all class assignments are recorded, as per school plan.  **Individual Reflection**  Students write about achievement of behavioral goals  **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds * Provide sentence stems. | |
| Skills Cluster 2: Reading Process | | | | | | | | |
| Active Reading, Essential Vocabulary, and Note Taking 1  Days 3-4 | | Ability to:  -determine a theme… and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; (RL.8.2)  -determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI8.4) | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Products: Partner Sticky Notes, Group Academic Vocabulary Charts and Individual AVCs. Prompt: Working with your partner, use the Examples for Building Meaning handout to infer the meanings of the terms, write them on sticky notes, and add them to each chart. Then synthesize the best meaning and prepare to share your definition(s) with the class. (Only refer to dictionary when necessary, and paraphrase the definition.) Finally, take notes on your individual chart as groups present their definitions. Additions will be added to the definitions during the module.  Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today.  **Appendix A Theme Module Notebook:**  - Daily Goals and Reflections Sheet - Literary Terms Chart - Examples for Building Meaning  **Appendix B Theme Module Teacher Notebook** - Teacher version of Literary Terms Chart | | Meets if students write a goal that aligns with expectations and record objectives  Individual AV Charts meet if students complete them as terms are presented  Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day. **Whole Class Academic Vocabulary:**   1. **Dots Pre-Assessment Strategy**: Teacher writes each academic term needed for completion of the module at the top of a chart (see Academic Vocabulary Chart). Students place one color (removable) dot on each chart if they know the term and a different color dot if they do not. Class notes data. 2. **Building Meaning Strategy**: Given examples for each term, students work in pairs to infer meanings from the examples, write the meanings on large sticky notes, and place them on term charts. Charts are distributed to small groups of students who compare and synthesize the meanings written on the sticky notes, and write their best definition for the term on the chart. (Students will only refer to dictionary if necessary and will paraphrase the definition.) 3. **Take Notes**: Students take notes on Literary Terms Charts as terms are presented are also add notes when the words are encountered in the context of the module. 4. **Add notes** to posted charts during the module when the terms are used in the context of discussion.   **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds * Provide sentence stems. |
| Active Reading, Essential Vocabulary, and Note Taking 2  Day 5 (instruction)  Ongoing practice with all six chapters through Day 20 | | *Ability to*  determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; (RL.8.2)  analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)  determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI8.4)  analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (RL.8.9) | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Product: Annotated Text for CH 1  Prompt: After practicing annotation with the teacher, use the Annotation Guide to help you complete the annotation of CH 1 independently with eight to ten annotations per page, including two of each type of text marking with margin notes (such as the examples that are described in sections 2-5 of the Guide.)  Product: Completed Plot Mountain Graphic Organizer Prompt: Draw your own plot mountain with the following   * Exposition * Inciting incident * Complications-Rising Action * Climax * Falling Action * Denouement * Resolution * Conclusion   Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today **Appendix A Theme Module Notebook** - Daily Goals and Reflections Sheet - Annotation Guide for Fiction - Academic Vocabulary Chart: Genres and Genres and Literary Elements and Techniques  **Appendix B Theme Module Teacher Notebook** - Annotation Guide for Fiction  - Teacher version of Academic Vocabulary Chart: Genres and Literary Elements and Techniques | | Meets if students write a goal that aligns with expectations and record objectives  Meets if students accurately include all requirements of the prompt.  Meets if   * students draw plot mountain with structures correctly positioned * structures in *The Pearl* are corrected identified and placed on the graphic organizer   Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day. **Teacher reviews teaching task and posted essential question** - How do authors convey big ideas about life and human nature (themes)?  **Teacher Interactive Read Aloud with Annotation**: Teacher has chunked CH 1 to provide opportunities for   * Student turn and talk * Modeling of annotation * Student read aloud * Guided annotation * Independent reading * Independent annotation   Teacher reminds students to use their knowledge of plot structure and the Literary Terms chart**.**  **Plot Mountain** Teacher briefly reviews Plot Mountain and provides prompt for completing the graphic organizer over the course of the reading.  **NOTE: Students will continue to Annotate Text and take notes on Plot Mountain for each of the six chapters.**  *Ongoing Instruction*   * Teacher assesses annotated texts and Plot Mountains every other day. * Teacher uses “good and bad” examples at the beginning of class, making suggestions or modeling revisions as needed, and providing individual and small group support as needed.   **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds * Provide sentence stems. * If some students are not able to complete the annotation for homework independently, they should be provided with support outside of class time |
| Active Reading, Essential Vocabulary, and Note Taking 3  Day 6  (instruction)  Ongoing practice with all six chapters through Day 20 | | Ability to:  cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (RI8.1)  -determine a theme… and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; (RL.8.2) | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Product: Six evidence cards.  Prompt: Use the theme pattern folder to collect evidence cards for themes you tentatively identify. Include the type of evidence and the evidence, quoted directly and precisely, and include the page number and paragraph number where you found it. On the bottom of the card, write your explanation *of how the evidence is a clue* to the theme tentatively identified on the front of the pocket. Write your name and date on the back.  Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today.  **Appendix A Theme Module Notebook:**  - Daily Goals and Reflections Sheet - Directions for Pattern Folder  **Appendix B Theme Module Teacher Notebook** - Directions for Pattern Folder - Scoring Guide for Pattern Folder | | Meets if students write a goal that aligns with expectations and record objectives  Meets if students:  Complete six evidence cards and are accurate in selecting evidence to support the indicated themes of all six cards.    Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/reference/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.  **Note:** Teacher has provided directions and shown an example of a completed Pattern Folder. Students have constructed the Pattern Folder as part of their homework.  **Whole Class Instruction:**  Teacher models:   * Writing evidence and type of evidence on the top half of one side of a card with the page number and paragraph number of the evidence. * Writing an explanation of what it is that the evidence reveals or suggests on the bottom half of the card. * Tentatively identifying a theme suggested by the evidence clue on the front of the pocket.   **NOTE: Students will continue to write Evidence Cards for each of the six chapters.**  *Ongoing Instruction*   * Teacher goes through the folders every other day looking for examples of evidence that “most strongly supports” inferred themes. * Teacher uses examples at the beginning of class, making suggestions or modeling revisions as needed, and providing individual and small group support as needed.   **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds * Provide sentence stems. |
| Active Reading, Essential Vocabulary, and Note Taking 4  Day 7  (instruction)  Ongoing practice with all six chapters through Day 20 | | *Ability to*  cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1)  determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; (RL.8.2)  analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)  determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI8.4)  analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (RL.8.9) | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Product: Four text based questions for each chapter of the text written on the chart.  Prompt: With a partner, write four *text-based questions and responses* that are related to theme, including one at level one, two at level two, and one at level three (Costas). Each question must address standard RL8.1 by requiring the use of evidence from the text to support the response. Each question must address a target from one of the other standards, use academic vocabulary, and approach theme at the level of words, sentences, or longer passages.  Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today.  **Appendix A Theme Module Notebook: -** Daily Goals and Reflections Sheet - Targets from Standards - Question Stems for Costa’s Levels of Questions  **Appendix B Theme Module Teacher Notebook:** - Prepared examples of questions for CH 1 | | Meets if students write a goal that aligns with expectations and record objectives  Meets if students include all requirements of the prompt.  Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.  **Teacher-Modeled Text –Based Questions Generation**: Teacher uses think-aloud to write one of each of three levels of questions (gathering information; analyzing information; synthesizing or evaluating information), modeling use of standards, academic vocabulary, and approach to theme at the level of words, sentences, and passages.  **Partner Text-based Questions**: With a partner, students follow the prompt to write four questions.  **Individual Reflection**: Students write about achievement of behavioral goals  **Note: Students will continue to write Text-Based Questions and Responses with a partner or independently for each of the other six chapters.**  *Ongoing Instruction*   * Teacher assesses Text-Based Questions and Responses daily. * Teacher uses examples at the beginning of class, making suggestions or modeling revisions as needed, and providing individual and small group support as needed.   **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds |
| Skills Cluster 3: Transition to Writing | | | | | | | | |
| Bridging Conversation to Writing  Day 21 | | Ability to:  -use notes to engage in a range of collaborative conversation to: interpret information, present findings and emphasize salient points in a focused manner with textual evidence including descriptions, facts, details and examples; use appropriate eye contact and volume, and clear pronunciation (SL8.1, SL8.4);  -ask questions that connect others’ ideas; answer questions and comment with specific evidence (SL8.1.c);  -follow rules for collegial discussions (SL.8.1.b)  -acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1.d) | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Product: Discussion notes; participation data and feedback  Prompt: In a group of three you will rotate through three activities: participation in the inner circle discussion; note taking during the discussion; and participation data and feedback.  Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today.  **Appendix A Theme Module Notebook:**  - Daily Goals and Reflections Sheet - Ground Rules for Participants in an Inner Outer Circle Discussion  - Sentence and Question Starters for Discussion  - Data Chart for Participation  - Reflections on Participation  **Appendix B Theme Module Teacher Notebook** - Directions/Information about Inner Outer Circle Discussion for the teacher | | Meets if students write a goal that aligns with expectations and record objectives  Meets if students actively participate in the discussion at least twice and complete written products.  Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/reference/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.  **Whole Class Instruction or Review**   * Teach, review, or remind students of Ground Rules for Participants in an Inner Outer Circle Discussion * Review roles and use of documents   **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds * Provide sentence stems (all students will have these; provide practice in their use, if necessary). |
| Skills Cluster 4: Writing Process | | | | | | | | |
| Establishing Focus  Day 22 | | Ability to write a focus/thesis statement (W8.2). | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Product: Completed thesis statement  Prompt: Write a thesis statement that both responds to the teaching task and includes the “map,” or sequential list, of key evidence points with which you will support the thesis statement.  **Appendix A Theme Module Notebook:**  - Daily Goals and Reflections Sheet  Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today. | | Meets if students write a goal that aligns with expectations and record objectives  Meets if completed thesis statement   * addresses the teaching task prompt * is not too broad or too narrow * includes the map or plan of evidence * is legible   Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.  **Whole Class Instruction**   * Offer several examples of prompts with thesis statements that include examples that:   + do not directly respond to the prompt   + are too broad or too narrow   + do not include the map or plan of evidence   + are complete thesis statements * In pairs, students determine which thesis statements are strong or weak and WHY. Share out as a whole group. * Refer to teaching task to help students create a complete thesis statement   **Support for writing claims for prompt**   * Provide sentence stems for thesis statements as a reference for students who need them. * After students write their own thesis statements, they share with partners for feedback based on the criteria.   **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds |
| Planning  Day 23 | | Ability to organize the reasons and evidence logically (W8.1). | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Product: Outline  Prompt:  Use your notes to organize your opening paragraph that includes a hook/lead, background information, your claim statement, and the main points which will be included in the body paragraphs.  Use your notes to create a logically sequenced outline for the body paragraphs that includes a topic sentence that supports the thesis statement and evidence, reasoning and supporting text-based facts, examples or other details that support the topic sentence.  Use your notes to organize your closing paragraph. Refer to your introductory paragraph to consider how to bring closure to your essay.  Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today.  **Appendix A Theme Module Notebook:**  - Daily Goals and Reflections Sheet - TEA Outline | | Meets if students write a goal that aligns with expectations and record objectives  Meets if outline:   * Addresses the teaching task throughout * Includes an effective hook * Summarizes the text and includes any other background information necessary for the reader to understand the essay * Includes the thesis statement * Includes sufficient and accurate evidence from texts to support the topic sentences. * Restates the thesis statement and summarizes evidence in the closing paragraph. * Ties back to hook, if appropriate * Provides citations and references when necessary. * Writes in readable prose.   Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.  **Purpose:** Review the Hamburger Model of outlining, reminding students that the buns, the opening and closing paragraphs, must be strong enough to hold all the ingredients together.  **Opening Paragraph**   * Have students Turn and Talk and then share out their ideas about the purpose of an opening paragraph. * Have students discuss compelling anecdotes and expert statements from the text to use as a hook. * Ask students to brainstorm, with a partner or a group, a list of important information to include in the background.   **Body Paragraphs**   * Review TEA, Topic Sentence, Evidence, and Analysis, as a helpful tool for planning body paragraphs. * Model and provide guidance writing topic sentence on the outline. * Model and provide guidance to gather evidence from notes into outline. Students complete outline of the body (development) paragraphs.   **Closing Paragraph**   * Have students Turn and Talk and then share out their ideas about the purpose of closing paragraph. Students complete outline of the closing paragraph.   **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds * Provide sentence stems. |
| Development 1  Day 24 | | Ability to:   * write an initial draft of an opening paragraph which previews what is to follow (W8.2); * incorporate appropriate and varied transition words, phrases and clauses to create cohesion and clarify the relationships among ideas and concepts (W8.2); * use precise language and domain-specific vocabulary (W8.2). | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Product: Initial Draft of Opening Paragraph  Prompt: Use your outline to write an opening paragraph that addresses the teaching task and includes   * a hook/lead * summary of the story and other important background information * your thesis statement and the main points, logically organized, that will be included in the body paragraphs.   Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today.  **Appendix A Theme Module Notebook:**  - Daily Goals and Reflections Sheet | | Meets if students write a goal that aligns with expectations and record objectives  Meets if:   * includes all requirements of the prompt * includes sufficient and accurate detail * includes citations where appropriate * avoids plagiarism * is cohesive * includes precise language * includes appropriate transition words * is written in readable prose.   .  Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/reference/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.   * Remind students of the hamburger model and the purpose of the opening paragraph * Refer to scoring elements on the rubric to help students create an opening paragraph. * Use an example of a well-written opening paragraph to identify and explain the key features. * Identify transitional words and phrases and domain specific words in example paragraph. * Have students use their outlines to write the opening paragraph.   **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds * Provide sentence stems. |
| Development 2  Day 25 | | Ability to:   * construct an initial draft of the body paragraphs which develops the topic with relevant well-chosen facts, definitions, concrete details, quotations and examples (W8.2); * incorporate appropriate and varied transition words, phrases and clauses to create cohesion and clarify the relationships among ideas and concepts (W8.2); * use precise language and domain-specific vocabulary (W8.2). | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Product: Initial Draft of Body Paragraphs  Prompt: Write an initial draft of the body paragraphs that addresses the teaching task throughout and includes in each paragraph:   * a topic sentence, * transitional/linking words, * sufficient and accurate supporting text-based relevant facts, reasons, examples, and details to support the thesis statement * includes citations where appropriate * and closing statement(s)   Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today.  **Appendix A Theme Module Notebook:**  - Daily Goals and Reflections Sheet | | Meets if students write a goal that aligns with expectations and record objectives  Meets if:   * includes all requirements of the prompt * avoids plagiarism * is cohesive * includes precise language * is written in readable prose.   Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/reference/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.   * Remind students of the hamburger model and the purpose of the body paragraphs * Refer to scoring elements on the rubric to help students create body paragraphs. * Use an example of a well-written body paragraph to identify and explain the key features. * Identify transitional words and phrases and domain specific words in example paragraph. * Have students use their outlines to write the body (development) paragraphs.   **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds * Provide sentence stems. |
| Development 3  Day 26 | | Ability to:   * incorporate appropriate and varied transition words, phrases and clauses to create cohesion and clarify the relationships among ideas and concepts (W8.2); * use precise language and domain-specific vocabulary (W8.2); 2.incorporate appropriate and varied transition words, phrases and clauses to create cohesion and clarify the relationships among ideas and concepts (W8.2); * construct an initial draft of a concluding statement or section that follows from and supports the information presented (W8.2). | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Product: Initial Draft of Closing Paragraph  Prompt: Write an initial draft of the closing paragraph that aligns with the opening paragraph and brings closure to the essay.  Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today.  **Appendix A Theme Module Notebook:**  - Daily Goals and Reflections Sheet | | Meets if students write a goal that aligns with expectations and record objectives  Meets if:   * includes requirements of the prompt * avoids plagiarism * is cohesive * includes precise language * is written in readable prose.   Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/reference/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.   * Remind students of the hamburger model and purpose of the closing paragraph. * Use an example of a well-written closing paragraph to identify and explain the key features. * Identify transitional words and phrases and domain specific words in example paragraph. * Have students use their outline to write the closing paragraph(s).   **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds * Provide sentence stems. |
| Revision 1  Day 27 | | Ability to develop a clear and coherent line of thought which responds to the prompt and maintains focus on developing all aspects of the task steadily throughout the piece (W8.4). | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Products: Reviews of two classmates drafts and participation as author of your draft  Prompt: Participate in Review Team Protocol for two classmates’ drafts and your own draft.   * Author and review team members each have a copy of the paper and the Feedback Form. * Author reads each paragraph aloud. * Reviewers respond in writing and then share their feedback aloud (responding to each other as needed.) * Author listens; only response is to ask clarifying questions of the team * Do not explain; you will revise instead * You may take notes on your paper and will receive the written reviews   Product: 1st Revised Draft  Prompt: Using the feedback from the review, revise your draft. If revision is limited, you may write on the draft. If significant revision is required, write and new draft and submit both versions.  Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today.  **Appendix A Theme Module Notebook:**  - Daily Goals and Reflections Sheet | | Meets if students write a goal that aligns with expectations and record objectives  Meets if students participate actively in the review of their own papers and if they complete the written reviews for two other students  Meets if student:   * Responds to feedback * Revises draft according to feedback * Revisions are legibly written on the first draft OR a new draft is returned with the first draft. * Writes in readable prose.   Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/reference/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.  **Teach or Model in a Fishbowl, the Review Team Protocol:**   * Author and review team members each have a copy of the paper but reviewers never write on them. * Reviewers have Feedback Form * Author reads each paragraph aloud. * Reviewers respond in writing and then share their feedback aloud (responding to each other as needed.) * Author listens; only response is to ask clarifying questions of the team. * They do not explain; they revise instead * Authors may take notes on their papers and will receive the written reviews   **Independent Revision**  Using the feedback from the reviews, students revise their drafts.  **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds * Provide sentence stems. |
| Revision 2 | | Ability to use words, clauses, sentence patterns and knowledge of language to refine and strengthen the development of informational/explanatory writing, focusing on purpose and audience while maintaining a formal style (W8.2, W8.5, L8.1). | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Product: Worksheet for Sentence Pattern and Word Choice Analysis  Prompt: Analyze your sentences by writing the first four words of any 10 consecutive sentences; count the number of words; list the verbs; list key terms.  Product: 2nd Revision of Draft  Prompt: Use the information from your sentence analysis to revise sentences so that you have a variety of sentence beginnings, sentence lengths, strong verbs and specific academic vocabulary.  Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today.  **Appendix A Theme Module Notebook:**  - Daily Goals and Reflections Sheet - Worksheet for Sentence Pattern and Word Choice Analysis  - Sentence Pattern and Word Choice Revision | | Meets if students write a goal that aligns with expectations and record objectives  Meets if followed directions for analysis.  Meets if new draft includes   * a greater variety of sentence beginnings * variety of sentence lengths * stronger verbs * more specific academic vocabulary   Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.  Independent Revision of Sentence Structure and Word Choice:   * + Students use the Worksheet for Sentence Pattern and Word Choice Analysis.   + Teacher explains directions and introduces sentence beginning types, as needed.   + Students revise sentences   **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Peer-support seating * Teacher individual/small group support/scaffolds * Provide sentence stems. |
| Editing | | Ability to demonstrate command of conventions of standard English grammar and usage, capitalization, punctuation, mood and spelling when writing and speaking (L.8.1, L8.2) | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Product: Revised draft  Prompt: Participate in the Conventions Convention as an author and as an editor. Follow the Conventions Convention Norms and Guidelines.  Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today.  **Appendix A Theme Module Notebook: -** Daily Goals and Reflections Sheet - Conventions Conventions Norms and Guidelines  **Appendix B Theme Module Teacher Notebook:** - Conventions Conventions Norms and Guidelines | | Meets if students write a goal that aligns with expectations and record objectives  Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/reference/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.  **Conventions Convention Instructions**   * Explain that students will convene to alternately act as editors and authors, giving and receiving feedback about the use of conventions in their papers. * Two editors sit at each table, and a sign on each table designates where each type of convention will be edited. Sometimes each editor may be assigned a more specific convention. For example, at a punctuation table, one editor may focus on commas, and the other editor on all of the other types of punctuation. * Students each spend one round in the editor role and one round in the author role. * During a round, authors bring their papers to each table (in some cases, to each editor) for review. * As editors, students give feedback in their areas of expertise. Dictionaries and spelling/grammar/writing reference guides are available for support. * As the convention begins, authors, with their papers, are sitting across the table from their first editors.   **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Teacher individual or small group support |
| Completion | | Ability to submit final piece that meets expectations. | | Product: Completed goal and objectives on daily sheet.  Prompt: Record the objectives and write a goal to help you accomplish the objectives today.  Product: Completed essay  Prompt: Complete and submit your final product.  Product: Completed Daily Goals and Reflections sheet. Prompt: Complete the reflection on how well you accomplished your goals today. | | Meets if students write a goal that aligns with expectations and record objectives  LDC Explanatory Rubric used to score final products  Meets if generally corresponds with teacher observations and written evidence. | | **Individual Goal Writing:** Post/reference/review expectations, teaching task, and objectives and provide two minutes for students to write personal behavioral goals and record the objectives for the day.  **Individual Reflection**: Students write about achievement of behavioral goals  **Accommodations**   * Teacher individual or small group support |

# Materials, references, and supports

|  |  |
| --- | --- |
| For Teachers | For Students |
|  |  |

# Section 4: What Results?

Student work samples

[Include at least two samples of student work at each scoring level.]

Classroom Assessment Task (Optional: May be used as Pre-Test or Post-Test)

|  |  |
| --- | --- |
| Background to share with students (optional): |  |
| Classroom assessment task |  |
| Reading texts: |  |

Informational or Explanatory Classroom Assessment Rubric

|  |  |
| --- | --- |
| **LDC Informational/Explanatory Classroom Assessment**  **MEETS EXPECTATIONS** | |
| Focus | Addresses prompt with a focused response. |
| Reading/Research | Presents and applies relevant information with general accuracy. |
| Controlling Idea | Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources. |
| Development | Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. \*L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question. |
| Organization | Applies a generally effective structure to address specific requirements of the prompt. |
| Conventions | Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. |
| **NOT YET** | |
| Focus | Attempts to address prompt but lacks focus or is off-task. |
| Reading/Research | Attempts to present information relevant to prompt. |
| Controlling Idea | Controlling idea is weak and does not establish a purpose and/or address a research question. |
| Development | Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. \*L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question. |
| Organization | Applies an ineffective structure; composition does not address requirements of the prompt. |
| Conventions | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose. |

# Teacher Work Section

Here are added thoughts about teaching this module.

# Appendix

The attached materials support teaching this module.

Contents of Appendix A

What steps do we need to do to write this essay?

Creating your Theme Module Notebook (In-through-out)

Full Plot Mountain

Blank list for defining elements of literature

Pages to set up Library Pockets

Examples of Evidence Cards

Blank Evidence Cards

Library pockets

Contents of Appendix B

Library Pocket

Example Plot Mountain

Examples of Evidence Cards

Blank Evidence Cards

Cheat sheet for elements of literature