

Modeled Writing

Brief Write

Date/ Time Frame	Week 1
Type:	Modeled Writing
Lessons	1
Technology Integration	Google Classroom Discussion - Google Meet or Zoom
Reading Behaviors/ Writing Behavior	→ Record notes to navigate long and complex texts → Write about character development and infer reasons → Form and express opinions about a text in writing and support those opinions with rationales and evidence
Standards Addressed	<u>8.RI.1/8.RL.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <u>8.RI/L.3</u> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories/of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision). <u>8.W.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. See 8.W.1 a-e, 8.W.2 a-f, and 8.W.3 a-e
Learning Intention	I can make inferences about characters in the story.
Success Criteria	-I can identify a character trait about a character. -I can provide evidence from the text that directly supports my inferences or claims.

Materials: (Physical or Digital)	- TKAM Writing Lesson 1 Example Video View - TKAMB Google Slides View Copy - Character Chart (digital) View Copy <i>To Kill A Mockingbird</i> text - Google Classroom Rubric View Copy										
Prompt	Describe the main characters from chapter one of <i>To Kill A Mockingbird</i> . What traits do you see in the characters? Provide evidence from the text to support your analysis.										
Task - What do you want the students to do?	Students will work with the teacher to complete a character analysis chart. We will identify character traits of the characters and provide support for our analysis with evidence from the text.										
CFU / Rubric	<table><tr><th>Success Criteria</th><th>1</th><th>2</th><th>3</th><th>Teacher Feedback</th></tr><tr><td>I can <u>cite evidence</u> from the text to support my <u>inferences</u> about the characters.</td><td></td><td></td><td></td><td></td></tr></table> Score 3: The response describes the characters with relevant and sufficient details, and/or quotations from the text. Score 2: The response attempts to describe the characters with evidence from the text; however, details and quotations may be irrelevant or insufficient. Score 1: The response attempts to describe the characters with little evidence from the text and/or the details and quotations are not relevant or sufficient.	Success Criteria	1	2	3	Teacher Feedback	I can <u>cite evidence</u> from the text to support my <u>inferences</u> about the characters.				
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Lesson Part 1

- The teacher will begin the lesson by showing students Slide 1 of the Slides presentation and distributing the Character Chart (digital).
 - Teacher will review learning intention and success criteria.
 - Break down the writing prompt and explain to the students that we will be responding to the prompt in the form of a graphic organizer, not writing a paragraph/essay style response. You can explain to them that notes are great form of writing to organize our thoughts.
 - Review how to analyze characters through their thoughts, feelings, actions, words, what other characters say about them and their physical description.
 - Also, direct students that we will be adding to this chart throughout our reading of *To Kill A Mockingbird*.
 - Remind students that we have already seen this chart during the Read Aloud. Display teacher's chart. Give students a few minutes to add information from the teacher chart to their chart.

2. The teacher will review the characters from the chart. In whole class discussion, have students review with you what they remember about the characters from chapter 1 (we still have not added anything new to the chart).
 - a. Think Aloud: I am going to add evidence from the chart to support the character trait(s) for Scout." The first thing I ask myself when I am looking for evidence is "What do I know about Scout?". "One thing I know about Scout is she is smart." Next, I ask myself, "How do I know this?" "Where in the text did I learn this information?" Then, I go back to the text to find evidence that Scout is smart. Sometimes this information is clearly stated; sometimes it's not. Sometimes, I have to infer the information from clues given in the text. In this case, I must infer the information from a clue that Jem gives us on page 7. Jem says, "Scout yonder's been readin ever since she was born, and she ain't even started school yet." From this statement, we can infer that Scout is smart.
 - b. The teacher will then guide students through a second example for Jem.
3. After modeling two examples for students, have them work together in breakout groups (3-4 is a good number) to complete at least one trait with textual evidence for Calpurnia and Dill.
 - a. Have them work with their groups (virtually) to provide at least one trait per character (remember it is chapter 1, so we do not know a lot about the character yet). Once you have given students 8-12 minutes, have multiple students share out their traits and examples. Update your chart with some of the students' examples.
4. Independent: Have the students work independently add Boo and Atticus to the chart.
 - a. Direct them to identify one trait for each character and provide evidence from the text to the chart. Students will begin to look for evidence to support their inferences about the character.
 - b. Have students share out their responses. Update your teacher chart.
5. Remind students that we will be continuing to update the chart with new characters and with new information about the characters that we already added to the chart.