Harvesting Hope:
The Story of Cesar Chavez

Grade 3
Unit Plan

Kerri Turner
Table of Contents

1. List of goals for the unit
2. Concept Map
3. 10 day Teaching Schedule
4. Day 1 Lesson Plan
5. Day 2 Lesson Plan
6. Day 3 Lesson Plan
7. Day 4 Lesson Plan
8. Day 5 Lesson Plan
9. Day 6 Lesson Plan
10. Day 7 Lesson Plan
11. Day 8 Lesson Plan
12. Day 9 Lesson Plan
13. Day 10 Lesson Plan
14. Formal Assessment Materials
15. Bibliography
Harvesting Hope: The Story of Cesar Chavez
Michigan Curriculum Frameworks and GLCE’s

**Literacy**
**Michigan Curriculum Frameworks**
III.5.LE.2, III.5.LE.3, III.5.LE.4

LE= Late Elementary

**Strand III- Literature**
Content Standard 5- All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

- Benchmark 2- Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.
- Benchmark 3- Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.
- Benchmark 4- Describe how various cultures and our common heritage are represented in literature and other texts.

**VI.8.LE.2, VI.8.LE.4**

**Strand III- Literature**
Content Standard 8- All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics — including text structure, figurative and descriptive language, spelling, punctuation, and grammar — to construct and convey meaning.

- Benchmark 2- Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, storytelling, historical fiction, mystery, and fantasy.
- Benchmark 4- Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.

**VII.9.LE.2**

**Strand III- Literature**
Content Standard 9- All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

- Benchmark 2- Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.

**VIII.10.LE.3**

**Strand VIII- Ideas in action**
Content Standard 10- All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

- Benchmark 1- Identify how their own experiences influence their understanding of key ideas in literature and other texts.
- Benchmark 3- Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. An example is creating texts to inform others about school or community issues and problems.
GLCE’s
R.NT.03.03- Identify and describe characters’ thoughts and motivations, story level themes, main idea, and lesson/moral in narrative text.
R.NT.03.04- Explain how good authors use literary devices (e.g. prediction, personification, and point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text.
R.CM.03.01- Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.
R.CM.03.02- Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.
R.CM.03.03- Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g. a narrative to an informational text, a literature selection to a subject area text, a historical event to a current event).
W.PR.03.02- Apply a variety of pre-writing strategies for both narrative and informational text (e.g. graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g. sequence for beginning, middle, end; problem/solution; compare/contrast).
W.PR.03.04- Use the compare and contrast, cause and effect, problem/ solution organizational pattern in informational writing.

Social Studies-
MCF
I.2.LE.1, I.2.LE.4
Strand I- Historical Perspective
Content Standard 2- Comprehending the Past
All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.
• Benchmark 1-Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan, and other parts of the United States.
• Benchmark 4- Identify and explain how individuals in history demonstrated good character and personal virtue.
I.4.LE.1, I.4.LE.2
Content Standard 4-Judging Decisions from the Past
All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.
• Benchmark 1- Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the Interests and values of those involved.
• Benchmark 2- Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short- and long-term consequences in those decisions.
II.2.LE.1
Strand II- Geographic Perspective
Content Standard 2- (Human/Environment Interaction)
All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.
• Benchmark 1 - Explain basic ecosystem concepts and processes.
II.3.LE.1
Content Standard 3- Location, Movement and Connections
All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.
• Benchmark 1 - Describe major kinds of economic activity and explain the factors influencing their location.
II.5.LE.1
Content Standard 5- (Global Issues and Events)
All students will describe and explain the causes, consequences, and geographic context of major global issues and events.
• Benchmark 1 - Locate major world events and explain how they impact people and the environment
III.2.LE.2
Strand III- Civic Perspective
Content Standard 2- Ideals of American Democracy
All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution and other foundational documents of the United States.
• Benchmark 2- Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due proc
III.3.LE.1, III.3.LE.2
Content Standard 3- Democracy in Action
All students will describe the political and legal processes created to make decision, seek consensus and resolve conflict in a free society.
• Benchmark 1- Describe what state and federal courts are expected to do.
• Benchmark 2- Describe issues that arise over constitutional rights.
III.4.LE.2
Content Standard 4- American Government and Politics
All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation’s political system provides for the exercise of power.
• Benchmark 2- Explain how law is used to manage conflict in American society.
IV.1.LE.1
Strand IV- Economic Perspective
Content Standard 1- Individual and Household Choices
All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society.
• Benchmark 1- Explain why people must face scarcity when making economic decisions.

Science-
MCF
III.2.E.3, III.2.E.4
Strand III- Use Scientific Knowledge from the Life Sciences in Real-World Contexts

Content Standard 2- All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. (Organization of Living Things)

- Benchmark 3- Describe life cycles of familiar organisms.
- Benchmark 4- Compare and contrast food, energy, and environmental needs of selected organisms.

III.5.E.2

Content Standard 5- All students will explain how parts of an ecosystem are related and how they interact; explain how energy is distributed to living things in an ecosystem; investigate and explain how communities of living things change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment; and analyze how humans and the environment interact. (Ecosystems)

- Benchmark 2- Describe the basic requirements for all living things to maintain their existence.

V.1.E.1

Strand V- Use Scientific Knowledge from the Earth and Space Sciences in Real-World Contexts

Content Standard 1- All students will describe the Earth’s surface; describe and explain how the Earth’s features change over time; and analyze effects of technology on the Earth’s surface and resources. (Geosphere)

- Benchmark 1- Describe major features of the Earth’s surface.

Math-

MCF

II.3.E.1

Strand II- Geometry and Measurement

Content Standard 3- Students compare attributes of two objects, or of one with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what precision level of precision.

- Benchmark 1- Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement.

GLCE’s

M.UN.03.02- Measure in mixed units within the same measurement system for length, weight, and time: feet and inches, meters and centimeters, kilograms and grams, pounds and ounces, liters and milliliters, hours and minutes, minutes and seconds, years and months.

Art-

MCF

Strand IV- Visual Arts

Content Standard 5- All students will recognize, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. (Connecting the Arts, other Disciplines and Life )

- Benchmark 4- Identify connections between the visual arts and other disciplines in the curriculum.
# 10 Day Teaching Schedule

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
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<tr>
<td><strong>Literacy:</strong></td>
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<tr>
<td>Students fill out a “K-W-L” about Cesar Chavez to find prior knowledge.</td>
<td>Discuss events in Cesar’s life so far. Ask students to think about how he and his family might feel or how they are being treated.</td>
<td>Reread pages 2-19 while modeling “author’s craft,” what the author/illustrator is telling about the story.</td>
<td>reread pages 20-43 continuing to model “author’s craft”</td>
<td>Model looking for key sentences that affect the story and the characters in the story.</td>
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<td>Make a list of different items students would like to learn about Cesar Chavez from their K-W-Ls.</td>
<td>Scaffold making text-to-self connections.</td>
<td>Identify key themes and ideas in the text. Model what all good writers do. Discuss the inequality and unfair treatment Cesar his family, and the other workers had to go through and how the author explained that.</td>
<td>Discuss the theme of the story - over coming adversity - personal strength</td>
<td>Identify turning points or pivotal moments in the story and how the author shows it.</td>
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<tr>
<td>Introduce <em>Harvesting Hope.</em></td>
<td>Read the rest of <em>Harvesting Hope.</em></td>
<td>Writing: Imagine you are working in the fields with Cesar. Would you join the march? Or do you think that Cesar Chavez made a good choice by forming the march? Why or why not? Write a paragraph describing your reasoning.</td>
<td>Writing: Are there issues of inequality that still exist today? Explain your answer.</td>
<td>Make chart of important ideas and sentences on large chart paper. Allow students to begin suggesting their own ideas about what is important in text. Guide students to eliminate irrelevant information.</td>
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<td>Discuss genre with students - non-fiction/ biography</td>
<td>Writing:</td>
<td>Weaving making text-to-self connections.</td>
<td>Writing:</td>
<td>Students will fill in the “L” column of their K-W-Ls.</td>
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<td>Gather predictions about the book using the genre, title, illustrations, and prior knowledge (if present).</td>
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<td><strong>Social Studies:</strong> Discuss the changes that occurred after the Civil Rights movement.</td>
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<tr>
<td>Read pages 2-19 in story</td>
<td>Read the rest of <em>Harvesting Hope.</em></td>
<td>Writing:</td>
<td>Writing:</td>
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<tr>
<td>Ask students to summarize the story so far.</td>
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<td>Weaving making text-to-self connections.</td>
<td>Connections: text-to-self, world Explain a time when you or someone close to you had to show personal strength or overcome adversity.</td>
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<td><strong>Science:</strong></td>
<td><strong>Social Studies:</strong></td>
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<td>Look at the water cycle and what happens when crops go through a drought.</td>
<td>Discuss Cesar’s role in the Civil Right’s Movement.</td>
<td>Measure the distance traveled in the march. Look at a map of California and use rulers to measure from Delano to Sacramento</td>
<td>Discuss the changes that occurred after the Civil Rights movement.</td>
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<tr>
<td>Watch applet video on drought and its affects on vegetation.</td>
<td>Identify Civil Rights What does “inequality” mean?</td>
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<td>Discuss why Cesar’s family had to move.</td>
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<td><strong>Math:</strong></td>
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<td>Measure the distance traveled in the march. Look at a map of California and use rulers to measure from Delano to Sacramento</td>
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<td>Fermentation process of grapes. Why it is so important to story that grapes were not picked.</td>
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| **Literacy:**  
Students fill out K-W-L chart for Rosa Parks.  
Make list of different items students would like to learn about Rosa Parks from their K-W-Ls.  
Discuss with students what they already know about Mrs. Parks.  
Show students the book. Ask them to tell what genre they think it is. Why?  
Discuss genre, non-fiction biography  
Read pages 2-15 modeling author’s craft to find out what is important.  
Ask students to summarize the story so far.  
Writing: Write a paragraph telling what you think will happen to Mrs. Parks, explaining why.  
**Social Studies:**  
Constitutional rights  
Supreme Court rulings  
How do laws get passed? | **Literacy:**  
Remind students what they read about Rosa parks so far. Ask volunteers to share the predictions they wrote about yesterday.  
Read the rest of the story modeling author’s craft.  
Identify important themes in the story. Guide students to determine what is important in the text.  
Students will fill in the “L” column of their K-W-L.  
**Social Studies:**  
What was the mentality of the United States during the Civil Rights Movement?  
What laws were passed because of the Civil Rights Movement? | **Literacy:**  
Discuss story elements that the two books have in common.  
Theme, character traits, setting (in time)  
Writing: In what ways are Cesar Chavez and Rosa Parks alike and different?  
Model making a text-to-text connection.  
Use Venn Diagram to record similar and different character traits.  
**Social Studies:**  
What laws were passed because of the Civil Rights Movement?  
Model how to use graphic organizers to make comparisons. Scaffold students while using this strategy.  
Specific instruction on going back on the text to find information.  
Students complete comparison chart for *Harvesting Hope* and *Rosa*.  
Model taking details and ideas from graphic organizer to put into paragraph form. | **Literacy:**  
Discuss any possible connections between *Harvesting Hope* and *Rosa*.  
Model how to use graphic organizers to make comparisons. Scaffold students while using this strategy.  
Specific instruction on going back on the text to find information.  
Students complete comparison chart for *Harvesting Hope* and *Rosa*.  
Model taking details and ideas from graphic organizer to put into paragraph form.  
Peer Edit and teacher conferences about writing. | **Literacy:**  
Give class a copy of rubric.  
Discuss expectations for paper and how students will be graded.  
Writing: Begin writing compare and contrast paper. |
Day 1


Goals: GLCEs and MCF

R.CM.03.02 - Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.

Strand III- Literature

Content Standard 5 - All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

- Benchmark 4 - Describe how various cultures and our common heritage are represented in literature and other texts.

Objectives:

Students will be able to identify prior knowledge and questions they have about a topic.

Students will be able to predict events in a story using queues from the genre, title, and illustrations.

Students will be able to identify important historical and cultural information in non-fiction texts.

Time needed for lesson: 60 min.

Special materials: Chart paper, markers, Harvesting Hope: The Story of Cesar Chavez

Procedures

Opening:

Ladies and gentlemen, as you know, this month is Hispanic Heritage Month. We celebrate Hispanic Heritage Month because it is very important to learn about all the different cultures we have in the United States. We are going to be studying important people and ideas that helped make the United States what it is today. One of those very important people was a man named Cesar Chavez. I will be reading you a story all about his life and how he helped so many people. But first, I want to see what you already know about him.

Procedure

- Distribute KWL about Cesar Chavez and explain that we will be filling in only the K and W right now.
- Allow students about 5 minutes to write down as many ideas about Cesar Chavez as they can. If students do not have any prior knowledge, ask them to come up with at least 3 things they would like find out about him.
- Have students share any prior knowledge about Cesar Chavez while copying ideas down on large chart paper.
- Next, have students tell possible questions they may want to learn about Cesar and record those on chart paper as well.
- Remind students that these will be ideas and questions that they will come back to during the story.
- Ask students to come to the author’s chair to share a story.
- Introduce Harvesting Hope by showing students the book cover and explaining that the man they see on the cover is Cesar Chavez.
- Also explain that the genre of this story is non-fiction.
- Can someone tell me what kind of story is in a non-fiction genre?
If students can not identify what it is, ask is it a made up story, a real story, a made up story that could happen?

Now, this is not just any real story… this is what is called a biography.

Does anyone know what a biography is?

A biography is a story written about someone’s life. It is non-fiction because the events in the story are true and they really happened.

Since we know that this story is going to be a biography, what kind of predictions can we make about the story? Let’s look at the title, illustrations and use what we already know about Cesar Chavez’s life to make a picture in our minds of what might happen.

Ask for a few students to volunteer predictions. Tell students to listen carefully to see if their prediction comes true.

Read story through page 19 showing students the illustrations along the way.

Closing:
This is where I am going to stop reading for today. I want you to think about all the different things we have learned about Cesar Chavez through our reading. As we go back to our seats I would like everyone to tell me one thing they learned. If something you predicted happened please tell the class what it was.

Simplifications/ modifications
For any students that are not familiar with K-W-Ls I will briefly explain that the K box is where any information we KNOW about a topic goes. The W box is for any information we WANT to know about a topic, and the L box is where we fill in the information we LEARNED about the topic after studying it.

Informal assessment
- Assessing comprehension with questions asked during story.
- K-W-L
<table>
<thead>
<tr>
<th>Name</th>
<th>What do I know?</th>
<th>What do I want to know?</th>
<th>What have I learned?</th>
<th>Date</th>
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Day 2


Goals: GLCEs and MCF

Strand III- Literature

Content Standard 5- All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

- Benchmark 2- Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.

Strand VIII- Ideas in action

Content Standard 10- All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

- Benchmark 1- Identify how their own experiences influence their understanding of key ideas in literature and other texts.

R.CM.03.01- Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.03.02- Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.

Objectives:

Students will be able to make text-to-self connections.

Time needed for lesson: 60 min.

Special materials

Procedures

Opening:

Yesterday we started reading Harvesting Hope: The Story of Cesar Chavez. We thought of some great questions about Cesar that we wanted to learn about from the book. We also made some predictions about what will happen in the story. I want to bring everyone back to our author’s chair to discuss what we have learned so far in our book.

Procedure

- Invite students to come to the author’s chair to discuss the story.
- Ask students to share details they remember about the story from the day before.
- Have them imagine themselves in Cesar’s place. Help scaffold students towards making text-to-self connections by modeling thinking about the story. Give example of being made fun of.
  - How would you feel?
  - Are you being treated fairly?
  - What could you do about your situation?
  - How would you help others?
  - What kind of changes would you make?
- Now that we have thought about all these great questions, how about we find out what Cesar did. Do you think he did something like you would do?
- Read the remaining pages in the book, stopping to answer questions along the way.
Ask the students to talk about what they just heard and think about the hard times the people had to go through to bring about change.

Closing

Now that we have finished our story I want you to really think about what it might have been like to live and work where Cesar did. Remember all the hard things that he had to do, and how he did not believe people should be treated that way. I want to take you on a mind ride to where Cesar lived in California. So I need everyone to imagine that they are in a vineyard, or grape farm, working next to Cesar. He is talking about planning a strike and a march to the capitol. He wants to know if you will join him. I want you to think about your answer and then you are going to write me a paragraph or more telling why you would or would not join. This is just opinion, I am not grading it, but I want to see what you think. Once you have your position you may return to your seat and start writing.

Simplifications/ modifications

- Any students who struggle in writing would be allowed to draw a picture and label it before attempting to write their paragraph.
- Any student that does not want to write about that topic or who finished really early can write a different prompt. Do you think that Cesar Chavez made a good choice by forming the march?

Informal assessment

- Looking over writing prompts
- Observations of students writing, listening, participating.
Day 3
Topic: Author’s Craft and Elements of a Story.
Goals: GLCEs and MCF
R.NT.03.03- Identify and describe characters’ thoughts and motivations, story level themes, main idea, and lesson/moral in narrative text.
R.NT.03.04- Explain how good authors use literary devices (e.g. prediction, personification, and point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text.
Strand III- Literature
Content Standard 8- All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics — including text structure, figurative and descriptive language, spelling, punctuation, and grammar — to construct and convey meaning.
• Benchmark 2- Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, storytelling, historical fiction, mystery, and fantasy.
• Benchmark 4- Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.

Objectives:
Students will be able to see what good writers do when they write.
Students will be able to identify what is important in text.
Students will be able to describe the theme of a story.

Time needed for lesson: 60 min.
Special materials

Procedures
Opening:
Ladies and gentlemen, I want to share something very special with you today. For the past few days we have been reading a story about the life of Cesar Chavez. Just like the author of that book, you are authors as well. I want to teach you some of the things that really great authors do to help their readers figure out what is the most important in the story. I am going to share parts of our book again and show you what hints the author gives us while he is writing.

Procedure:
- Invite students to the author’s chair and begin re-reading Harvesting Hope.
- Thinking aloud as ideas come into my mind, I tell students what they should be looking for in text.
- The author is using all sorts of clues to help me, which I will share with you.
- Share the following ideas with the class:
  - At the beginning of the story I see all of Cesar’s family around him and they seem very close. That reminds me of my family. I just made a text-to-self connection because this part of the book reminds me of my own life.
  - The colors in all the pictures and the words that the author uses are all very happy on the second page, so I know that this is a good time in Cesar’s life.
The next thing we read about is Cesar running home from school to his mother. In the picture his mother is gentle and takes up most of the page. That is the author’s way of telling me that she is very important to the story. She tells Cesar not to fight, which is something he thinks about his whole life.

In the next pages the colors begin to get darker, and sadder. Cesar talks about how bad his life is now and how he wants to try and change it.

Then, when he is a teenager he is picking oranges and sees a stranger. The sky by the stranger is brighter and happier, while the sky by the landowner is dark. The author is showing me that there is hope and happiness coming.

The author wants us to see how sad Cesar is and how poorly he and the other workers are being treated. She shows us and tells us about the work they do because she wants us to make connections.

The author wants to show us what kind of inequality and unfairness happened before people took a stand to stop it.

Closing:
The author thought it was very important that we see the inequality in this story and I also want you to think about where else you might see inequality. I want you to think about if there are still issues of inequality that happen today. In a moment we are going to head back to our desks and write a little about that. Please make sure that once you state your opinion that you tell me why. So let’s go back to our seats and write what we think. Are there issues of inequality that still exist today?

Simplifications/ modifications:
- My students who have difficulty writing fluent sentences will be allowed to draw a picture of inequality if they believe it still exists, or they can draw a picture of everyone being treated equally if they do not believe it still exists. Those students will be encouraged to label and write as much as they can on their drawing.
- Students who finish early will be encouraged to draw a picture as well to show what they have written about.

Informal assessment
- Review what students are writing in their journals.
- Observations of participation during the lesson.
Day 4

Topic: Author’s Craft and Elements of a Story continued.

Goals: GLCEs and MCF

R.NT.03.03- Identify and describe characters’ thoughts and motivations, story level themes, main idea, and lesson/moral in narrative text.

R.NT.03.04- Explain how good authors use literary devices (e.g. prediction, personification, and point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text.

Strand III- Literature

Content Standard 8- All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics — including text structure, figurative and descriptive language, spelling, punctuation, and grammar — to construct and convey meaning.

- Benchmark 2- Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, storytelling, historical fiction, mystery, and fantasy.

- Benchmark 4- Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.

Strand III- Literature

Content Standard 5- All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

- Benchmark 2- Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.

Objectives:

Students will be able to make text-to-self connections with the literature.

Students will be able to use strategies that great authors use to determine what is important in text.

Students will be able to describe the theme and important details of a story.

Time needed for lesson: 60 min.

Special materials

Procedures

Opening:

We are going to continue on with our author’s craft reading today. I want everyone to see the types of information authors tell us without even writing it. We will continue working on this idea and building these skills until everyone is able to do this type of thinking on their own. Everyone did such an awesome job of listening yesterday that I am going to see if maybe you can help me out with understanding what the author is telling me. Do you think you could help me do that? Ok, well let’s get started.

Procedure

- Bring students to author’s chair and begin by modeling the first few pages. Page 20-24 or so. Then get the students involved.

- Share these ideas with the class as they come into mind.
In each of the pictures where Cesar is talking to people about joining his cause the colors and scenery are all calm and so is Cesar.

When the workers go on strike many of them have looks on their face like they are worried or scared, and I would feel the same way if that were happening to me.

There are pictures of workers being attacked and scared in the background, but Cesar stays calm and comes up with a plan.

Now I need your help to try and find the hidden clues that the author leaves for us.

Encourage the students to see that even though he is tired and hurting, he keeps going because this is something he believes in.

The author also shows the band of followers growing longer and longer over the pages. It was like a wave that moved across the nation because soon everyone was involved.

Ask students what they think a good theme would be for this story.

Identify some personal traits that Cesar has as well. Perseverance, personal strength, and the ability to overcome adversity.

Closing
I am so impressed with how much you got from that story. I think that we may have some text-to-self connections going on. I want to see what kind of connections we can make to this story as a class. I am going to ask everyone to think about a time when you or someone you know had to show personal strength or overcome adversity. I want you to write me a paragraph or more telling me about the situation and why you or your friend had to show personal strength. I can relate to his story because my best friend had to show personal strength when her dad died. It was very hard for her, but she needed to get everyone else through that hard time too.

Simplifications/modifications
- Again, for my lower writing students I give the option of drawing a picture that shows someone overcoming adversity or showing personal strength.
- For students that finish early I will have a discussion table where they can go and share their writing with other students.

Informal assessment
- Discussions
- Observations during lessons
- Review of work in journals.
Day 5

Topic: Modeling finding what is important in text through key sentences and ideas.

Goals: GLCEs and MCF

R.NT.03.03- Identify and describe characters’ thoughts and motivations, story level themes, main idea, and lesson/moral in narrative text.
R.NT.03.04- Explain how good authors use literary devices (e.g. prediction, personification, and point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text.

Strand III- Literature

Content Standard 8- All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics — including text structure, figurative and descriptive language, spelling, punctuation, and grammar — to construct and convey meaning.

- Benchmark 2- Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, storytelling, historical fiction, mystery, and fantasy.
- Benchmark 4- Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.

Objectives:

Students will be able to identify what great authors use in writing.
Students will be able to find the key sentences that affect the story and the characters in the story.
Students will be able to describe the most important parts of a text.

Time needed for lesson: 60 min.
Special materials: Large chart paper, markers

Procedures

Opening:
The last few days we have been looking for the most important ideas in a text. Well today we are going to start looking for sentences that show importance in the story. These sentences can help us to understand what the author really wants us to know about the story. We are going to write down these sentences on big paper so that we can put it up in the classroom and I am going to need your help!

Procedure:

- Students come to the author’s chair to go through the story with me.
- Now that they are familiar with the book they are more able to tell me what is going on that is important.
- When I start to read the book I see that Cesar has a lot of sibling and seems happy. Do you think that is a very important part of the story?
- I didn’t either. I do see thought that Cesar’s mother is very important to him and she said something to him one day when he ran home from school. The story tells us that she “cautioned her children against fighting, urging them to use their minds and mouths to work out conflicts.”
- I am going to write that sentence down because I think it has a lot of meaning to why La Causa is a non-violent, or peaceful protest.
- Allow the students to look through the text and tell what they think is an important part to the text.
- Write down all ideas on large chart paper and have students vote to make sure that the sentence really tells something important.
- If their sentence is not valid, point out a sentence that could be more important than the one they picked out so they have something to compare it to.
- After about 5 important sentences have been pointed out bring the students back to their desks to change pace a little.

**Closing:**
Now that we have identified a few ideas and sentences that are very important to our story, I want us to finish filling out our K-W-L sheets. If any of the questions you asked did not get answered let me know and maybe we can look those up at another time. I would like to see at least one thing you learned about Cesar Chavez for every thing you had a question about. I am going to give you about 15 min. to work on this, so I want you to really think about the ideas we have been working on over the week.

**Simplifications/ modifications**
- Some students will not need the entire 15 min. and will have time to spare. If there are any questions from their K-W-L that did not get answered in our book now would be a time I would allow them access to the internet, or other books to look up the information they wanted to find.
- For students that have a difficult time with this I will allow them to draw a picture to accompany what they learned about Cesar Chavez.

**Informal assessment**
- Observations
- Participation
- K-W-L process (final product is formal assessment)
Day 6


Goals: GLCEs and MCF

R.CM.03.01 - Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.03.02 - Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.

Strand III - Literature

Content Standard 8 - All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics — including text structure, figurative and descriptive language, spelling, punctuation, and grammar — to construct and convey meaning.

- Benchmark 2 - Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, storytelling, historical fiction, mystery, and fantasy.

- Benchmark 4 - Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.

Objectives:

Students will be able to identify books in the non-fiction genre.

Students will be able to summarize text after reading.

Students will be able to use prediction to show comprehension.

Time needed for lesson: 60 min.

Special materials

Procedures

Opening:

It is a new week and I wanted to present you with something new. All last week we worked on the story Harvesting Hope. It was a story about an extraordinary man named Cesar Chavez that changed the lives of many people. Today I am going to be introducing another person who influenced the lives of millions of people, and her name is Rosa Parks. I am sure that many of you have heard of Rosa Parks, but I want to see how much you really know.

Procedure

- Distribute the Rosa Parks K-W-L and instruct students that they will only be filling in the K and W portions today.
- Give students about 5 min. to get all of their ideas down.
- Briefly discuss with students what they already know about Rosa and clear up any misconceptions about her or the topic of Civil Rights.
- Present the book and ask students to think about what genre this story might be written in. How do you know that?
- If no one answers, again go over the genre of non-fiction and biography.
- Begin reading the story and tell students that instead of reading through the book first like in Harvesting Hope that I am just going to think aloud about the author’s craft information I see as I go along.
- Explain that since the students are getting better at understanding the author’s craft information I don’t need to read the story twice.
o Describe to the students how the author makes Rosa appear as any other person at the beginning of the story. She shows Rosa doing normal things that any other person would do. She does this to show that Rosa is just like you or me, and that any of us could have done this.

o Then as the conflicts begin to happen there seems to be an aura around her almost as if she is magical.

o Emphasize how the author used so many descriptive words to express Rosa’s frustration. This is a very important moment in the book because this is where the reader really finds out what kind of person Rosa is.

o And right as the students get excited for the next page…I stop.

Closing

I know you are probably disappointed that I stopped reading but I have a million thoughts in my head about what might happen next and I want to write them down. I figure if I am going to write my thoughts down that maybe you would like to write yours down as well. I would like to know what you think is going to happen next to Rosa Parks in this story. Before you write down what happens next, let’s go back and make sure we understand everything that has happened so far.

o Have the students talk in pairs about what they heard in the story. Then ask them to share with the class the two most important things that they noticed, or that I pointed out during the story.

o Have the students go back to their desks and write a paragraph telling what you think will happen to Rosa next and explain why.

Simplifications/ modifications

o Any students that struggle with writing can draw a picture of their prediction, filling in labels and key ideas.

o Students who finish early can draw a picture of what they wrote about in their prediction.

Informal assessment

- Observations from sharing time
- Review of student predictions
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<thead>
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Day 7

Topic: Introducing Rosa as a theme related book about Civil Rights continued.

Goals: GLCEs and MCF

R.CM.03.01 - Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.03.02 - Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.

Strand III - Literature

Content Standard 8 - All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics — including text structure, figurative and descriptive language, spelling, punctuation, and grammar — to construct and convey meaning.

- Benchmark 2 - Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, storytelling, historical fiction, mystery, and fantasy.

- Benchmark 4 - Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.

Objectives:

Students will be able to use strategies good authors use to find out what is most important in the story.

Students will be able to identify important themes in the story.

Time needed for lesson: 60 min.

Special materials

Procedures

Opening:

Yesterday we started reading about a very important person in our nation’s history. Can anyone tell me who that was? Rosa Parks is correct. When we left off with our story we were predicting what would happen to Rosa Parks when the bus driver asked her to move. I want to know what your predictions are before we find out what the story says. Why don’t you come join me up here so we can share our ideas.

Procedure

- Ask students to remind the class of some details from the story yesterday.
- Have volunteers share the predictions they wrote yesterday.
- After students share, read the remaining pages of the book thinking aloud about what the author is trying to tell the readers.
- Share the following thoughts with the students as the story is read:
  - Rosa decides that she has had enough with having things “separate and NOT equal” and she is going to stand up for her rights.
  - Rosa is being strong and standing up for what is right even though she knew that she would get arrested and put in jail.
  - All it took was one brave person to get the ball rolling and others realized there was a problem with the system as well.
Rosa did not ask for people to follow her and she did not plan a protest to address the issues of civil rights, she simply realized that enough was enough and she was not going to give in any longer.

The author says, “They decided they would stand under the umbrella of courage Rosa Parks had offered, keeping of the rains of fear and disgust.” when she wrote about Rosa’s supporters.

The author shows many notes in each illustration to show how big the effort was to keep people off the busses to support Rosa.

There were very powerful words and motivation given off by Martin Luther King Jr. in his speech to the colored people of Montgomery. The author showed this by making an “aura” around him as well.

The author shows the march to Washington on two pages that fold out to make four, as if it was too big to be held on two pages.

In the end it was just one person that stood up for a cause and helped to bring about change.

Have students think about the theme of this story. Remind them that the theme is the central idea that all the other ideas are based around.

Guide students to determine what is really important in the story.

Closing

There are many important messages in this story and there are signs in the pictures, the words that the author uses and the way she writes the story that help to tell us these ideas. Now that we have really gotten a deep understanding of the story Rosa I would like everyone to complete the “L” portion of the K-W-L diagram that we filled out earlier this week. I would like everyone to try and answer each of the questions that you wanted to find out. If you are unable to answer them, write any other information you learned about Rosa. If you finish early you may get a chance to do some more research on Rosa Parks.

Simplifications/ modifications

- Students who are having a difficult time thinking of ideas may confer with the person sitting next to them.
- For students who have a hard time writing a picture with labels will be an acceptable alternative.
- Anyone who finished early can research more information on Rosa Parks using the internet, or other resource materials in the classroom.

Informal assessment

- K-W-L charts
- Participation in group discussions
Day 8

Topic: Finding commonalities between *Harvesting Hope: The Story of Cesar Chavez* and *Rosa*

Goals: GLCEs and MCF

R.CM.03.01 - Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.03.02 - Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.

R.CM.03.03 - Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g. a narrative to an informational text, a literature selection to a subject area text, a historical event to a current event).

W.PR.03.02 - Apply a variety of pre-writing strategies for both narrative and informational text (e.g. graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g. sequence for beginning, middle, end; problem/solution; compare/contrast).

W.PR.03.04 - Use the compare and contrast, cause and effect, problem/solution organizational pattern in informational writing.

Objectives:

Students will be able to compare and contrast two selections.

Students will be able to complete a Venn diagram containing the similarities and differences of the two selections.

Students will be able to make text-to-text connections with two selections.

Time needed for lesson: 60 min.

Special materials

Procedures

Opening:

We have been doing some very in-depth thinking about themes, important details and information within a story during the last two weeks. We have used author’s craft to dig deeper into our two stories and we have also discovered many things about the main characters from out stories. I must say that I am impressed with how well everyone has shown me that they are able to find the author’s meaning in the text they are reading. I want us to do something more with this now.

Procedure

- As you know, last week we read the story of *Harvesting Hope: The Story of Cesar Chavez*. This week we started reading a story called *Rosa*. I want you to think about what those stories might have in common. Why do you think I would have chosen to have us read those two particular stories?
- As students think ask them, “What important qualities did the main characters share?”
- Give students 2-3 minutes to brainstorm ideas for the question independently.
- Then have students form groups of 3-4 with the students sitting around them.
- Ask them to talk about the common characteristics they thought of independently.
o Give each group of 3-4 students a large piece of paper and a marker. Allow each group 5-10 min. to write down the different ideas they shared with each other.
o The students should think about the theme, setting, character traits, and any other commonality they can find.
o Tell students that as they are discussing, if any idea comes up that you do not think is something they have in common, write it down in a separate box called differences.
o After giving time to work in groups ask the students to share with their fellow classmates.
o Explain to students that they are all making a text-to-text connection because they are taking ideas and themes from one story we read and applying them to another story.
o Text-to-text connections do not always have to be between two stories we are reading at the time. I did this to make it a little easier for you to make connections.
o There are many times when I am reading a book that I think about something I read about before. For instance, when I read the book Rosa I thought about a book that I read before about Martin Luther King Jr. I remembered ideas from that book and tied them to ideas in this book.
o When they are done finding the common ideas, themes, and characteristics of the stories, give them a Venn diagram and ask them to specifically identify the commonalities between Cesar Chavez and Rosa Parks.

Closing
Just like we did with each of the stories, first we looked for an overall theme for the story. Then we narrowed down our search to important sentences in the story. With our Character Trait Venn diagram we started by comparing what the stories had in common, and then more specifically looked at what our characters had in common.

Simplifications/ modifications
o As students work in groups encourage the lower ability students to work with more capable students. In this way they will all be able to share ideas, but a students with better writing and reading skills can write the information down.
o When students start to fill out their Venn diagrams the students that need more assistance will be able to copy the information their group wrote onto their diagram.

Informal assessment
- Observations of participation and group work.
- Venn Diagrams
List the similarities and differences between the character traits of Cesar Chavez and Rosa Parks.
Day 9

Topic: Discuss possible connections between *Harvesting Hope* and *Rosa*.

Goals: GLCEs and MCF

R.CM.03.03- Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g. a narrative to an informational text, a literature selection to a subject area text, a historical event to a current event).

W.PR.03.02- Apply a variety of pre-writing strategies for both narrative and informational text (e.g. graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g. sequence for beginning, middle, end; problem/solution; compare/contrast).

W.PR.03.04- Use the compare and contrast, cause and effect, problem/ solution organizational pattern in informational writing.

Objectives:

Students will be able to use graphic organizers to display and organize information.

Students will be able to return to the text to find answers.

Students will be able to compare and contrast two selections.

Time needed for lesson: 60 min.

Special materials

Procedures

Opening:

Yesterday we did an activity where everyone thought about what characteristics the two books we had been reading had in common. We wrote down some of those characteristics and we also made a Venn diagram to show the commonalities between the two main characters. Today I would like us to go back and write down some of those ideas onto a graphic organizer. Then we can see also, what they do not have in common.

Procedure

- Have students working at their desks with the other people at their table. These may or may not be the same people they worked with yesterday.
- Explain to students that if they are sitting next to people from a different group from yesterday that they will be able to share even more ideas.
- Pass out the comparison chart for the two stories and explain to the students that this is a new type of graphic organizer.
- In this graphic organizer there are only two categories. We have seen them with many more categories and with idea bubbles shooting out all over the place. However, this time, I only want us focusing on two things, how the stories are alike and how they are different. We don’t need all the other bubbles and lines to confuse us.
- For this graphic organizer it is important that you remember to label the differences with the book title. You could also say “one has this and the other has this,” but after a while that gets confusing.
- I purposely did not read the story to you yet because I want to show you a way of finding information in the text besides what we have been doing.
As I read, I want you to think about how this story is similar to the story about Cesar Chavez. When you hear something that is familiar I want you to raise your hand.

Then as we are reading we will find out things that happened to Rosa Parks that did not happen to Cesar Chavez. When that happens I would like you to put your hands on you head.

Once we have found something they have in common I will stop and we can write it down. The same thing will happen when we find something that the stories do not have in common.

There will also be things that these stories have in common that are not straight out of the book. These will be things like ideas, character traits, and themes.

It is very important that you learn how to make comparisons and be able to contrast text as well. These are ideas and strategies that are on the MEAP test and I want everyone to be prepared for them.

Read through parts of the story with students giving students time to stop and write down information they want on their compare and contrast organizer.

Closing

I have showed you a few ways of using graphic organizers to get your ideas on paper and organized, but tomorrow will be the real challenge to see if you understand this process. We are going to take those ideas and start writing them into paragraphs. You will need to use your ideas and things that you have shared with others to write a paper. I can’t wait to see what informative papers everyone will be writing me.

Simplifications/ modifications

Possible modifications can be writing the information students want on their comparison charts onto large chart paper so that students can just copy from it.
Write as many things as you can think of that are alike and different about the stories we have read. Our story titles were *Harvesting Hope: The Story of Cesar Chavez* and *Rosa*.

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Day 10

Topic: Drafting of Compare and contrast paper.

Goals: GLCEs and MCF
R.CM.03.03- Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g. a narrative to an informational text, a literature selection to a subject area text, a historical event to a current event).
W.PR.03.04- Use the compare and contrast, cause and effect, problem/solution organizational pattern in informational writing.

Objectives:
Students will be able to use a rubric to write a compare and contrast paper.
Students will be able to use a graphic organizer to organize their thoughts in the pre-writing stage of the writing process.
Students will be able to peer-edit and have peer conferencing to edit their papers.

Time needed for lesson: 60 min.

Special materials

Procedures

Opening:
Yesterday I saw some great ideas in our compare and contrast graphic organizers. I see that some students are now ready to start the next step in our writing process, drafting. Drafting is where you take all of the ideas and details you have in your graphic organizer and put them into paragraph form on paper. I am only going to do a little bit of talking today because I want everyone to have enough time to finish their writing.

Procedure

- With students sitting at their desks, have them take out the two graphic organizers they made this week.
- Inform them that there is a reason we write ideas in a graphic organizer before writing paragraphs. Doing this allows you the opportunity to have your ideas in groups and then be able to put them in the order you want rather than crossing out the work you have already written.
- It also helps to keep your writing on task. In the stories we read the author did not jump around and mix ideas together. Organizing their writing is something that all great authors do.
- The first part of your paper will be a topic sentence. This will tell the reader what your paper is going to be about. Write a sample topic sentence on the board. There are many interesting details that Harvesting Hope and Rosa have in common.
- I want you to all think of a topic sentence for your paper. This should be something that will catch your reader’s attention and make them want to read your paper.
- The next step is to write the body of your paper. This should be at least one paragraph long with 3 common characteristics in it.
- After your body you will need a closing sentence, or something that sums up your paper. This will be what a fellow teacher calls a “Tah-Dah” sentence. It will
restate to the reader what the paper was about and tell the reader that your paper is finished.

- I would like each person to pick one part of their comparison diagram to write about first. Write a number 1 next to that topic and make sure that all the details about that topic are written next to it.
- Then you can number the other topics you want to write about. I would like each person to write about at least 3 different topics.
- Since this will just be your rough draft do not worry about perfect spelling, that can be corrected for our final drafts.
- Please skip lines so that when we peer edit the revisions can be written in the spaces.
- I will be coming around to check on peoples work and when we are finished with the drafting stage we can start peer editing.
- Allow students at least 25 min to write their first draft.
- See who is able to do peer editing and ask them to pair up.
- Students should peer edit for about 10 min. to make sure each partner gets a turn.

Closing

Anyone who does not finish this will have plenty of time to work on it tomorrow. The main point I want to stress with everyone is that you don’t want your ideas all jumbled up. That is the reason we started with the graphic organizer.

Simplifications/modifications

- Students that have a difficult time getting their words on paper will be able to dictate to me what they want written and I will either write or type their thoughts on paper.
- Students who finish early will peer edit and then be able to make corrections to their paper with the dictionary.

Informal assessment

- Use of time wisely
- Use of graphic organizers to get ideas together.
- Observations
- Proper use of drafting format
Plan for Formal Assessment

Throughout the unit I will be assessing students on the work they are completing on a daily basis as an ongoing assessment, and I will be using rubrics with assignments for formal assessment. My culminating assessment is for students to write a compare and contrast paper around the two books we read during the unit. I give the students many opportunities with modeling to show them how graphic organizers can be used to get the ideas from the texts into ideas for a paper. I am grading the K-W-L charts that the students complete throughout the stories, the Venn diagram for character traits, a comparison chart graphic organizer, and finally the comparison paper. There will be a total of 5 grades in my grade book with the final paper being worth double, or up to 32 points.

Bibliography


Name__________________

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Comments:______________________________________________________________
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Venn Diagram Rubric

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<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness</td>
<td>Sections are incomplete or in the wrong place.</td>
<td>Sections are complete but in the wrong place.</td>
<td>All sections are complete and in the correct place.</td>
<td></td>
</tr>
<tr>
<td>Details</td>
<td>0-1 details in each circle.</td>
<td>2-3 details in each circle.</td>
<td>There are at least 4 details in each circle.</td>
<td></td>
</tr>
<tr>
<td>Comparison Validity</td>
<td>Comparisons not valid or important to assignment.</td>
<td>Comparisons some what valid and important.</td>
<td>Comparisons valid and important to assignment.</td>
<td></td>
</tr>
</tbody>
</table>

Score: __________

Comments: __________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
**Comparison Chart Rubric**

Name: ___________________________  
Teacher: Ms. Turner

Date: ___________________________  
Title of Work: _______________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chooses appropriate characteristics for comparison.</td>
<td>Selects characteristics that are not important and don't lead to insightful conclusions.</td>
<td>Selects characteristics that provide for a partial comparison of the items.</td>
<td>Selects characteristics that can provide for a meaningful comparison.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies similarities and differences among items, using the characteristics.</td>
<td>Makes many errors in identifying major similarities and differences.</td>
<td>Makes some errors in identifying major similarities and differences.</td>
<td>Selects similarities and differences for each item.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of entries in each category.</td>
<td>Zero or one entry.</td>
<td>Two to three entries.</td>
<td>Four to five entries.</td>
<td>Six or more entries.</td>
<td></td>
</tr>
</tbody>
</table>

| Total----> | __________ |

**Teacher Comments:**

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### Comparison Paper Rubric

**Name:** __________________________  
**Teacher:** Ms. Turner  
**Date:** __________________________  
**Title of Work:** __________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chooses appropriate characteristics for comparison.</strong></td>
<td>Selects characteristics that are not important and don’t lead to insightful conclusions.</td>
<td>Selects characteristics that provide for a partial comparison of the items.</td>
<td>Selects characteristics that can provide for a meaningful comparison</td>
<td>Selects important features or attributes of the items that can provide insight into the nature of those items being compared.</td>
</tr>
<tr>
<td><strong>Identifies similarities and differences among items, using the characteristics.</strong></td>
<td>Makes many errors in identifying major similarities and differences.</td>
<td>Makes some errors in identifying major similarities and differences.</td>
<td>Selects similarities and differences for each item.</td>
<td>Accurately selects all major similarities and differences for each item.</td>
</tr>
<tr>
<td><strong>Spelling, Grammar, and Punctuation.</strong></td>
<td>Final piece has many errors and is very difficult to read.</td>
<td>Final piece has many errors but is still understandable.</td>
<td>Final product has few errors.</td>
<td>Final product is free of errors.</td>
</tr>
<tr>
<td><strong>Format and Content</strong></td>
<td>Writing does not follow paragraph format and does not make sense.</td>
<td>Writing does not follow paragraph format and is not clear.</td>
<td>Writing does not follow paragraph format but is clear.</td>
<td>Writing follows paragraph format and is clear and concise.</td>
</tr>
</tbody>
</table>

**Total---->** ___

**Teacher Comments:**

__________________________

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