Literacy Design Collaborative

Resilience in "The Children of Willesden Lane"

by Jaimi Krielaart

This module is designed to be taught in 10th grade ELA at the beginning of the school year. Students will read, "The Children of Willesden Lane," the historical account of piano prodigy Lisa Jura's escape from Vienna and her life in London during World War II. Students will analyze how the author develops the central idea that resilience can help us survive and thrive during times of great hardship, including how this idea emerges, and is shaped and refined by specific details and events in the text.

After studying the book, students will be able to attend a live performance by the author (the main character's actual daughter), to bring the music of the story to life. In the spring, students will revisit the historical context of the book in their history classes as they engage in an in depth study of the second World War.

GRADES	DISCIPLINE	COURSE
10	ELA	10th Grade English

Section 1: What Task?

Teaching Task

Task Template 21 - Informational or Explanatory

How does resilience help the characters in "The Children of Willesden Lane" survive and thrive during times of great hardship? After reading two articles on resilience and "The Children of Willesden Lane", write an essay in which you analyze how this central idea is developed - how it emerges and is shaped and refined by specific details - over the course of the text , providing examples to clarify your analysis.

Common Core State Standards

Reading Standards for Informational Text

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

Writing Standards

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **W.9-10.2.d** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **W.9-10.2.a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9.b Apply grades 9—10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W.9-10.9.a Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

W.9-10.10 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 discipline-specific tasks, purposes, and audiences.

Additional Standards

No standards selected

Texts

The Children of Willesden Lane
by Mona Golabek and Lee Cohen; Lexile: 920

PBS: This Emotional Life - What is Resilience? (1130L)

Photo and other resources for "The Children of Willesden Lane"

10 Traits of Emotionally Resilient People (1260L)

- **TED Talk On Grit**

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	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. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, 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.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Kindertransport (Children's Transport) was the informal name of a series of rescue efforts which brought thousands of refugee Jewish children to Great Britain from Nazi Germany between 1938 and 1940.

Following the violent pogrom staged by the Nazi authorities upon Jews in Germany known as *Kristallnacht* (Night of Broken Glass) of 9–10 November 1938, the British government eased immigration restrictions for certain categories of Jewish refugees. Spurred by British public opinion and the persistent efforts of refuge aid committees, most notably the British Committee for the Jews of Germany and the Movement for the Care of Children from Germany, British authorities agreed to permit an unspecified number of children under the age of 17 to enter Great Britain from Germany and German-annexed territories (namely, Austria and the Czech lands).

Private citizens or organizations had to guarantee to pay for each child's care, education, and eventual emigration from Britain. In return for this guarantee, the British government agreed to allow unaccompanied refugee children to enter the country on temporary travel visas. It was understood at the time that when the “crisis was over,” the children would return to their families. Parents or guardians could not accompany the children. The few infants included in the program were tended by other children on their transport. (*United States Holocaust Memorial Museum*. Unites States Holocaust Memorial Museum, 10 June 2013. Web. 25 June 2014. <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005260>.)

Lisa Jura was one of the children who was rescued from Nazi-occupied Europe by the Kindertransport. Rather than letting the loss of her family and homeland destroy her spirit and her dreams of becoming a concert pianist, she survived and thrived thanks to the help of others and to her music.

Extension

Possibilities for extension:

- Students research resilience, and write a biograhpical or autobiographical narrative involving how a person's resilience helped them overcome difficult circumstances
- Students research the Kinderstransport, and create a presentation (e.g., PowerPoint, Prezi, RSA animate video, common craft video etc.) on how it was established and what it accomplished.
- Students view the TED Talk on Grit and participate in a Socratic seminar or inquiry-based discussion on the relationship between grit and resilience.

Section 2: What Skills?

Preparing for the Task

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

TASK AND RUBRIC ANALYSIS > READING OF THE RUBRIC: Ability to identify elements that contribute to successful completion of the task, and to evaluate the quality of those elements.

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

Reading Process

PRE-READING > PLANNING THE READING: Ability to organize materials and plan for self-directed learning and engagement

ACTIVE READING > ANNOTATION: Ability to utilize reading strategies to make sense of text and monitor comprehension

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

POST-READING - GATHERING EVIDENCE: The ability to select evidence appropriate to task

Reading Process - Literary Circles for Chapters 4-8, 9-12, 13-16, 17-19, 20-24, 25-Epilogue

ACTIVE READING - ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text

ACTIVE READING - TEXT ANNOTATION: Ability to utilize reading strategies to make sense of text and monitor comprehension

POST-READING > GATHERING EVIDENCE: Ability to select evidence appropriate to task.

Transition to Writing

INQUIRY-BASED DISCUSSION: Ability to critically explore ideas and questions relating to texts or concepts to develop deeper understanding

INITATION OF TASK > RECONSIDERING THE RUBRIC AND PROMPT: Ability to re-articulate expectations for success in addressing the writing task

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to the task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: The ability to create an engaging, focused introduction to a writing task

DEVELOPMENT > BODY PARAGRAPHS: The ability to construct body paragraphs that flow from the introduction and fully address the prompt

DEVELOPMENT > CONCLUDING PARAGRAPH: The ability to construct a concluding paragraph that

readdresses the thesis, summarizes key points, and provides a sense of relevance and closure

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
40 mins	**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric.	**COLOR-CODED TEACHING TASK/"I WILL" STATEMENTS** **A)** Working with a partner, color code the teaching task, assigning a different color to each step or element of the task that you will need to consider. **B)** Create an "I will" statement for each color of the task, defining what it is you will need to do to completely address each part of the prompt.	• Each element of the task is assigned a separate color • Each element of the task has an accompanying "I will" statement that demonstrates students' understanding of the demands of the task	**A) MODELING** 1) Present a sample teaching task (not the one for the module). • Work with students to identify each step or element of the task, and re-write each element in a different color on chart paper. • Be sure to clarify any vocabulary that might pose difficulty for students. • Invite students to ask for clarification about any parts of the task they do not understand. 2) Work with students to create "I will" statements for each colored phrase. Write the "I will" statement on another chart, using corresponding colors to those used on the task. **(B) STUDENT PRACTICE** 1) Post the teaching task for students. 2) Have them work in pairs to color code the teaching task and create "I will" statements. **(C) CLOSING** 1) Work with the class to color-coded the posted teaching task. Check for any differences in the coding done by pairs, and come to consensus on how the task should be coded. 2) Have several pairs share their "I will" statements for the first element of the task. Work with the class to come to consensus on how the "I will" statement should be worded, to create a common expectation for everyone. Continue this process until the class has reached consensus on the statements for the entire task. 3) Keep the final agreed upon charts posted in the room.
	Additional Attachments: **Sample coded task and "I will" statements**			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	**TASK AND RUBRIC ANALYSIS > READING OF THE RUBRIC**: Ability to identify elements that contribute to successful completion of the task, and to evaluate the quality of those elements.	**RUBRIC AND TASK ANALYSIS** **A)** Review the rubric for your assigned element (e.g., Focus, Controlling Idea, etc.). Define the element of the rubric. **B)** Work with your small group to come up with a description of your assigned element. **C)** Work with your small group to write a description of how you will meet that element in your writing.	N/A	**A)** Provide students with a copy of the rubric. Briefly define what each element means, using score points 1 and 3 to help clarify what each element does and does not encompass. **B)** Model steps C and D for students using the sample teaching task that you used in the deconstructing the prompt activity, using just one (a more difficult) element of the rubric. **C)** Divide the class into 7 groups, and assign each group an element of the rubric. Provide each group with chart paper, and have them write their element at the top, followed by a group-generated paraphrase of score point 3 on the rubric to create a statement defining proficiency for their element. **D)** Once students have created their proficiency statements, have them work together to come up with an "I will" statement for how they will address their element of the rubric within the context of the teaching task. **E)** Once students have completed their "I will" statements for each element of the rubric, have them present to the class. Take feedback and make notes on the charts to refine each group's thinking and come to consensus about what proficiency looks like for each element of the rubric in the context of the task. **F)** Keep charts posted in the room.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**QUALITIES OF RESILIENT PEOPLE** **A)** Annotate the text as you listen to the text. **B)** Re-read the article on your own. Further mark the text. **C)** Work with a partner to complete the chart. **D)** Create a definition for resilience. **E)** Rank the 10 factors that contribute to resilience **F)** Exit Ticket	3 - Chart is complete, with clear explanations that cite evidence to support conclusions; 2- Chart is complete, but explanations lack evidence for support; 1- Chart is incomplete; Exit ticket - credit/no credit	1) Hand out the article on Resilience to students. Tell them that you are going to read the article aloud once through for the gist. As you read, they should underline important places in the text that help clarify what resilience is - things that stand out to them. Emphasize that their main focus is listening to get the gist, and they will be able to further annotate the text after you have read it. Read the text aloud. If you would like (especially if your students would benefit from this type of support), you can also model underlining a few important places as you read from the text using an elmo or projector. Be sure to "think-aloud" so students know why you have chosen to underline a particular place. 2) Once you have finished reading, ask a few students to share what they underlined and why. If you modeled underlining, you should share one of yours first. When a few people have shared, tell students that they should now re-read the text on their own, marking places they find confusing and words they don't know. While they are reading and marking, hand out the graphic organizer. (Let them know that they will use this with their partners in the next step.) 3) When they have finished (or after a reasonable amount of time), have students work with a partner to define and clarify the difficult places in the text. Before they begin, go over the chart with them, explaining the example (or modeling an example) for them. They should work together to figure out the word meanings and clarify the confusing parts, but they only need to record the answers for their own annotations. (Let them know that you will be collecting this, so they should be sure to write their names on the chart. Also give them any expectations they need to take into consideration if you are going to score this, like citing evidence to support their reasoning in column 3.) 3a) When students have finished (or time is up), have students share out one of the words/phrases from their charts, how they defined/clarified it, and how they figured it out. As students give you the word/phrase, ask if others had the same word/phrase. If several people did, add it to a chart entitled "Terms from 'What is Resilience.'" After they define/clarify it, ask the others how they defined/clarified it; add a definition/clarification to the chart that best captures the meaning of the word/phrase. 4) Check in with students to make sure that they are clear on the article. Once they are, ask them to work with a partner again, to come up with a definition of resilience, which they should record in their Reader's/Writer's Notebooks. This should be in their own words, not just a paraphrase of something in the text. Give pairs a few minutes to work out a definition, then ask to hear a few. Create a chart, "Resilience Definition," and work out a class definition that you can post in the room. 5) Point out to students that the article lists 10 factors that contribute to a persons resilience. Ask students to think about themselves, their friends and families, and rank the 10 factors in order of importance to them in their RWNBs. 6) Tell students that they need to complete an exit ticket on a piece of paper. On one side they need to write the definition of resilience that they and their partner came up with. On the other side, they should list their top three factors, with brief explanations of why they thought each one was particularly important.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Standards: **CCSS.ELA-LITERACY.RI.9-10.5** : Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).			
	Additional Attachments: **Graphic Organizer for "What is Resilience"** **What is Resilience?**			
1 hr and 15 mins	**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**FINAL WORD PROTOCOL ON RESILIENCE** Using the final word protocol, complete the note-taking template in groups. Every group member should have their own template.	Product meets expectations if: • ...selected quotes directly relate to the EQ • ...quotes are explained and explore	**First class:** 1. Teacher models the thinking and writing process while filling out the final word protocol note taking template on the projector for the class, using the Resilience article that was already read. As you think aloud, be sure to reference the essential question and relate it to any quotes or places in the text that you are referencing. 2. Provide students with sentence starters for discussing quotes, for example: "This is important because..." "This quote illustrates/ explains..." "This quote struck me because... but I wonder...." 3. Give students final word protocol note taking template and give them the EQ and the second text on resiliency. 4. HOMEWORK: Review text and find quotes you think are relevant to the EQ. **Next class:** 1. Pass out and discuss the protocol. 2. Fishbowl a discussion from the first resiliency text. Those watching should fill out a +/- chart based on how the discussion goes. 3. Lead a class discussion on what went well and didn't go well during the fish bowl. Talk about potential challenges of the discussions. Share a copy of a completed note taking template for reference. 4. Group students. Students engage in FWP using note-taking worksheet for guidance/accountability.
	Standards: **CCSS.ELA-LITERACY.CCRA.R.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. **CCSS.ELA-LITERACY.CCRA.SL.1** : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
	Additional Attachments: **FWP Notetaking Sheet** **final_word.pdf**			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**JUDGING A BOOK BY ITS COVER** **PRODUCT: Paragraph in Reader's/Writer's Notebook** **PROMPT:** Interview "The Children of Willesden Lane," (the cover, the back, the content). What are your impressions? Use the guiding questions to help you think about what the features on the cover of this book might be telling us about the story inside. Write a paragraph detailing your predictions and wonderings about the book and how it connects to the concept of resiliency.	N/A	*This is a useful pre-reading routine for a book or play that has a relevant image/painting on the front cover of the text. **A)** Tell students they are going to "interview" the text that you will be working with during this unit. ● Distribute the student books. ● Post/display guiding questions. ● Model a response to one of the questions before having students interview the book. Circulate and check in with students as they are working. They should record their answers to the questions, and other thoughts about the book in their Reader's/Writer's Notebooks. **B)** Once students have had some time to interview the book, have them share and compare their thinking in small groups. Small groups will share out while the teacher records their thinking on the board. Students should add new ideas to their notes in their RWNBs. **C)** After discussion, students should summarize their thinking into a paragraph that captures their predictions about the book and includes any wonderings they have about the story (wonderings may be ongoing questions that their interview surfaced, or questions about what will happen in the story itself...) **Additional support:** ● Ask students what it means to "interview" a person. Explain to students they are going to "interview" the text you will be reading as a way of learning more about the book and making some predictions about its connection to the concept of resiliency.
	Additional Attachments: **Book Interview Guiding Questions**			

Reading Process

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
25 mins	**PRE-READING > PLANNING THE READING**: Ability to organize materials and plan for self-directed learning and engagement	**PREPARATION FOR LITERARY CIRCLES** ***What do good readers do?*** Respond to this question in your Reader's/Writer's Notebook.	Not Provided	**A)** Give students several minutes to respond to the prompt in their Reader's/Writer's Notebooks. **B)** Conduct a whole class discussion about the habits of good readers, listing students' ideas on the board. Be sure to have students explain *why* a reader would engage in each behavior mentioned. If they do not come up, make sure that the following ideas are included in the conversation: ● **Ask questions** about what you are reading to help clarify your own thinking ● **Make predictions** about what is coming up to help you organize your thinking as you encounter new material ● **Make inferences** using clues the author gives you to discover important information ● **Make connections** to things you already know, have heard of, or have read before to deepen your understanding of the text ● **Share** your feelings and impressions to get a full picture of characters and events ● **Make judgments** while you read to help you determine the value of what you are reading and how you might use what you read **C)** Tell the class that you will be reading a book together, "The Children of Willesden Lane," working in literary circles to complete the book and have thoughtful conversations about the key ideas it contains. In particular, we will be looking at how the characters exhibit resilience throughout the course of the text so that we will be able to successfully complete the Teaching Task, discussing how the author develops the key idea over the course of the text. Emphasize that everyone must be responsible for completing assigned reading and notes on time, so that group discussions are productive and helpful to everyone. **D)** Hand out the Letter to Student Instructional Contract, review the expectations contained therein, and have students sign and date it. They should also take it home and have their parents sign it as well.
	Additional Attachments: **Literary Circle Letter/Contract**			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES

35 mins	**ACTIVE READING > ANNOTATION**: Ability to utilize reading strategies to make sense of text and monitor comprehension	**ANNOTATIONS ON CHAPTERS 1-3**
		Follow as your teacher reads aloud from the text.
		
		Make annotations using the guide provided.
			Students should have 5-10 annotations for each of the first three chapters	Before beginning reading, place students in their literacy circle groups. Be sure to make thoughtful groupings based upon student strengths and needs within each group.
				
				Remind students that a thorough understanding of a text requires reading it more than once. The first reading should be fairly quick to get the main idea. Annotating a text is one good habit that readers develop to help them understand a text. As you introduce the routine for annotating a text, encourage students to use the annotation routine to highlight areas in the text that may seem confusing or that help them to understand the important ideas and concepts presented in the text. If you have an annotation routine that you prefer, introduce at this point in the lesson.
				
				Provide the following to students as you prepare to read the first chapter aloud.
				
				Directions: As you read the text, use the following guidelines to help you annotate the text in a meaningful way.
				
				1. Establish a purpose for reading.
				2. Use the following symbols to annotate the text as you read:
				
				● Check mark for important ideas that you understand or agree with
				● Star for things that interest you and that you want to find out more about
				● ? for ideas that seem confusing
				● Plus sign when you are able to make a connection to something that you already know
				● Build vocabulary by boxing words that:
				  ○ Get repeated
				  ○ Seem important or are unknown
				
				Use the margin to write questions or comments that come to mind as you read.
				
				A) Ask students to listen as you read the first few pages aloud, modeling annotations and thinking aloud as you go. Ask them what they noticed about your model (how often did you stop to connect to or question something; what vocabulary did you mark; etc.).
				
				B) Tell students to continue listening as you proceed to finish the chapter, but now they should make their own annotations. (They may use the Annotation Record or post-its if they cannot write in the books).
				
				C) Take a few minutes to discuss some of their annotations as a class. They should work together in their literacy circle groups to continue discussing their annotations and clarifying any vocabulary or confusing places in the text.
				
				D) For homework, students should finish reading chapters 2-3, making annotations as they read.

Standards:

CCSS.ELA-LITERACY.RI.9-10.2 : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Additional Attachments: **Annotation Record**			
40 mins	**ACTIVE READING > ESSENTIAL VOCABULARY**: Ability to identify and master terms essential to understanding a text.	**VOCABULARY CONCEPT SORT** • Share vocabulary from your reading with your team. • Agree upon a list of about 10 words that you would like to better understand. • Define the words and group them based on their meanings or related concepts. • Develop category titles for each group of words. • Think/Ink/Share/Ink: Why are these words important to your understanding of the text?	Each group should have 8-12 words they are working with Word groupings should be logical Categories should be clear and make sense Each student should have a brief paragraph discussing how the words contribute to their understanding of the text	**A)** Tell students that they are going to explore some of the vocabulary from the first three chapters by completing a concept sort. **B)** Instruct students to use their annotations from their homework to generate (with their Lit. Circle team) a list of 10 or so words they feel are important to their understanding of the text, and/or that they would like to better understand. **C)** Working together, students should define the words in order to arrange them into categories. They may use dictionaries, the internet, and each other to figure out the meanings in order to sort the words. As students work, the teacher should circulate to assist when students get stuck, and to help clarify nuances of meaning and use. **D)** Once the words are grouped into categories, students should develop a title for each category that clearly depicts how they chose to group the words (e.g., similar definitions, related to similar concepts). Groups should record their Concept Sorts on chart paper and be prepared to share. **E)** After creating the chart, each student should take 2 minutes to respond to the question in their Reader's/Writer's Notebook: Why are these words important to your understanding of the text? After writing, they should discuss their responses as a group for 5 minutes, then add to or modify their initial response for another minute. **F) [optional, depending on time]** One person from each group should share their words with the class and the collective thinking of their group on the reasons they thought these words were important to their understanding of the text.
	Standards: **CCSS.ELA-LITERACY.RI.9-10.4** : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	**POST-READING - GATHERING EVIDENCE**: The ability to select evidence appropriate to task	**QUICKWRITE AND DISCUSSION** ● Choose one of three questions to respond to in a Quickwrite. Be sure to cite evidence from the text to support your response. ● Discuss your responses to the questions in your Lit. Circle group. ● As you discuss, use the evidence presented to begin to fill in your ***Character Resilience Chart.***	After discussion, each student should have at least 3 rows of evidence filled into the character resilience chart describing characters' resilient qualities, conflicts they face in Chapters 1-3, and their actions/reactions.	**A)** Post the questions* below for students to view. Tell students to take about 8 minutes to respond to one of the questions below in a Quickwrite. They should draw evidence from Chapters 1-3 to support their responses. ● Based on the author's descriptions of her, what adjectives would you use to describe Lisa? . ....What adjectives might she use to describe herself? ● What changes in Vienna disturb Lisa most? How do those changes affect Lisa and her family? ● To what extent was the decision to place Lisa on the Kindertransport an act of desperation? To what extent was it an act of courage? An act of faith? (*Questions taken from Teacher's Resource for The Children of Willesden Lane, by Facing History and Ourselves, 2003) **B)** After students have written, and before they discuss, tell them that they will be drawing evidence from their discussions to begin to fill in their ***Character Resilience* Charts.** Model for students how they can do this using one or two examples from the questions. Student can use their materials from the ***Qualities of Resilient People*** bridging mini-task to help support them in filling in the chart. **C)** For homework, students should read and annotate chapters 4-8.
	Standards: **CCSS.ELA-LITERACY.RI.9-10.1** : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
	Additional Attachments: **Character Resilience Chart**			
Reading Process - Literary Circles for Chapters 4-8, 9-12, 13-16, 17-19, 20-24, 25-Epilogue				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	**ACTIVE READING - ESSENTIAL VOCABULARY**: Ability to identify and master terms essential to understanding a text	**VOCABULARY SELF-ASSESSMENT** ● Use your annotations from the chapters you read to identify 8-12 words with your group that you would like to understand better. ● Rate your understanding of each word before you engage in discussion about the chapters with your group. ● After discussion, re-rate your understanding of each word. If the meaning is still unclear, follow-up by researching the word.	For full credit, each student should have a completed vocabulary chart with 8-12 words, before and after ratings, and definitions.	Model for students how to complete the chart, using a few words from the reading that you feel would be helpful for them to understand. Conduct a brief classroom discussion around the passage that contains the word to demonstrate for students how word meanings can be clarified through context and discussion. The chart will help students track whether these words are familiar. The last column of the chart is to be completed after students have read discussed the text and the words in context. **Directions:** Review vocabulary from your notes on the reading with your group. Before you discuss, note how well you understand each word's meaning by marking the appropriate column: ● Know it well ● Have an idea ● Don't know it After you have discussed the reading, re-evaluate your understanding of each word. If, after discussion, you still need further clarification, research the word's meaning (ask peers, look it up, ask the teacher, look for other examples of the word in context[online]).
	Standards: **CCSS.ELA-LITERACY.RI.9-10.4** : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).			
	Additional Attachments: **Vocabulary Knowledge Rating Sheet**			

50 mins	**ACTIVE READING - TEXT ANNOTATION**: Ability to utilize reading strategies to make sense of text and monitor comprehension	**ANNOTATIONS ON ASSIGNED CHAPTERS**
		Read the assigned chapters of the text, either independently or with a partner.
		
		Make annotations using the guide provided.
			Students should have 5-10 annotations for each of the first three chapters	Remind students of the following guidelines for annotating text:
				
				As you read the text, use the following guidelines to help you annotate the text.
				
				1. Establish a purpose for reading. Your purpose should involve looking for evidence of how characters exhibit resiliency.
				2. Use the following symbols to annotate the text as you read:
				
				● Check mark for important ideas that you understand or agree with
				● Star for things that interest you and that you want to find out more about
				● ? for ideas that seem confusing
				● Plus sign when you are able to make a connection to something that you already know
				● Build vocabulary by boxing words that:
				  ○ Get repeated
				  ○ Seem important or are unknown
				
				Use the margin to write questions or comments that come to mind as you read.
				
				After reading, students should discuss their annotations with their literacy circle members.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Standards: **CCSS.ELA-LITERACY.RI.9-10.2** : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCSS.ELA-LITERACY.RI.9-10.4** : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).			
	Additional Attachments: **Annotation Record**			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	**POST-READING > GATHERING EVIDENCE**: Ability to select evidence appropriate to task.	**QUICKWRITE AND DISCUSSION** • Choose one of three questions to respond to in a Quickwrite. Be sure to cite evidence from the text to support your response. • Discuss your responses to the questions in your Lit. Circle group. • As you discuss, use the evidence presented to continue filling in your ***Character Resilience Chart.***	After discussion, each student should have at least 3 rows of evidence filled into the character resilience chart describing characters' resilient qualities, conflicts they face in the assigned chapters, and their actions/reactions.	**A)** Post the questions* below for students to view. Tell students to take about 8 minutes to respond to one of the questions below in a Quickwrite. They should draw evidence from the assigned chapters to support their responses. Chapters 4-8 • As the train pulls away from the station in Vienna, Michael, one of the children on the Kinderstransport, tries unsuccessfully to engage Lisa in a conversation. How does she respond to his overtures? Why does she respond this way? • On pages 32-34, the children watch silently as Nazi soldiers move through the train. Why are they so silent? What do they fear? Find other examples that offer insight into the emotions of Lisa and the other children. • What does Lisa mean when she says, "I want to make something of myself. I don't want to be a servant. I want to learn something"? Why is this attitude important for her to have? Chapters 9-12 • An "upstander" is a person who makes a positive difference in the life of another individual or the community. How would you define "bystander"? Who are the "upstanders" and who are the "bystanders" in The Children of Willesden Lane? Provide evidence from the text to support your response. • How does the onset of war affect the children of Willesden Lane? How does it affect others in the story? • Why do people tend to come together in times of war or other crises? Provide evidence from the story to support your response. Chapters 13-16 • After the war begins, Lisa, Gina, Gunter, and Aaron ask Mr. Hardesty for news of their families. How does each of them react to the news he gives them? What does this tell you about their capacity for resilience? Provide evidence from the text to support your response. • After the Blitz, there was a rise in British patriotism among the residents of Willesden Lane. Why were the people suddenly more patriotic? How does this sentiment relate to their resiliency? Cite evidence from the text to support your response. • Lisa is surprised to find all her co-workers on the job the day after a night of heavy bombing. Why is she surprised, and why would they have all turned up? Chapters 17-19 • How did Lisa inspire the other residents of Willesden Lane? What other examples of inspiration have you encountered in the story? • How do Lisa's friends support each other's resilience? • Are some characters less resilient than others? What makes you think so? (You may look to preceding chapters for additional evidence.) Chapters 20-24 • Throughout much of the war, Lisa remains hopeful. Why does she lose hope at the war's end? • Why does Lisa return to Willesden Lane rather than celebrating the end of the war with her classmates? What does that decision reveal about her relationship with the other Children? • What challenges does Lisa face as she prepares for her debut, and how does she cope with them • How does Lisa's relationship to her music change as the war

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	comes to an end? Why does this event affect her music so deeply? INSTRUCTIONAL STRATEGIES
				Chapters 25-Epilogue ● What qualities helped Lisa survive the losses she experienced at the end of the war? ● What did Lisa, Gina, and Gunter mean when they told Mrs. Cohen that they would always be the children of Willesden Lane? How did their years on Willesden Lane help the survive and thrive during the war? ● Lisa's playing at her debut affects her audience deeply. How does the music exemplify their resilience? (*Questions taken from Teacher's Resource for The Children of Willesden Lane, by Facing History and Ourselves, 2003) **B)** After students have written, and before they discuss, tell them that they will be drawing evidence from their discussions to continue filling in their ***Character Resilience Charts.*** Student can use their materials from the ***Qualities of Resilient People*** bridging mini-task to help support them in filling in the chart. **C)** Debrief: Take a few minutes at the end of each session to bring groups together as a whole class to share their discussions and add to their ***Character Resilience Charts***.
	Standards: **CCSS.ELA-LITERACY.RI.9-10.1** : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
	Additional Attachments: **Character Resilience Chart**			
Transition to Writing				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES

1 hr	**INQUIRY-BASED DISCUSSION**: Ability to critically explore ideas and questions relating to texts or concepts to develop deeper understanding	**INQUIRY-BASED DISCUSSION ON RESILIENCE IN WILLESDEN LANE**
		• Read and annotate the article "10 Traits of Emotionally Resilient People" with your elbow partner. Read with the following questions in mind:
		  ◦ Which of the 10 characteristics are most exemplified by the Children?
		  ◦ How can this article help us better understand how the concept of Resilience is developed in ***Willesden Lane***?
		• With your partner, develop two follow-up questions for each of the questions above that you might like to pose your classmates to help drive your discussion deeper or expand the group's thinking.
		• Be prepared to participate in the discussion either as a speaker or as an observer.
		• Complete you Exit Ticket before leaving.
			For full credit,
			• each person should have an article that has been annotated
			• each pair should have 4 questions prepared for discussion
			• each person should have participated in the discussion, either as a speaker or as an observer with an assigned role.
			• each person should have an exit ticket briefly describing how the conversation added to their understanding of Resilience in ***Willesden Lane***.
				A) Post guiding discussion questions and provide students with the article. As students read, check in with partners to clarify and vocabulary struggles or misconceptions, and assist with question development.
				
				B) Spend some time going over the process for participating in an inquiry-based discussion (or Socratic Seminar), providing scaffolds for discussion if necessary.
				
				C) Organize class into speakers and observers, assigning roles. Start the discussion with the first guiding question. Allow students to conduct discussion, press, question, and dig deeper. Intervene only when necessary to refocus or to help if conversation stalls out.
				
				D) Debrief the process with students. Have them complete an exit ticket describing how the conversation added to their understanding of Resilience in ***Willesden Lane.***

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Standards: **CCSS.ELA-LITERACY.SL.9-10.1D** : Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **CCSS.ELA-LITERACY.SL.9-10.1C** : Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **CCSS.ELA-LITERACY.SL.9-10.1A** : Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **CCSS.ELA-LITERACY.SL.9-10.1** : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CCSS.ELA-LITERACY.RI.9-10.4** : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **CCSS.ELA-LITERACY.RI.9-10.2** : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CCSS.ELA-LITERACY.RI.9-10.1** : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
	Additional Attachments: **10 Traits of Emotionally Resilient People** **Sentence Starters** **Conversation Expectations** **Sample Roles and Responsibilities**			
40 mins	**INITATION OF TASK > RECONSIDERING THE RUBRIC AND PROMPT**: Ability to re-articulate expectations for success in addressing the writing task	**WHAT WILL COUNT AS A STRONG ANSWER?** Complete the "What Will Count as a Strong Answer?" handout.	Student work meets expectations if it accurately and comprehensively restates each descriptor. Student work approaches expectations if it captures the gist of each or most of the descriptors. Student work does not meet expectations if any of the descriptors are left blank, or if it incorrectly restates several of the descriptors.	• Provide students with computer access, dictionaries or thesauri. • With the handout, demonstrate how you would restate the first descriptor, and ask students for suggestions on how to restate the second one. Example: "One of the major components of the rubric is FOCUS. In order to meet this expectation, I will need to - *Address the prompt appropriately and maintain a clear, steady focus.* Another way of saying this is - 'I will need to answer the essay question and stay on topic throughout my paper.' If there is a word that I need to paraphrase in the descriptor, I can use my thesaurus or dictionary to find a synonym. Remember, a synonym is - a word that means exactly or nearly the same as another word. For example *shut* is a synonym of *close*." • Have students fill in the others individually. • Discuss as a small group (of three to four students). • Ask students to revise their answers before turning them in. Use this handout as a check to ensure that students are aware of expectations for successful completion of the task. Check in with students who have incorrect restatements or blank spaces before they begin the writing process. Source: www.dictionary.com
	Standards: **CCSS.ELA-LITERACY.CCRA.R.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. **CCSS.ELA-LITERACY.CCRA.W.4** : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Additional Attachments: **What Will Count as a Strong Answer**			
Writing Process				
50 mins	**PLANNING > PLANNING THE WRITING**: Ability to develop a line of thought and text structure appropriate to the task.	**WRITING IDEAS PRODUCT:** Writing Ideas Sheet as a form of planning/prewriting **PROMPT:** Use the Writing Ideas sheet to work through your ideas and begin establishing a controlling idea for your essay.	• Connects ideas to the central idea of the book • Includes specific details to describe possibilities for linking ideas from the articles and book	**A)** Review the prompt with students, and clarify what a central idea is. **B)** Model for students how to complete each section of the Ideas Sheet. **C)** Give students time to work on the Writing Ideas Sheet. **D)** Use this Sheet as a formative assessment. Check in with students individually and in small groups to discuss planning/prewriting - writing conferences. *Modified from the mini-task by Jefferson High School, Jeffco Public Schools - 8th grade English Language Arts* **Adapted from: http://woub.org/etseo/readwritetell/pdfs/7.Theme_ThemesList.pdf*
	Standards: **CCSS.ELA-LITERACY.CCRA.W.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 audiences. **CCSS.ELA-LITERACY.CCRA.W.5** : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
	Additional Attachments: **Ideas Sheet**			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	**PLANNING > PLANNING THE WRITING**: Ability to develop a line of thought and text structure appropriate to the task.	**ESSAY GRAPHIC ORGANIZER: DEFINING THE ESSAY STRUCTURE** Define the thesis sentence, topic sentences, and organizational structure of your essay.	- Graphic organizer contains a thesis sentence - Graphic organizer contains topic sentences - Graphic organizer contains a clear organizational structure (progression of ideas)	**A)** Post the writing task assignment on the board and distribute the Sequence of Points graphic organizer and the Essay Structure graphic. **B)** Go over the Essay Structure graphic with the class, reminding them of the components that make up each section of an essay. Explain that they will be working on the basic elements that will fit into each section of the essay. **C)** Fill out sample graphic organizers (using the board, overhead transparencies, or other media) for at least two possible structures that students could use to design their essays, responding to a similar prompt. For example, demonstrate how to structure the essay using a chronological sequence of events, analysis of characters in order of importance/prominence, or sequencing by resilience trait/factor. **D)** Have each student draft a thesis statement in answer to the question: "How is the central idea, that resilience is a key component of what helps the children of Willesden Lane survive and thrive, developed over the course of the book?" Model a sample response for students, or provide a sentence frame that students can use as a starting place. **E)** Have each student fill out his or her graphic organizer using the thesis statement and list of main points already generated from notes and discussions. First each student should indicate the organizational structure he or she plans to use, then fill in the thesis statement plus topic sentences. **F)** Have students sit in groups of three and take turns sharing their graphic organizers and receiving feedback from the other two students.

Standards:

CCSS.ELA-LITERACY.CCRA.W.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.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 audiences.

Additional Attachments:

Essay Structure Graphic

Sequence of Points

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES

40 mins	**DEVELOPMENT > INTRODUCTORY PARAGRAPH**: The ability to create an engaging, focused introduction to a writing task	**INTRODUCTORY PARAGRAPH** Consider the conversation you just had about resilience in ***Willesden Lane,*** the guiding question for the prompt, *("*How does resilience help the characters in **The Children of Willesden Lane** survive and thrive during times of great hardship?"), and the notes you have taken from all the readings and literary circle discussions on this subject. Write the first paragraph of an answer to the full prompt: how is the central idea developed - how does it emerge and get shaped and refined by specific details - over the course of the text?	***Meets Expectations:***
			• Initial paragraph is complete and contains a strong controlling idea.
				• Ask students to work with a partner to generate a list of qualities of a strong introduction.
				• Invite pairs to share out what they have discovered and use their findings to create a list of "to-dos" for the opening paragraph they write as well as a definition for "controlling idea."
				• Here is an example of things that could be in that checklist:
				  ○ Introduction Paragraph...
				  ▪ ...grabs your attention
				  ▪ ...introduces and organizes ideas that will be discussed during the course of the essay
				  ▪ ...flows smoothly
				  ▪ ...provides necessary background info
				  ▪ ...addresses the audience
				• Students then work individually to write opening paragraphs. Teacher circulates to answer questions. Given the checklist students create, have them swap paragraphs and "grade" each others' using the checklist.

Standards:

CCSS.ELA-LITERACY.W.9-10.2E : Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2A : Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.9-10.2 : Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	**DEVELOPMENT > BODY PARAGRAPHS**: The ability to construct body paragraphs that flow from the introduction and fully address the prompt	**M.E.A.T. BODY PARAGRAPH OUTLINES** Using your notes, your sequence of points organizer, and/or the assigned texts, create an outline for each body paragraph of your essay in which you state your main idea (topic sentence), support your main ideas with appropriate evidence, analyze that evidence, and transition / tie-up each body paragraph.	• An outline is completed for each body paragraph • Each main idea works to support the controlling idea of the essay • Each main idea is supported by specific pieces of evidence • Each body paragraph contains analysis of the evidence • Each body paragraph concludes with a transition that ties up the paragraph and leads logically to the next one	(See attached full instructional plan). 1) Discuss with students the function of body paragraphs, compare/contrast with the introductory paragraph, and situate body paragraphs in the full essay outline. 2) List and define the four key terms associated with M.E.A.T. 3) Provide a sample prompt and/or controlling idea and/or introductory paragraph to work from so can MODEL for students how to use M.E.A.T. graphic organizer to generate body paragraphs and/or have students work from the sample to fill out their own (see full instructional plan that is attached). 4) Score the student work that comes out of their practice. 5) Provide students with M.E.A.T. organizers to do the same thing for their actual body paragraphs for their essay.

Standards:

CCSS.ELA-LITERACY.W.9-10.2E : Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2D : Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2C : Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2B : Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Additional Attachments:

M.E.A.T. Paragraph Template

M.E.A.T. Context and detailed instructions

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES

40 mins	**DEVELOPMENT > CONCLUDING PARAGRAPH**: The ability to construct a concluding paragraph that readdresses the thesis, summarizes key points, and provides a sense of relevance and closure	**CONCLUDING PARAGRAPH** Consider all that you have learned about resilience and the characters in ***The Children of Willesden Lane.*** Reconsider your thesis statement and the prompt, the points that you addressed in your essay, and your response to the Quickwrite. Draft a concluding paragraph that follows from and supports the information and explanations contained in your essay.	Students receive full credit for a drafted concluding paragraph that
			• recaptures the thesis statement without repeating it verbatim
			• summarizes key points from the essay
			• articulates the significance of the information contained in the essay
				A) Have students complete a Quickwrite in response to the questions:
				• **Think about the context of the book, "The Children of Willesden Lane." What is significant about the children's ability to be resilient in spite of the difficulties they face?**
				Ask partners to share their responses, then have partners find another team and share their responses. Once teams have shared, have students return to their Quickwrites and jot down a list of additional ideas about the significance of the children's ability to be resilient.
				B) Post the following information on the board:
				• **The purpose of a conclusion is to:**
				  ○ **"Wrap up" your essay**
				  ○ **Demonstrate to the reader that you accomplished what you set out to do**
				  ○ **Show how you have proved your thesis**
				  ○ **Demonstrate the larger significance of your thesis**
				  ○ **Provide the reader with a sense of closure on the topic**
				Ask students to consider what a conclusion needs to contain in order to achieve its purpose; in other words, *how* do writers accomplish this?
				C) Ask students to work with a partner to generate a list of dos and don'ts for their concluding paragraph. Provide them with one or two examples to get them started.
				D) Invite pairs to share their lists of dos and don'ts. Come to consensus as a class as to what should be included in the final list.
				E) Students should work individually to write a draft of their concluding paragraphs, while the teacher circulates to answer questions. Given the checklist the students created, have them swap paragraphs and "grade" each others' work using the checklist.
				F) Once students have completed their drafts of the conclusion, they should combine the drafts of the introduction, body paragraphs and conclusion into a complete first draft (making sure to skip lines).

Standards:

CCSS.ELA-LITERACY.W.9-10.2F : Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Additional Attachments:

Additional resource on writing conclusions

Concluding Paragraph Dos and Dont's Chart

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
45 mins	**REVISION, EDITING, AND COMPLETION > REVISION**: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	**PEER EDITING AND REVISION** Using the Peer Editing and Revision Guidelines, provide feedback for your partner.	Each student should have a completed Peer Editing and Revision form that addresses all parts of the essay in a respectful, constructive manner.	Provide students with the sample Peer Editing and Revision Guidelines, and go over expectations for commenting on each other's papers. Ask students to provide additional examples of helpful and unhelpful commentary. Provide students with the template for peer editing and review. Have them swap papers with a partner, and go through the paper, providing feedback according to the guidelines. While they work, the teacher should circulate and check in with reviewers to make sure commentary is appropriate and helpful, and to help clarify and confusions. (*Note: revision and editing can happen in two separate sessions, so that students can attend first to revision of content, without being overwhelmed by the need to also edit.) Once students have their papers back, they should review the comments, ask clarifying questions of their partners, and make notes for things they would like to revise or correct.
	Additional Attachments: **Peer Editing and Revision Sample** **Peer Editing and Revision Template**			
1 hr	**REVISION, EDITING, AND COMPLETION > FINAL DRAFT**: Ability to submit final piece that meets expectations.	**FINAL DRAFT** Review your revised, edited rough draft, using the rubric and the "I will" statements created by the class for the prompt and rubric to check yourself for proficiency in each dimension. Make adjustments to any elements of your draft that do not meet the expectations of the rubric.	For full credit, students will turn in a completed final draft, with all copies of preceding drafts. Final drafts will be assessed according to the rubric.	Provide students with a copy of the rubric and reference them to their "I will" statements created at the start of the module. Tell them that they should reread their drafts a final time to make sure they have addressed all of the elements from the "I will" statements. The rubrics themselves are an additional resource students can use to look for additional descriptions of what is expected. Circulate as students check their drafts to provide assistance and guidance as necessary (especially for students who may still need more extensive revision). Once students are satisfied that they have addressed each "I will" statement, they should write their final complete drafts to be turned in with all preceding drafts.
	Standards: **CCSS.ELA-LITERACY.L.9-10.2C** : Spell correctly. **CCSS.ELA-LITERACY.L.9-10.1** : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCSS.ELA-LITERACY.W.9-10.2F** : Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CCSS.ELA-LITERACY.W.9-10.2E** : Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CCSS.ELA-LITERACY.W.9-10.2D** : Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CCSS.ELA-LITERACY.W.9-10.2C** : Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CCSS.ELA-LITERACY.W.9-10.2B** : Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **CCSS.ELA-LITERACY.W.9-10.2** : Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided