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What is the question?

_____

_____

Text(s): _____

_____

During the Discussion

Take notes and record the claims, evidence, and explanations shared during the discussion.

Claim	Evidence and Explanation

Claim	Evidence and Explanation

Based on your notes, summarize the discussion, including the points of agreement and disagreement among your peers.

Culminating Task Prompt
How does Achebe develop and use a secondary character to convey a theme about multiple stories in *Things Fall Apart*? Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with relevant textual evidence, including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis. Be sure to: • Summarize the secondary character's experiences and motivations in the novel. • Explain how the secondary character represents and/or expresses a similar or different perspective from Okonkwo and how the two character's interactions contribute to the events of the novel. • Determine and analyze the development of a theme that is revealed through the story of the secondary character and the character's relationship to Okonkwo's story.

Preview the Culminating Task Prompt

Read the culminating task prompt. Then answer the questions.

What is the focus of the culminating task? What do you already know about the focus?

_____

_____

_____

What questions do you have about the culminating task?

_____

_____

_____

What do you need to know to be successful on the culminating task?

_____

_____

_____

What skills do you need to build in the guidebook unit to be successful when you complete the culminating task?

What habits do you need to practice in the guidebook unit to be successful when you complete the culminating task?

Brainstorm

Read the culminating task prompt. Review the texts, notes, and tools you've worked with throughout the unit. Then answer the questions to determine a focus for your work.

Which secondary character will you write about?

- Unoka
- Nwoye
- Ikemefuna
- Obierika
- Ekwefi
- Ezinma
- Chielo
- Uchendu
- Mr. Brown
- Reverend James Smith
- The District Commissioner
- _____

What are the main details of the secondary character's story?

_____

_____

How does the secondary character interact with Okonkwo? Are those interactions generally positive or negative?

What theme does *Things Fall Apart* reveal through the secondary character's and Okonkwo's stories?

Thesis Statement

Based on your brainstorming and the tools and notes you have gathered throughout the unit, answer the culminating task prompt in one or two sentences. This is your response. Be sure your response is specific and appropriate to the culminating task and can be supported by evidence.

_____

_____

_____

_____

_____

List possible supporting claims for your response.

1. _____

2. _____

3. _____

4. _____

A thesis statement summarizes the response of your work and orients the reader to the organization of your work. Write a thesis statement. As needed, use the sentence frames to write your thesis statement.

_____

_____

_____

_____

_____

Thesis statement frame _____
(SECONDARY CHARACTER) presents a similar/different perspective than Okonkwo, which

reveals the theme _____.

Thesis statement frame

In Things Fall Apart, Chinua Achebe develops the secondary character _____

who interacts with Okonkwo and makes the novel more than a "single story" about him, revealing the theme

_____.

Gather Evidence

Gather evidence and identify the supporting claims to include in your analysis. Use the charts to help you. Remember to cite your evidence using MLA format.

	Evidence + Parenthetical Citation	How does this evidence support my claim?
Supporting claim one:		

	Evidence + Citation	How does this evidence support my claim?
Supporting claim two:		

	Evidence + Citation	How does this evidence support my claim?
Supporting claim three:		

	Evidence + Citation	How does this evidence support my claim?
Supporting claim four:		

Outlining

Outline your essay by using each supporting claim as the focus of each supporting paragraph. Consider the questions and prompts and record the notes and ideas that you will include in the draft of your essay.

I. Introduction

- How will you engage the reader?
- What is your response to the prompt?
- What is your thesis statement?

Notes and Ideas

II. Supporting Paragraph One

- Based on your thesis statement, what is the focus of the paragraph?
- Write your topic sentence. Be sure your topic sentence connects to your thesis statement.
- What evidence will you provide? How does that evidence relate to the topic sentence?

Notes and Ideas

III. Supporting Paragraph Two

- Based on your thesis statement, what is the focus of the paragraph?
- Write your topic sentence. Be sure your topic sentence connects to your thesis statement.
- What evidence will you provide? How does that evidence relate to the topic sentence?

Notes and Ideas

IV. Supporting Paragraph Three

- Based on your thesis statement, what is the focus of the paragraph?
- Write your topic sentence. Be sure your topic sentence connects to your thesis statement.
- What evidence will you provide? How does that evidence relate to the topic sentence?

Notes and Ideas

V. Supporting Paragraph Four

- Based on your thesis statement, what is the focus of the paragraph?
- Write your topic sentence. Be sure your topic sentence connects to your thesis statement.
- What evidence will you provide? How does that evidence relate to the topic sentence?

Notes and Ideas

VI. Supporting Paragraph Five

- Based on your thesis statement, what is the focus of the paragraph?
- Write your topic sentence. Use the frame as needed. Be sure your topic sentence connects to your thesis statement.
- What evidence will you provide? How does that evidence relate to the topic sentence?

Notes and Ideas

VII. Conclusion

- How will you connect the conclusion to the rest of the essay?
- Summarize your response and your supporting claims.
- What aspects of your response did you not explore but could be explored?
- How does your response connect to other ideas?

Notes and Ideas

Deepen your understanding of Umuofia around 1900. Take note of details about Umuofia in *Things Fall Apart* and analyze the relationships among those details. Explain what the details reveal about the setting. As needed, read the background information after the chart to support your work.

- In the Observation column, record details and evidence about Umuofia. Be sure to include correct parenthetical citations for evidence.

- In the Conclusion column, analyze the relationships among the details. Explain what your observations reveal about Umuofia, including its structure, customs, and culture.

Observation	Conclusion

Observation	Conclusion

Observation	Conclusion

Background Information

Igbo Villages

Umuofia is one of nine fictional villages in the Ibo clan of West Africa in the late 19th century. The other villages are Mbaino, Ezimili, Abame, Aninta, Ire, Umueru, Umuachi, and Obodoani or Umunso. Each village is further divided into an *obi* or a compound for each family.

While the Umuofia is structured differently and its citizens engage in different cultural practices than many of us do today, it is a structured civilization with many of the same features of modern-day cities and towns.

Some of the main characteristics of a civilization are centralized government, organized religion, economy and job specialization, system of tribute, food surplus, infrastructure planning, trade, accumulated learning, and arts.

Characteristics of Civilizations

Characteristic	Description/Definition
Centralized government	A central authority controls people and areas; people under control follow established laws and rules and have protection against enemies from taking control; social classes exist based on various factors (e.g., religion, wealth, power)
Organized religion	The belief system of a civilization

Characteristic	Description/Definition
Economy and job specialization	Economy is the resources of a civilization and how they produce and use them to develop wealth that sustains and advances the civilization; job specialization is when individuals concentrate on a particular area, which can lead to better productivity allowing for leisure time activities to develop; social classes develop from job specialization and accumulation of wealth
System of tribute	Collection of "taxes" or some kind of payment to the centralized government to provide services; a food surplus supports a system of tribute if food is used as tribute
Food surplus	Having access to more food than a civilization needs through farming, hunting, etc.; this allows the civilization to sustain and advance itself; the geography of a civilization often dictates how food is produced or gathered (e.g., settling around waterways provides water for farming)
Infrastructure planning	Physical and organizational structures, such as buildings, roads, tombs, etc. needed for a civilization to function; planned roads or transportation via waterways support trade and expansion, both of which help sustain and advance a civilization
Trade	Exchange of a good or service for something else (typically a monetary exchange); goods must be moved easily (e.g., via waterways or roads); a food surplus results in trade opportunities
Accumulated learning	Gathering of knowledge that results in achievements in communication (e.g., language, writing), math, science, and technology/innovation
Arts	Creative and cultural expression via music, dance, sculpture, architecture, etc.

Igbo Agriculture

"Yam, the king of crops, was a very exacting king" (Achebe 33).

The Igbo calendar is based on agricultural practices. Since yams are planted and harvested first and considered the "king of crops," most of the calendar is based on planting and harvesting yams.

The new year begins in late February/early March with a festival. In Things Fall Apart, this is referred to as the "Week of Peace" where individuals live in peace with others to honor the goddess of the earth ("Ani") before planting. During the new year festival, the king tells the Igbo people to plant yams after the first rainfall. The king also predicts what kind of planting season it will be.

Before the yam harvest, the Feast of the New Yam is held “to honor the earth goddess and the ancestral spirits of the clan” (page 36). The celebration is shared across all the villages and symbolizes their agrarian economy and dependence on the yam. It also marks a new crop, as the yams from the previous year’s crop are discarded and the newly harvested yams are eaten.

Market week is what we refer to as a week in English. A market week has 4 market days: Eke, Oye, Afor, and Nkwo. There are approximately 7 market weeks in a month, so each month in the Igbo calendar is approximately 28 days.

Typical Igbo calendar

Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Harmattan season		Week of Peace	Planting season				Feast of the New Yam	Harvesting season		Harmattan season	
Dry season			Rainy season							Dry season	

Growing Yams

Yam mounds

From Jeff Attaway on flickr

Yam plants

From Justin Leonard on flickr

Yams

From Alan Levine on flickr

Analyze the relationships among the details of Things Fall Apart to deepen your understanding of the characters. Use the chart to help you.

Character Name	What words and phrases does the author use to describe the character? What do other characters say about the character?	What are the character's thoughts and actions? What motivates the character to think and act in this way?

Character Name	What words and phrases does the author use to describe the character? What do other characters say about the character?	What are the character's thoughts and actions? What motivates the character to think and act in this way?

Character Name	What words and phrases does the author use to describe the character? What do other characters say about the character?	What are the character's thoughts and actions? What motivates the character to think and act in this way?

Draw a diagram illustrating how the characters interact with and are connected to Okonkwo and each other in Things Fall Apart. Use the example to get started.

What is the question?

_____

_____

Text: _____

Analyze the text. Record your responses below.

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

What connections exist among your understandings and conclusions?

Form a claim in response to the question. Remember, a claim is an opinion or conclusion that is supported by evidence.

What is your claim?

_____

_____

Text(s): _____

_____

Gather and organize evidence to support your claim. Use the chart to help you. Remember to cite your evidence using MLA format.

Evidence + Parenthetical Citation	How does this evidence support my claim?

Evidence + Parenthetical Citation	How does this evidence support my claim?

Name Date

Section 1: Lesson 5
Students answer the question in writing: How does Unoka's relationship with Okonkwo influence Okonkwo's thoughts and actions?

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student analyze the interactions and relationship between Unoka and Okonkwo?				
How well does the student analyze how Unoka's relationship with Okonkwo influences Okonkwo's thoughts and actions?				
Reading Score: _____ /6 Comments:				

Score	Performance Descriptors
✓+ (3)	**Meets Criteria**: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice**: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support**: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence**: Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Form claims: Interpretive/ analytical, Develop ideas: Cite evidence, Develop ideas: Integrate quotations, Use Conventions to Produce Clear Writing: Syntax	How well does the student develop and clearly communicate a meaningful and defensible claim that represents a valid, evidence-based analysis?				
	How well does the student accurately cite evidence to develop and support ideas in the analysis?				
	How well does the student integrate quotations while maintaining the flow of ideas to develop and support an analysis?				
	How well does the student uses correct and effective syntax to clearly communicate ideas?				
Writing Score: _____ /12 Comments:					

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence**: Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

What is the question?

_____

_____

Text: _____

Analyze the text. Record your responses below.

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

What connections exist among your understandings and conclusions?

Form a claim in response to the question. Remember, a claim is an opinion or conclusion that is supported by evidence.

What is the question?

_____

_____

Text: _____

Analyze the text. Record your responses below.

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

What connections exist among your understandings and conclusions?

Form a claim in response to the question. Remember, a claim is an opinion or conclusion that is supported by evidence.

What is the question?

_____

_____

Text: _____

Analyze the text. Record your responses below.

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

What connections exist among your understandings and conclusions?

Form a claim in response to the question. Remember, a claim is an opinion or conclusion that is supported by evidence.

What is the question?

_____

_____

_____

_____

Texts: _____

Before the Discussion

Form Claims

Review the unit texts and your completed tools and notes. As you review, record and organize your thinking as the first step in forming a claim.

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusion(s) can you draw? How does this relate to the question?

What connections exist among your understandings and conclusions?

Form a claim in response to the question. Remember, a claim is an opinion or conclusion that is supported by evidence.

Gather and Organize Evidence

Gather and organize evidence to support your claim. Use the chart to help you. Remember to cite your evidence using MLA format.

Evidence + Parenthetical Citation	How does this evidence support my claim?

Evidence + Parenthetical Citation	How does this evidence support my claim?

During the Discussion

Take notes and record the claims, evidence, and explanations shared during the discussion.

Claim	Evidence and Explanation

Claim	Evidence and Explanation

Based on your notes, summarize the discussion, including the points of agreement and disagreement among your peers.

After the Discussion

Reflect on Understanding

Answer the questions to reflect on how the discussion helped you change or support your understandings based on the claims, evidence, and reasoning presented by your peers.

My claim(s) prior to the discussion:

_____

_____

_____

_____

What new understanding have I come to after discussing the text(s)?

_____

_____

_____

_____

As needed, revise your claim.

_____

_____

_____

_____

Skill and Habit Reflection

Consider your contributions and the contributions of your peers. Rate the quality of the discussion based on the following criteria.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I prepared for the discussion.	5	4	3	2	1
I contributed to the discussion.	5	4	3	2	1
I followed the norms we set for the conversation.	5	4	3	2	1
When asked, I explained my ideas further to make them clearer to others.	5	4	3	2	1
I provided evidence to support my ideas.	5	4	3	2	1
I used academic language similar to the conversation stems.	5	4	3	2	1

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I listened to my peers and paid attention to, respected, and worked with all other participants in the discussion.	5	4	3	2	1
I invited at least one peer to contribute to the discussion.	5	4	3	2	1
I posed good questions that were centered on the text or topic and that helped us think more deeply.	5	4	3	2	1
I added to or challenged the ideas of my peers by paying attention to, acknowledging, and thoughtfully considering new information and ideas from others.	5	4	3	2	1
I made valid and thoughtful connections and comparisons among my ideas and those of others.	5	4	3	2	1

Based on your reflections, set a goal for the next discussion.

_____

_____

_____

_____

Section 2: Lesson 2
Students engage in a whole-class discussion: How are Okonkwo and Umuofia portrayed in part one of *Things Fall Apart*?

	Reading Look-Fors		Discussion Look-Fors	
	How well does the student analyze how Okonkwo develops?	How well does the student analyze how the relationships among the details develop the culture of Umuofia?	How well does the student use examples, evidence, and descriptions to develop a response for a discussion?	How well does the student use appropriate and purposeful language and strategies to communicate to various audiences?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

	Reading Look-Fors		Discussion Look-Fors	
	How well does the student analyze how Okonkwo develops?	How well does the student analyze how the relationships among the details develop the culture of Umuofia?	How well does the student use examples, evidence, and descriptions to develop a response for a discussion?	How well does the student use appropriate and purposeful language and strategies to communicate to various audiences?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

	Reading Look-Fors		Discussion Look-Fors	
	How well does the student analyze how Okonkwo develops?	How well does the student analyze how the relationships among the details develop the culture of Umuofia?	How well does the student use examples, evidence, and descriptions to develop a response for a discussion?	How well does the student use appropriate and purposeful language and strategies to communicate to various audiences?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.

Score	Performance Descriptors
✓ - (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

What is the question?

_____

_____

Text: _____

Analyze the text. Record your responses below.

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

What connections exist among your understandings and conclusions?

Form a claim in response to the question. Remember, a claim is an opinion or conclusion that is supported by evidence.

What is the question?

_____

_____

Text: _____

Analyze the text. Record your responses below.

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

What connections exist among your understandings and conclusions?

Form a claim in response to the question. Remember, a claim is an opinion or conclusion that is supported by evidence.

What is your claim?

_____

_____

Text(s): _____

_____

Gather and organize evidence to support your claim. Use the chart to help you. Remember to cite your evidence using MLA format.

Evidence + Parenthetical Citation	How does this evidence support my claim?

Evidence + Parenthetical Citation	How does this evidence support my claim?

Name Date

Section 3: Lesson 5
Students write an essay: Select a secondary character in *Things Fall Apart*. What is the importance of the character's story in the novel? In your response, be sure to describe the character, summarize the character's story, and explain the character's relationship to and interactions with Okonkwo.

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student analyze how a secondary character develops and interacts with Okonkwo?				
How well does the student evaluate the importance of the secondary character's story in the novel?				
Reading Score: _____ /6 Comments:				

Score	Performance Descriptors
✓+ (3)	**Meets Criteria**: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice**: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support**: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence**: Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Organize ideas: Thesis statement, Develop ideas: Cite evidence, Develop ideas: Integrate quotations, Use conventions to produce clear writing	How well does the student present a response and supporting claims to guide the analysis?				
	How well does the student accurately cite evidence to develop and support ideas in the analysis?				
	How well does the student integrate quotations to develop and support the analysis?				
	How well does the student use correct and effective syntax, usage, and mechanics to clearly communicate ideas?				
Writing Score: _____ /12 Comments:					

Score	Performance Descriptors
✓+ (3)	**Meets Criteria**: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice**: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support**: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence**: Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Text: _____

Establish understanding → **Deepen understanding** → **Extend understanding**

Establish understanding when you first read a text.

Action	Description
Read the text.	Before reading the text, make note of important information about the text. Then read the text with the reading focus in mind.
React to the text.	Answer the questions about the text. **Questions:** 1. What is your first impression of this poem? 2. What sticks out to you because it seems important or is confusing? Why?

Take notes, answer questions, and/or pose question to extend your understanding

Deepen understanding when you reread a text.

Action	Description
Attend to the details in the text.	Notice the words, phrases, sentences, and devices the author uses.
Analyze relationships among the details in the text.	Think deeply about the details. Analyze the relationships among them. Pay attention to any connections, patterns, contrasts. What do you understand about the text from the details? Consider the elements, such as characters and setting. What conclusions can you draw? Answer the questions to analyze the text. **Questions:** 1. What kind of event is the speaker describing? How do you know? 2. What source and/or event does Yeats allude to in the poem? 3. To whom is the source and/or event important? Why is it important?
Evaluate the effects of the text.	Think deeply about your understandings and conclusions. What are the resulting effects? How do the author's choices contribute to the textual effects? Consider mood, irony, symbolism, motif, rhetorical effects.
Determine and analyze the meaning, purpose, and perspective of the text.	Think deeply about your analysis and evaluation. What does the text mean? What is its purpose? How do the details, elements, effects, and information contribute to your understanding of the text's meaning? Answer the questions about the meaning of the text. **Questions:** 1. How does Yeats draw on the meaning of his source while also changing it? 2. How does this contribute to the mood and meaning of the poem?

Take notes, answer questions, and/or pose question to extend your understanding

Extend understanding as you read additional texts.

Action	Description
Compare and connect texts and ideas.	Compare texts and/or synthesize ideas to build knowledge. Answer the question to compare texts. **Question:** 1. Why might Achebe allude to this poem in the text and title of *Things Fall Apart*?

Take notes, answer questions, and/or pose question to extend your understanding

What is the question?

_____

_____

_____

_____

Texts: _____

Before the Discussion

Form Claims

Review the unit texts and your completed tools and notes. As you review, record and organize your thinking as the first step in forming a claim.

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

What connections exist among your understandings and conclusions?

Form a claim in response to the question. Remember, a claim is an opinion or conclusion that is supported by evidence.

Gather and Organize Evidence

Gather and organize evidence to support your claim. Use the chart to help you. Remember to cite your evidence using MLA format.

Evidence + Parenthetical Citation	How does this evidence support my claim?

Evidence + Parenthetical Citation	How does this evidence support my claim?

During the Discussion

Take notes and record the claims, evidence, and explanations shared during the discussion.

Claim	Evidence and Explanation

Claim	Evidence and Explanation

Based on your notes, summarize the discussion, including the points of agreement and disagreement among your peers.

_____

_____

_____

_____

_____

_____

Section 4: Lesson 5
Students engage in a whole-class discussion about the question: What are themes of Things Fall Apart? How are those themes developed?

	Reading Look-Fors	Discussion Look-Fors	
	How well does the student determine themes of *Things Fall Apart* and analyze how they are developed?	How well does the student use examples, and evidence to develop a response for a discussion?	How well does the student use appropriate and purposeful language and strategies to communicate to various audiences?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

	Reading Look-Fors	Discussion Look-Fors	
	How well does the student determine themes of *Things Fall Apart* and analyze how they are developed?	How well does the student use examples, and evidence to develop a response for a discussion?	How well does the student use appropriate and purposeful language and strategies to communicate to various audiences?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

	Reading Look-Fors	Discussion Look-Fors	
	How well does the student determine themes of *Things Fall Apart* and analyze how they are developed?	How well does the student use examples, and evidence to develop a response for a discussion?	How well does the student use appropriate and purposeful language and strategies to communicate to various audiences?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Name Date

Reading and Writing

Reading and Writing Score: _____ x2

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates *success* determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *success*** forming a valid and evidence-based position, response, or focus. **Student demonstrates *success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *success*** organizing writing so that it is clear and coherent. **Student demonstrates *success*** es tablishing and maintaining an effective style.	**Student demonstrates *some success*** determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *some success*** developing a valid and evidence-based position, response, or focus. **Student demonstrates *some success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *some success*** organizing writing so that it is clear and coherent. **Student demonstrates *some success*** establishing and maintaining an effective style.	**Student demonstrates *minimal success*** determining the meaning of text(s) by analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *minimal success*** developing a valid and evidence-based position, response, or focus. **Student demonstrates *minimal success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *minimal success*** organizing writing so that it is clear and coherent. **Student demonstrates *minimal success*** establishing and maintaining an effective style.	No attempt made or not enough to evaluate.

Conventions

Conventions Score: _____

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates *success* using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	**Student demonstrates *some success*** using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	**Student demonstrates *minimal success*** using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	No attempt made or not enough to evaluate.

Total score: _____/9

Comments:

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What is the question?

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Texts: _____

During the Discussion

Take notes and record the claims, evidence, and explanations shared during the discussion.

Claim	Evidence and Explanation

Claim	Evidence and Explanation

Claim	Evidence and Explanation

Based on your notes, summarize the discussion, including the points of agreement and disagreement among your peers.