



**Literacy Design
Collaborative**

Character Analysis: "Hatchet"

by Glenda L. Causbie

Adapted from "Default Informational/Explanatory Module: Prototype Skills & Mini-Tasks"

This module will use the novel Hatchet as the basis for the final product in which the students will analyze how the main character, Brian, changes throughout the story. The module is designed to begin after the students have completed reading Hatchet independently. They will refer to Hatchet during lessons within the module in order to analyze the text for specific evidence related to character development.

GRADES

5 - 6

DISCIPLINE

 **ELA**

COURSE

 **Reading**

PACING

 **10hr**

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

After reading the novel "Hatchet" by Gary Paulsen, the short story "Eleven" by Sandra Cisneros, and informational text regarding how authors develop characters, write an essay in which you analyze how the character of Brian is developed throughout the novel. Support your discussion with evidence from the text/s.

D 10

Include at least three examples from the texts in your response.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Focus

RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

W.6.2.a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2.c

Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2.e

Establish and maintain a formal style.

W.6.2.f

Provide a concluding statement or section that follows from the information or explanation presented.

W.6.4

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

W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9.a

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.9.b

Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

W.6.10

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.

Texts

🔗 Character Development in Stories and Novels

📖 "Hatchet" by Gary Paulsen

Paulsen, Gary (1999). Hatchet. Simon & Schuster. ISBN 9781416936473.

🔗 Identifying Character Traits

🔗 The Cremation of Sam McGee

🔗 "Eleven" by Sandra Cisneros

Informational/Explanatory Rubric for Grade 6-12 Teaching Tasks

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.	Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.	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 controlling idea, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research (when applicable)	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

Authors recognize that in order to add depth and interest to a novel the character(s) within the story need to reflect the traits of "real-life" people. Their actions and thoughts should be complex; and just as in real life, their character should evolve in response to life experiences. In life, as well as in novels, major life events, both positive and negative, can change people, sometimes for the better; sometimes for the worse. It is the job of the author to *show* us how a character develops through the character's appearance, what they say and think, the emotions they evoke from others, and from their actions.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

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

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

RUBRIC ANALYSIS: Ability to analyze the informational rubric and explain what elements will be necessary in order to achieve a score of "Meets Expectations".

Reading Process

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

NOTE-TAKING: CHARACTER DEVELOPMENT: Ability to select important facts and passages for use in one's own writing.

ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

Transition to Writing

IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

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

EDITING: Ability to proofread and format a piece to make it more effective.

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				
45 mins	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>CHARACTERIZATION USING "FROZEN" After viewing video, students will discuss, in small groups or pairs, how authors develop characters to add depth and interest to a story. Students may share examples from specific books or movies.</p>	No Scoring	<ul style="list-style-type: none"> Show video demonstrating indirect characterization Stop between each of the five methods (speech, looks, speech, relationships, actions, thoughts) to allow for class discussion. Through small group discussion (or pairs) guide students in a discussion of how authors develop characters to add depth and interest to a story. Students may use books or movies as examples.
<p>Additional Attachments:</p> <p> Characterization: "Frozen"</p>				
20 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>ANALYZING THE TEACHING TASK As a class, we will analyze the teaching task for this module and break it down so we know what we're going to be learning about throughout the module and what you will have to do for the final assignment.</p>	<p>Meets Expectations:</p> <ul style="list-style-type: none"> Students participate in reading of the teaching task and class discussion. Students identify verbs and explain the actions that the verbs will require from the student (ex., reading, writing). Students identify the primary focus of the teaching task (character analysis). Students explain the final product of the module (essay). 	<ul style="list-style-type: none"> Discuss why it is important to carefully read and understand the teaching task Read the teaching task together as a class. As a class, practice close-reading strategies by underlining unknown words in the prompt. In addition, underline important actions required in the teaching task by identifying action verbs. Have students work in groups to identify the meaning of unknown words in the teaching task. Students will share these with the whole class. Discuss the verbs that explain exactly what students will be expected to DO throughout this learning task. (Examples: Read, write, describe, support your response.) <ul style="list-style-type: none"> Option: Can discuss this whole class, model completing the attached handout on the board, or have students complete the attached handout on their own. When appropriate, ask students to rewrite the teaching task in student-friendly language. <p><i>After this routine is established, students can be expected to complete this handout on their own for future modules.</i></p>
<p>Standards:</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence</p>				

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	when writing or speaking to support conclusions drawn from the text.			
	Additional Attachments: 			
45 mins	<p>RUBRIC ANALYSIS: Ability to analyze the informational rubric and explain what elements will be necessary in order to achieve a score of "Meets Expectations".</p>	<p>WHAT WILL COUNT AS A STRONG ANSWER? Complete the "What Will Count as a Strong Answer? Handout".</p>	<p>Student work meets expectations if it includes a reasonable set of words for each descriptor.</p>	<ul style="list-style-type: none"> ● Provide students with computer access 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 - <i>Address the prompt appropriately and maintain a clear, steady focus.</i> 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, I can use my thesaurus to find a synonym. Remember, a synonym is - a word that means exactly or nearly the same as another word. For example <i>shut</i> is a synonym of <i>close</i>." ● Have students fill in the others individually. ● Discuss as a class. ● Ask students to revise their answers before turning them in. <p>Source: www.dictionary.com</p>
	Standards:			
	<p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR.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.</p>			
	Additional Attachments: 			
Reading Process				
Not provided	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>VOCABULARY LIST In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.</p>	<ul style="list-style-type: none"> ● Lists appropriate phrases. ● Provides accurate definitions. 	<ul style="list-style-type: none"> ● After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. ● After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
25 mins	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential to</p>	<p>WORD STUDY/VOCABULARY GRAPHIC ORGANIZER Student will select at</p>	<p>Pints given for completed graphic organizer.</p>	<ul style="list-style-type: none"> ● Before beginning the assigned reading task, student will skim passage(s) and select at least 7 words that the student may be unfamiliar with, or not entirely

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	<p>understanding a text.</p>	<p>least 7 vocabulary words that need clarification and complete all columns of the graphic organizer.</p>		<p>sure of their meaning.</p> <ul style="list-style-type: none"> ● Student will fill out all the columns for each of the seven words. ● Students will then swap papers with an elbow partner and check for accuracy through Think-Pair-Share. ● A brief whole group discussion of particularly hard or unusual words may follow. <p>Note: This activity is ongoing. This is a pre-reading strategy to be used before each "chunk" of selected reading to be assigned.</p>
<p>Standards:</p> <p>L.6.5 : Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>RL.6.4 : Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>				
<p>Additional Attachments:</p> <p> Vocabulary Word Study Graphic Organizer.docx</p>				
<p>45 mins</p>	<p>NOTE-TAKING: CHARACTER DEVELOPMENT: Ability to select important facts and passages for use in one's own writing.</p>	<p>ANALYZING CHARACTER TRAITS After reading the poem "The Cremation of Sam McGee" students will do a character analysis of the narrator and of Sam McGee.</p>	<p>Completed Character Trait Chart listing:</p> <ul style="list-style-type: none"> ● At least two character traits for each character; ● Evidence from poem to support each trait. 	<ul style="list-style-type: none"> ● Distribute copies of "Identifying Character Traits" sheet. Have students to close read, annotating pertinent information. Engage students in a whole group discussion regarding identifying character traits, whether explicitly explained, or inferred. ● Distribute copies of poem "The Cremation of Sam McGee". ● Have students to skim poem for unfamiliar vocabulary words. Allow students to share out words, post them on the board, and go over their meaning. ● Teacher does a first read of poem aloud, followed by class discussion of it's meaning. ● Distribute copies of Character Trait Chart. ● Model filling out the Character Trait Chart for Sam McGee, soliciting student input. Students fill out chart as well. ● Divide students into pairs or small group and have them to, working together, fill out the Character Trait Chart for the narrator of the poem. ● Each student will turn in a completed chart. <p>This mini-task can be differentiated by either adding or substituting the short story <u>Eleven</u> by Sandra Cisneros</p>
<p>Standards:</p>				

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RL.6.3 : Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Additional Attachments:

🔗 ["Eleven" by Sandra Cisneros](#)

🔗 [Character Trait Chart](#)

🔗 [The Cremation of Sam McGee](#)

🔗 [Identifying Character Traits](#)

45 mins

NOTE-TAKING:
CHARACTER DEVELOPMENT: Ability to select important facts and passages for use in one's own writing.

CHARACTER DEVELOPMENT IN STORIES AND NOVELS
In a quick write, student will list at least five facts regarding the importance of character development as outlined in the given text.

Points given for 5 correct responses.

- Students read text independently (Character Development in Short Stories and Novels)
- Working in pairs or small groups, students will summarize the text by listing 5 important aspects of character development. (Each person will turn in a sheet.)
- Distribute "Static vs. Dynamic Character" sheet. As a whole group discuss the difference, giving examples.
- Put the name of five well-known books, with the names of the main characters, on the board or post on charts in the room. Have students to sort the characters as either Static or Dynamic. This can be done orally, but students must back up their claim with evidence.

Standards:

RL.6.3 : Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Additional Attachments:

🔗 [Static vs. Dynamic Characters](#)

🔗 [Character Development in Short Stories and Novels](#)

1 hr and 30 mins

ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

CHARACTER TRAIT NOTES SHEET
From each previous reading assignment from Hatchet, students will skim the text and fill out the Character Trait graphic organizer, listing the trait and supporting evidence from the text, including the page number.

- Identifies relevant evidence from the text that supports character traits from the main character of Hatchet, Brian.
- Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).
- Lists and supports at least 3 pieces of evidence from each "chunk" of assigned reading.

- Teach a sample format for note taking.
- Check that student work is in the assigned format.
- Make sure students are quoting from the text when citing evidence to support each character trait.

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Standards:

RL.6.3 : Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Additional Attachments:

 [Analyzing Character Traits Sheet.docx](#)

Transition to Writing

45 mins

IDENTIFYING SIGNIFICANT ELEMENTS:

Ability to begin linking reading results to writing task.

HOW AND WHY CHARACTERS CHANGE

Use the graphic organizer "How and Why Characters Change", in conjunction with a Socratic Seminar or other small group discussion strategy, to analyze and select the most important changes in Brian.

Points given for at least three character traits at the beginning of the story, and for three at the end of the story. Student must cite evidence from story for full credit.

- Discussion-based strategies, such as Socratic Seminar or,
- Small group discussion using the question on the graphic organizer.

Standards:

RL.6.3 : Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.1 : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Additional Attachments:

 [How and Why Characters Change.docx](#)

Writing Process

45 mins

PLANNING THE WRITING:

Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

OUTLINE/ORGANIZER

Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.

- Creates an outline or organizer.
- Supports controlling idea.
- Uses evidence from texts read earlier.

- Provide and teach one or more examples of outlines or organizers.
- Invite students to generate questions in pairs about how the format works, and then take and answer questions.

Additional Attachments:

 [Outline for Character Analysis Essay.docx](#)

30 mins

INTRODUCTORY PARAGRAPH:

Ability to establish a controlling idea and consolidate information relevant to task.

INTRODUCTORY PARAGRAPH

Write an opening paragraph that includes a controlling idea and sequences the key points

- Writes a concise thesis statement.
- Establishes a controlling idea.
- Identifies key points that support development of

- Offer several examples of opening paragraphs.
- Ask class to discuss what makes them strong or weak.

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		you plan to make in your composition.	the controlling idea.	
	<p>Standards:</p> <p>W.6.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>			
45 mins	<p>BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>INITIAL DRAFT Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.
	<p>Standards:</p> <p>W.6.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.6 : Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>			
45 mins	<p>REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>USING ARMS TO REVISE You will use the ARMS strategy to systematically revise your writing and give feedback to others about their writing.</p>	<p>Complete:</p> <ul style="list-style-type: none"> Evidence of feedback: <ul style="list-style-type: none"> Added words or sentences Removed words or sentences Moved words or sentences Substituted words or sentences <p>Not Complete</p> <ul style="list-style-type: none"> Missing or incomplete feedback 	<ul style="list-style-type: none"> Explain: When we revise our writing, we are looking at the ideas and progression of the writing. To help you revise your writing, we are going to use the ARMS strategy. Display ARMS strategy: <ul style="list-style-type: none"> Add words or sentences where information is missing or lacking development Remove words or sentences that do not fit or are repetitive Move words or sentences around to help the flow of the essay Substitute weak words and/or sentences with more specific vocabulary Briefly review the ARMS strategy with the students (if it has been taught before). For students unfamiliar with this strategy, more time will be needed for modeling: <ul style="list-style-type: none"> Model how (any why) to add, remove, move, and substitute words/sentences with an example text (suggestion: use a piece of your own writing as an example to revise) Assign students partners. Instruct students to use this strategy on their partner's writing. Monitor and assist as needed

				<ul style="list-style-type: none"> ● Invite students to conference when revisions are complete, encouraging them to explain the changes they made to their partner. <p>Note: "Additional Peer Revision" and "Peer Checklist for Revision" below offer different revision strategies.</p> <p>NOTE: IF ALL OF THESE RESOURCES ARE USED, THE TIME WILL NEED TO BE INCREASED TO AT LEAST 90 MINUTES (2 CLASS PERIODS).</p>
<p>Standards:</p>				
<p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>				
<p>Additional Attachments:</p>				
<ul style="list-style-type: none"> 📄 Use ARMS to Revise 📄 Additional Peer Revision Resource 📄 Peer Checklist for Revising with a little Editing 				
<p>45 mins</p>	<p>EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>USING CUPS TO EDIT You will use CUPS editing strategy to edit writing and help give systematic feedback to others to improve their writing.</p>	<p>Assess self editing and/or peer editing as complete or not complete.</p> <p>Complete:</p> <ul style="list-style-type: none"> ● Evidence of student feedback from self and/or peer(s) <ul style="list-style-type: none"> ○ comments/suggestions ○ proofreading marks ● Completed Checklist <p>Not Complete:</p> <ul style="list-style-type: none"> ● No evidence of student feedback from self and/or peer(s) ● No Checklist 	<ul style="list-style-type: none"> ● Explain: Once you've revised your writing, it's time to edit. When editing, use the CUPS strategy. ● Display the CUPS strategy (i.e. anchor charts, projected for students, etc. <ul style="list-style-type: none"> ○ Check the following in your writing and when peer editing: <ul style="list-style-type: none"> ■ Capitalization ■ Usage ■ Punctuation ■ Spelling ● Briefly review the CUPS strategy with the students who have used it before. ● For students unfamiliar with this strategy, model how to edit for capitalization, usage, punctuation, and spelling with a example text (suggestion: use a piece of your own writing to edit) ● assign students to partners to employ the CUPS strategy with a piece of their writing <ul style="list-style-type: none"> ○ walk around and give feedback to students where needed ● Invite students to conference with their partner, outlining and explaining the edits made. <p><i>Note: "NCTE Edit Checklist" and "Peer Checklist" included below in teacher resources outline alternative editing strategies</i></p>

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	Standards: CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
	Additional Attachments: CUPS Editing Checklist CUPS Editing Checklist CUPS Editing Strategy NCTE Edit Checklist Peer Checklist (Revision and Edit)			
<i>Not provided</i>	FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL PIECE Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none">Fits the "Meets Expectations" category in the rubric for the teaching task.	<i>None</i>

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided