

Overview

Overview | Helen Keller: Lasting Legacy



Helen Keller: Lasting Legacy

by Rebecca Woosley and Cindy Clay

**Please note - PREPARING FOR THE TASK should come before READING PROCESS in this module.*

*Time magazine named Helen Keller as one of the 100 most influential people of the 20th century. After reading *The Miracle Worker*, a play about Helen Keller, students will read informational articles about ways Helen Keller improved the lives of people with disabilities. Students will write an essay in which they will cite specific evidence to support conclusions drawn from the articles.*

Grades: 7 8

Discipline: ELA

Teaching Task: Task Template 14 (Informational or Explanatory and Description)

Course: 8th grade Language Arts

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Section 1: What Task?

TEACHING TASK

Task Template 14 [1 Level]

Informational & Description

L1: How did Helen Keller help to improve the lives of people with disabilities? After reading *The Miracle Worker*, articles about Helen Keller from the American Foundation for the Blind and Helen Keller International, and a letter written by Miss Keller, write an essay to be shared with other students that describes specific ways she helped the disabled and addresses the question. Support your discussion with evidence from the text(s).

STUDENT BACKGROUND

You have read *The Miracle Worker*, the drama that ends with seven-year-old Helen Keller's mental awakening when her teacher Annie Sullivan helps Helen make the connection of language. Few students realize Miss Keller's accomplishments as an adult and her tireless efforts to help the handicapped and the less fortunate. You will read articles from the American Foundation for the Blind and Helen Keller International, and a letter written by Miss Keller about how she helped the disabled. Using information from the articles, you will explain how she became the catalyst for consolidating the efforts of many to help the disabled throughout the world.

EXTENSION

Rubric

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
1	1.5	2	2.5	3	3.5	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.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
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	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
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		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

			the organizational structure.			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 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.

STANDARDS

Common Core Anchor Standards Reading

R.CCR.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.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards Writing

W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

W.CCR.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.

Custom Standards

W.8.2A: Introduce a topic clearly, previewing what is to follow: organize ideas, concepts, and information into broader categories.

8.W. 2B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2F: Provide a concluding statement or section that follows from and supports the information or explanations presented

Section 2: What Skills?

Selected 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.

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

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ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

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

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: 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.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

MiniTasks

Preparing for the Task

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

SHORT CONSTRUCTED RESPONSE

25 minutes

In a quick write, write your first reaction to the task prompt.

Scoring Guide (Work Meets Expectations If):

Students will answer the quick write in their writer's notebook. Students will participate in class discussion and take appropriate notes.

Instructional Strategies:

Students will share in class discussion their first reaction to the prompt.

Explain to students that the play they read about Helen Keller ended with her realizing the concept of language when she was seven years old. Helen Keller overcame her handicaps, but she is noted for doing more than that.

Explain that Helen Keller lived to be 87 years old and left behind a legacy of helping others. Tell students they will be reading articles to discover this legacy.

Lead a class discussion about the following questions:

What is a legacy?

What does it mean to leave a legacy for others?

-students will come to a consensus about the meaning of legacy. -students will write the definition and it will also be posted on bulletin board

-share with students about Jarrett's Joy Cart, a legacy of Jarrett Mynear who was a former student at our school

-share with students Reese's Bucket List, a legacy of Reese Kemp who is a former student at our school

Lead a class discussion about how the disabled were treated during the time Keller was a child and how disabled people are treated today. Students will create a t-chart to show the differences/similarities.

Tell students they will be reading articles to find information about what Helen Keller did to help others and how her accomplishments created her legacy.

Link this task to earlier class content.

Discuss student responses.

Clarify timetable and support plans for the task.

LIST

10 minutes

To determine what students know about Helen Keller's work with the disabled, fill in a chart and tell what you know (K), and what you want to know (W) about Helen Keller's work with the disabled.

Scoring Guide (Work Meets Expectations If):

Students will fill in the chart with sufficient evidence.

Instructional Strategies:

Students will list what they know about Helen Keller and how she helped improve the lives of the disabled.

Students will list what they need to know about Helen Keller and her work with the disabled in order to answer the essential question in the task.

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

LIST

20 minutes

In your own words, what are the important features of a good response to this prompt?

Scoring Guide (Work Meets Expectations If):

Students rewrite task in their own words and list five features of a good response to the task.

Instructional Strategies:

Read the task aloud with the class

Have students underline what the task is asking them to do and circle the product

Discuss with class that the task is NOT asking for a biography of Helen Keller

Ask students what they will have to do before they begin writing

-read articles; annotate articles; take notes; write outline

Discuss what type of writing is required for the task (informative) and ask students to list the important features of a good response to this prompt. Have students make a list of these features.

Identify or invite students to identify key features of examples.

-strong introduction and conclusion with thesis statement

-logical organization

-specific examples with explanation

-topic sentences, concluding sentences

-paraphrasing/quotes from text cited correctly

Create a classroom list; students will write list in their booklet

Students will write in their own words what the task is asking them to do

Notes:

Teacher will review student responses to make sure they understand the writing task.

NOTES**25 minutes**

Students will be given examples of informational articles and a list of key elements needed to receive a "3" answer. Students will label those elements in the articles.

Scoring Guide (Work Meets Expectations If):

Students will use key elements to label the example articles.

Instructional Strategies:

Break students into groups of four and give each group an informational article about Helen Keller.

Using the list students created about the key features of a well-written informational article, have students label the example articles.

Teacher will check with groups to make sure they are labeling the articles correctly and will explain any misconceptions.

LIST**60 minutes**

Rubric Analysis

In small groups, list the "4" rubric in your own words and identify those elements in an example paragraph

Scoring Guide (Work Meets Expectations If):

Students will meet expectations if they list the rubric in their own words.

Instructional Strategies:

Introduce rubric to class and give students 5 minutes to read over and highlight key terms.

-each group will make a list of the key terms for each section of the "4" category

-students will share their list and teacher will make chart to keep in the classroom

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

NOTES**Four-five 45 minute class periods**

What is the author trying to accomplish? Which parts of the text show you that?

Scoring Guide (Work Meets Expectations If):

Teacher will check Writer's Notebook with students' highlighting and annotations for correctness.

Students should have a variety of marks (circles, underlining, stars, highlighting) and should have written questions/comments in the margins that are specific to answering the teaching task.

Instructional Strategies:

Review essential question and writing task with students.

Discuss with students what information about Helen Keller they will need and remind students they are not writing a biography.

As a reading strategy, the class will discuss what they think the title of the first article means and how it might give a clue to the main idea of the article.

Front load vocabulary synonyms for advocate, advocacy work, and foundation. Students record in Vocabulary Words Section of their Writer's Notebook. Introduce 2-3 new words each day from their reading.

Instructions for the first article should be very explicit and include partner work and teacher modeling.

Teacher reads the first section of the article and models active reading strategies using the document camera. Using Collaborative Summarizing Reading Strategy, the teacher will guide the students in identifying the 3-5 most important ideas from the reading.

Students will underline those facts and write key words in the margins.

Teacher will instruct students to circle any vocabulary words students struggle with and do not know the meaning. These words will be recorded in the Vocabulary Words section.

Students will use context clues to determine the meaning of the words.

Students will continue reading the article in pairs and will underline key ideas and annotate in the margins.

Students will also be encouraged to write notes in the margins as they reflect upon what they have read in the article.

Teacher will share his/her own annotations/highlights from the readings and students will add missing information.

Students will take notes after reading each article (see note taking skills).

Check each student's progress on the annotations/highlighting of the articles.

Students actively read and annotate the remaining text with a gradual release of peer and teacher support.

Notes:

With collaborative classes, the teacher will read all articles aloud and model annotations/highlighting with the class. For more advanced classes, students will read more independently and annotate/highlight in class or for homework.

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

SHORT CONSTRUCTED RESPONSE

What is the author trying to accomplish? Which parts of the text show you that?
L2 What competing arguments have you encountered or can you think of?
L3 What historical or current examples can you note that relate to the task prompt?

Scoring Guide (Work Meets Expectations If):

Answers questions with credible response.

Instructional Strategies:

Invite students to brainstorm ways to figure out any authors intent.

Invite students to share and discuss their answers for each text.

After the discussion, allow them to add to their entries.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

LIST

Ongoing

In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.

Scoring Guide (Work Meets Expectations If):

Lists appropriate words and phrases.

Provides accurate definitions and sentences.

Instructional Strategies:

Teacher will list in Writer's Notebook initial vocabulary (legacy, activist) that students will encounter in their readings.

Using the Frayer Model, students will create a poster for the words legacy and activist.

As students encounter unknown words in their articles, they will list them, attempt a definition for the word based on context, check the definition in the dictionary and add the word to their Vocabulary Words notes.

Students will also write the word in the sentence it is used in the article.

At the end of each article, students will share any new words they have listed in their notebook.

Students will write words and definitions on Post-it notes and place them on vocabulary wall to share with the class.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES

Four-five 45-minute class periods

From each text, make a list of the elements that look most important for answering the prompt.

Scoring Guide (Work Meets Expectations If):

Identifies relevant elements.

Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).

Instructional Strategies:

Students will be given note-taking templates and will take notes about what Helen Keller did to improve the lives of the disabled.

Teacher will model note-taking (After the first article is read and annotated) in the following way:

-Write the title of the article and bibliographic information at the top of the note-taking page.

-Using a bullet format, list the essential information contributed by the students on the note-taking page in the WRiter's Notebook.

-Ask students to choose one direct quote from each article that supports the thesis and list at the bottom of note-taking page (make sure students identify who said the quote and tell who that person is).

-Students will write a 25-word summary of the text and then share the summary with a partner who will circle ideas that they find similar to their own.

-After students share their summaries, the teacher will then provide his/her own summary for correctness.

After reading each article students will take notes in their Writer's Notebook.

Teacher will then share his/her notes to give the students any notes they may have omitted.

Teacher will check periodically to see that students are taking through notes in the correct format.

Notes:

Teacher will check student notes to make sure essential information is given in the correct format.

Accommodations and Interventions:

For collaborative students, the teacher may read more articles aloud and have students work together in note-taking.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

SHORT CONSTRUCTED RESPONSE

60 minutes

List what Helen Keller did to improve the lives of others.
Categorize this information into big picture ideas.

Scoring Guide (Work Meets Expectations If):

Teacher will check students' lists for correctness.
Teacher will check the students' supporting ideas.

Instructional Strategies:

Teacher will ask students what themes emerged in the text and what themes they could use to narrow the information from the text.
Teacher will guide students in a discussion and help them categorize these areas into big picture ideas about what Helen Keller did to improve the lives of the disabled.
Students will list information in their Writer's Notebook. Also, a class list will be made using poster paper and/or document camera for reference throughout the writing stages.
(For example-How Helen Keller's own life was an example for other people with disabilities, and Helen's efforts to help others through her work with veterans, the American Foundation for the Blind, Helen Keller International, the Lions Club, and other groups.)

SHORT CONSTRUCTED RESPONSE

60 minutes

Students will evaluate sample essays written in response to the task.

Scoring Guide (Work Meets Expectations If):

Meets expectations if:
Students participate in discussion and write their explanations for scoring samples on a piece of paper to be turned in as an exit slip. Written explanations must include the following information:
-the score they would give the essay
-rubric categories that were strengths and rubric categories that were weaknesses for the sample.
-2 sentences that give guidance as to how the sample could be improved.

Instructional Strategies:

Teacher will review the writing prompt to clarify the task.
Teacher will review the translated rubric students produced earlier.
All students will read a model essay.
- Using the first component "Focus", the teacher will lead a class discussion on the score for that component.
- Students will highlight words from the component that match the writing exhibited in the sample.

- Students will also have a class discussion, partners first then, whole class, to share their feedback on the following components: controlling idea, reading/research, development, and organization.

Accommodations and Interventions:

Less advanced students will focus on fewer components.

SHORT CONSTRUCTED RESPONSE

45 minutes

Students will read examples of in-text citations and will take sample quotes and paraphrases and will write a paragraph using in-text citations.

Scoring Guide (Work Meets Expectations If):

Work Meets Expectations If:

Students will write paragraph using in-text citations.

Instructional Strategies:

Students will read examples of in-text citations in sample paragraphs,

Students will take sample quotes and paraphrases from article and will write a paragraph using in-text citations.

-teacher will circulate to check paragraphs

-students will make corrections based on teacher feedback.

Notes:

Students have been taught how to do in-text citations earlier in the year. This will be a review.

Writing Process

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

SHORT CONSTRUCTED RESPONSE

20minutes

Write a thesis statements that addresses the question in the prompt.

Scoring Guide (Work Meets Expectations If):

Students will write a thesis statement that establishes the main idea of their essay while supporting the key points.

Instructional Strategies:

Have students reread writing prompt.

-review the key points of the prompt

Teacher will ask students the purpose of a thesis statement and will list student responses.

Students will generate thesis statement for the prompt.

-students will share with the class

and teacher will record 4-5 thesis statements

-students will read thesis statements and discuss strengths and weaknesses with a partner and share in a class discussion

Students will have 10 minutes to write their own thesis statement and then will share with their partner for feedback.

Notes:

Teacher will collect and check student thesis statements and provide feedback.

LIST

40 minutes

Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition

Scoring Guide (Work Meets Expectations If):

Writes a concise opening paragraph

Provides direct answer to main prompt requirements.

Establishes a controlling idea.

Identifies key points that support development of argument.

Instructional Strategies:

Have students reread writing task.

-review the key points of the task

Discuss with class the importance of the opening paragraph (Hook, background information, thesis)

Share with students examples of strong opening paragraphs. Ask students to discuss the key elements and effectiveness of the paragraphs.

Pair students and give them an additional paragraph and have them identify key elements that make it effective. Review as a class.

Have students review their thesis statements and pair/share and make changes in their own thesis statements if necessary.

Allow time for students to write their opening paragraphs

-circulate and read paragraphs and offer suggestions for improvement.

-share with class good examples of opening paragraphs students have written and lead short discussion on why paragraphs are strong.

Allow time for students to improve their paragraphs

Notes:

Teacher will collect opening paragraphs and give feedback.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE

60 minutes

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

Scoring Guide (Work Meets Expectations If):

Creates an outline or organizer.

Supports controlling idea. Uses evidence from texts read earlier.

Instructional Strategies:

Discuss importance/purpose of organization

Review text requirements:

-review task

- use evidence from a minimum of three different texts in their essay

-cite texts correctly

Discuss outline template in writer's notebook

-review each section of outline (thesis, topic sentence, supporting details, transitional words)

Have students review the big ideas categories they created earlier about how Helen Keller helped improve the lives of disabled people

Using these big ideas, have students write in the outline template the topic sentences for each supporting paragraph.

Allow time for students to complete outline using information from notes they have taken.

Students will pair and give feedback on outlines and will revise if needed.

Encourage students to use key vocabulary from the list they have compiled in their Writer's Notebook.

Encourage students to highlight or check information in notes they use in their outline.

Notes:

Teacher will collect student outlines and check for correctness.

Teacher will give feedback.

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

LONG CONSTRUCTED RESPONSE

90 minutes

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

Scoring Guide (Work Meets Expectations If):

Provides complete draft with all parts.

Supports the opening in the later sections with evidence and citations.

Instructional Strategies:

Review writing task and "4" rubric.

Have students read opening paragraphs they have written and have them underline the thesis statement.

Teacher will show students example of supporting paragraphs and will have students label key parts

-topic sentences, supporting details, textual evidence, quotes and explanation of quotes, transition words, concluding sentence.

Using outline as a guide, students will write the first supporting paragraphs.

-Teachers will check paragraph for correctness.

Encourage students to re-read prompt partway through writing, to check that they are on track.

Notes:

Students will have been taught paragraphing and citing textual evidence earlier in the school year. They will have also have written several articles/essay throughout the year.

LONG CONSTRUCTED RESPONSE

30minutes

Students will read examples of concluding paragraph and will then write a concluding paragraph of their own

Scoring Guide (Work Meets Expectations If):

Students will write concluding paragraph with needed information.

Instructional Strategies:

Show students example of concluding paragraph and lead discussion about the elements of that paragraph.

Read additional example of concluding paragraphs and have students list key elements and share with the class in a short discussion.

Allow time for students to write a concluding paragraph.

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

LONG CONSTRUCTED RESPONSE

45 minutes

Refine compositions analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.

Scoring Guide (Work Meets Expectations If):

Provides complete draft with all parts.

Supports the opening in the later sections with evidence and citations.

Improves earlier edition.

Instructional Strategies:

Discuss peer review handout

Review rubric to show proficient qualities

Show students example of article that has been revised

Pair students to give feedback on rough draft

-have students use symbols in the margins to show they have sufficient evidence:

TS - topic sentence

TE - textual evidence

QU - Quote

S-significance of quote or textual evidence

CS - Concluding sentence

TRANS - transitions

Encourage students to mark in margins where information is unclear or where extra information is needed

Sample useful feedback that balances support for strengths and clarity about weaknesses.

Assign students to provide each other with feedback on those issues.

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

LONG CONSTRUCTED RESPONSE

45 minutes

Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

Scoring Guide (Work Meets Expectations If):

Provides draft free from distracting surface errors.

Uses format that supports purpose.

Instructional Strategies:

Briefly review selected skills that many students need to improve.

Make collective list of words most likely to be misspelled with this topic

Review correct way to cite sources in text

Review list of proofreading marks

Have students edit their own essay before sharing essay with peer
Assign students to proofread each other's text a second time using a red pen
Allow time for students to correct their own writing before creating final copy

Accommodations and Interventions:

Collaborative classes may need teacher to help edit.

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

45 minutes

Turn in your complete set of drafts, plus the final version of your piece

Scoring Guide (Work Meets Expectations If):

Fits the Meets Expectations category in the rubric for the teaching task.

Instructional Strategies:

Review rubric and have students self assess the qualities of their rough draft before beginning final copy. Have students make adjustments to writing if necessary.

Have students turn in final copy and rubric

Have students turn in rough draft and outline

Accommodations and Interventions:

Collaborative classes may need more than 45 minutes to complete final copy

Resources

Selected Articles

[Helen Keller.](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=22573&scrollTo=articles>)

Helen Keller (Great Neck Publishing) (2005)Stevenson, Keira

Presents a biography of activist and writer Helen Keller. Background; Childhood case of scarlet fever, which left her blind, deaf and mute; Her relationship with her teacher, Anne Sullivan; Details of her education in sign language and lip reading; Highlights of her writings; Activism on behalf of the handicapped; Interest in social issues as a result of the high rate of blindness in poor communities; Pacifism; Details of films based on her life.

1090L

[Ordinary People.](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=22573&scrollTo=articles>)

Humanist (Nov/Dec96)Wolfe, Kathi

Comments on the sentiment, stereotype, ignorance and curiosity that comprises society's attitude toward the disabled. Reasons for misperception surrounding people with disabilities; Media's creation of societal attitudes toward the disabled; Criticism of the portrayal of the character Quasimodo in the Walt Disney animated movie 'The Hunchback of Notre Dame.' INSET: Quotable Keller...

950L

Uploaded Files

[Sample informational essay.TIF](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/22573/867288927_May_12_2014_103147132.TIF)

Example of Informational Essay

Keywords

*Links**

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

Other Resources

 Daniels, Patricia. "Helen Keller:Both Deaf and Blind, Helen Keller Became a Writer and Activist." "About.com 20th Century History, Web 15 July 2013.

 Gibson, William. The Miracle Worker. New York: Pocket Books, 2002.



 "Helen Keller: Author, Political Activist and Advocate." American Foundation for the Blind, n.d. Web 1 Nov. 2013.

 "Helen Keller: Beyond the Miracle." Legacy.com, n.d. Web 15 July 2013.

 "Helen Keller Biography." American Foundation for the Blind, n.d. Web. 28 Jan. 2011.

 "Helen Keller International - About Us." Helen Keller International, n.d. Web. 30 Oct. 2013.

 "Helen Keller Statue Unveiled at Capitol." Cable News Network, n.p 7 Oct. 2009 Web. 30 Oct. 2013.

 Interview with Keller Johnson-Thompson. Scholastic.com 29 Oct. 2009.

 Keller, Helen. "Knights for the Blind." Milipitas Host Lions Club, n.p. 30 June 1925, Web. 31 Oct/ 2013.

 "Leading the Vision Loss Community." American Foundation for the Blind, n.d. Web. 1 Nov. 2013.

 "Lions Work to Improve Sight and Prevent Blindness." Lions Club International, n.p. Web 30 Oct. 2013.

Section 4: What Results?

Classroom Assessment Rubric	
Not Yet	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Attempts to present information relevant to prompt.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question.
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.
Meets Expectations	
Focus	Addresses prompt with a focused response.
Reading/Research	Presents and applies relevant information with general accuracy.
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.
Development	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.
Organization	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task

No Classroom Assessment Task for this module

Exemplar Work

Uploaded Files

[Sample A.TIF](#) (Advanced)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/22573/1232102546_May_01_2014_14090859.TIF)

Sample A Informational - "Helen Keller Legacy"

[Sample B.TIF](#) (Meets Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/22573/1231179025_May_01_2014_141028611.TIF)

Sample B Informational - "Helen Keller Legacy"

[Sample C.TIF](#) (Approaches Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/22573/1230255504_May_01_2014_14115343.TIF)

Sample c Informational - "Helen Keller Legacy"

[Sample D.TIF](#) (Not Yet)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/22573/1229331983_May_01_2014_141228769.TIF)

Sample D Informational - "Helen Keller Legacy"

[Sample E.TIF](#) (Not Yet)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/22573/1228408462_May_01_2014_14131168.TIF)

Sample E Informational - "Helen Keller Legacy"

[Sample F.TIF](#) (Approaches Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/22573/1227484941_May_01_2014_141334534.TIF)

Sample F Informational - "Helen Keller Legacy"

[Sample G.TIF](#) (Meets Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/22573/1226561420_May_01_2014_141357916.TIF)

Sample G Informational - "Helen Keller Legacy"

[Sample H.TIF](#) (Advanced)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/22573/1225637899_May_01_2014_141424247.TIF)

Sample H Informational - "Helen Keller Legacy"

Comments

Author Notes

Other Comments