

“Sleeping”

by Katharine Weber

Difficulty: Easy Moderate Challenging

Text Type: Informational Literary

Text Complexity:

Quantitative: 1250L

Qualitative: The text structure and language features are generally straightforward. The theme is subtle and is revealed over the entirety of the text. Some allusions are very complex.

Writing Type: Argumentative Informational/Explanatory

About this Lesson

Do **NOT** read this to students.

Imagine babysitting and never seeing the child. This is the situation young Harriet faces in this eerie short story. Despite being inexperienced with children, she receives an offer to babysit an infant named Charles, with strict instructions not to look in on him or do anything for the child at all. At first glance, the Big Task seems simplistic; however, after discussing the TDQs, many truths can be uncovered.

Materials:

- Copies of the student text (download from <https://www.commonlit.org/texts/sleeping/student-pdf>)
- Copies of the text dependent questions (see pages 8-9 in this document)
- Copies of the *First Lines* graphic organizer (see page 7 in this document)
- Copies of the *Vocabulary Self Collection Strategy* graphic organizer (see compendium page 37)
- Copies of the *Argumentative Writing Essentials* (see compendium page 96)
- Copies of the *Big Task Graphic Organizer* (see page 10 in this document)
- Copies of the *Argumentative Writing Graphic Organizer* (see compendium pages 98-103)
- Copies of the *Words and Phrases for Academic Writing* handout (see compendium pages 110-111)
- Copies of the *Argumentative Writing Student Checklist* (see compendium page 114)



Phase 1: Key Ideas and Details

Orient

Step 1: Motivate (Modeled, Shared, Collaborative, Independent)

Using the *First Lines* strategy (see compendium page 11), students read the first line of the short story “Sleeping” in the first box of the graphic organizer (see page 7 in this document). In the second box, they record their predictions. In the third box, they explain what makes them think their prediction is plausible.

Step 2: Introduce Big Task (Modeled, Shared, Collaborative, Independent)

Read the Big Task (see page 8 in this document).

What is the truth about baby Charles? Choose three details and explain how each detail supports your conclusion.

Annotate the Big Task.

Step 3: Introduce TDQs (Modeled, Shared, Collaborative, Independent)

(See Step 6 below and TDQs 1-11 on page 8.)

Step 4: Address Vocabulary (Modeled, Shared, Collaborative, Independent)

Using the *Vocabulary Self-Collection Strategy* (see compendium page 37), explain that after reading the short story “Sleeping,” each student is responsible for identifying two words in the text they don’t know. Explain that students should choose words they have heard or seen in previous reading but may not be able to define.

Step 5: Preview/Provide Context (Modeled, Shared, Collaborative, Independent)

Read the purpose setting statement:

Katharine Weber (b. 1955) is a contemporary American non-fiction writer and novelist. In this story, a young girl is asked to babysit - but the job turns out to be different than she expected. As you read “Sleeping,” pay close attention to the details as the story develops.

Engage

Step 6: Read Sections and Answer TDQs (Modeled, Shared, Collaborative, Independent)

Have students number each paragraph.

Ask students to draw a wavy line between paragraphs to show the sections to read.

Remind students to identify 2 words they have heard or seen in previous reading, but may not be able to define, in the text.

Pause to ask the TDQs below after each section.

Use the *Selective Highlighting* strategy (see compendium page 63) to highlight/underline ONLY the key words, phrases, vocabulary, and ideas that are central to Key Ideas and Details.

After Paragraph or Line	TDQ	Standard(s)
2	Based on the information in paragraph 2, how old is Harriet? Why is this information important?	RL.9-10.1 RL.9-10.3
2	Based on the first two paragraphs, analyze Harriet’s babysitting skills. What textual evidence supports your analysis? <i>(Pause to consider highlighting essential information.)</i>	RL.9-10.1
4	Which details in paragraphs 3 and 4 are most important to include in a summary?	RL.9.10.2
4	What is revealed about Harriet’s motivations in paragraph 4?	RL.9.10.3
4	How do Harriet’s actions advance the plot? <i>(Pause to consider highlighting essential information.)</i>	RL.9.10.3
6	What is significant about the parents’ last name?	RL.9.10.1
6	What does paragraph 6 reveal about Mrs. Winter’s character? <i>(Pause to consider highlighting essential information.)</i>	RL.9.10.3
6	Which internal conflict is most important to a reader’s understanding of the text?	RL.9.10.3
6	Reread the last sentence in paragraph 4. How does your understanding of the line change after reading the entire text?	RL.9.10.3
6	Reread the last sentence in paragraph 6. What does Harriet understand, and what does she not understand? How does this shape the theme of the passage?	RL.9.10.2
6	What can the reader reasonably conclude about baby Charles? What evidence supports your conclusion? <i>(Pause to consider highlighting essential information.)</i>	RL.9.10.1

Reflect

Step 7: Reflect (Modeled, Shared, Collaborative, Independent)

After reading the text, each student shares a word and talks about where it was encountered, what it might mean, and why the word would be important for the class to know. After everyone in the group has had a chance to share, the group determines which 5 to 8 words they want to target for the week. After the list is made, the teacher leads a discussion about the words to refine, clarify, and extend the definitions. Students enter the words and the definition (in their own words) on the *Vocabulary Self Selection Strategy* graphic organizer (see compendium page 38).

Step 8: Practice Fluent Reading (Modeled, Shared, Collaborative, Independent)

Use the *Phrase Boundaries* strategy (see compendium page 74) to help students locate pause points found within sentences, especially when reading very long sentences such as the first sentence in paragraph 3. Mark single slashes (/) for pause marked by punctuation and double slashes (//) for naturally occurring breaks.

After two hours of reading all of the boring mail // piled neatly on a desk in the bedroom // and looking through a depressing wedding album // filled with photographs of dressed-up people // in desperate need of orthodonture / (Harriet had just ended two years in braces // and was very conscious of malocclusion issues) / while flipping channels on their television, / Harriet turned the knob on the baby's door very tentatively, / but it seemed locked.



Phase 2: Craft and Structure

Orient

Step 1: Review Key Ideas and Details (Modeled, Shared, Collaborative, Independent)

Return to students’ original predictions from *First Lines* strategy during Phase 1. Assess their predictions and encourage students to cite evidence that support or refute their predictions.

Have students share their annotations and answers to the TDQs. Encourage them to ask, “Why did you write that?” and to “steal” relevant information.

Step 2: Review Big Task (Modeled, Shared, Collaborative, Independent)

Review annotations and answers to TDQs from Phase 1 that might be useful in answering the Big Task.

Step 3: Introduce TDQs (Modeled, Shared, Collaborative, Independent)

(See Step 5 below and TDQs 1-7 on page 9.)

Step 4: Review Vocabulary (Modeled, Shared, Collaborative, Independent)

With the vocabulary selected in Phase 1, use the *Circle Rotation* strategy (see compendium page 42) to review the words meanings.

Engage

Step 5: Read Sections and Answer TDQs (Modeled, Shared, Collaborative, Independent)

Ask students to draw [brackets] around paragraphs to show the sections to read.

Pause to ask the TDQs below after each section.

W the *Selective Highlighting* strategy (see compendium page 63) to highlight/underline ONLY the key words, phrases, vocabulary, and ideas that are central to Craft and Structure.

After Paragraph or Line	TDQ	Standard(s)
1	After rereading paragraph 1, what is the significance of the title of the story? <i>(Pause to consider highlighting essential information.)</i>	RL.9.10.4
3	What emotions are associated with the word “tentatively” in paragraph 3?	RL.9.10.4
3	How does the author create a sense of tension? <i>(Pause to consider highlighting essential information.)</i>	RL.9.10.5
6	What is the overall tone of the text? Cite evidence to support your claim.	RL.9.10.4
6	Explain how the author shows the passing of time. What is the impact?	RL.9.10.5

After Paragraph or Line	TDQ	Standard(s)
6	What choices did the author make to create mystery?	RL.9.10.5
6	What points of view about innocence is presented in the text? <i>(Pause to consider highlighting essential information.)</i>	RL.9.10.6

Reflect

Step 6: Reflect (Modeled, Shared, Collaborative, Independent)

Review highlighting and answers to TDQs from Phase 2 that might be useful in answering the Big Task.

Step 7: Practice Fluent Reading (Modeled, Shared, Collaborative, Independent)

Practice fluent reading using the *Paired Reading* strategy (see compendium page 73). Have students practice rereading the first sentence of paragraph 1, emphasizing phrase boundaries in Phase 1.



Phase 4: Argue or Inform/Explain

Orient

- Step 1:** **Review Big Task** (Modeled, Shared, Collaborative, Independent)
Review the type of writing and content expected in the Big Task writing.
- Step 2:** **Review All Previous TDQs** (Modeled, Shared, Collaborative, Independent)
Review annotations and answers to TDQs that may be helpful when answering the Big Task, validating or redirecting as necessary.
- Step 3:** **Introduce/Review the Writing Essentials** (Modeled, Shared, Collaborative, Independent)
Introduce the *Argumentative Essentials* (see compendium page 96).

Engage

- Step 4:** **Prewrite** (Modeled, Shared, Collaborative, Independent)
Fill out the *Big Task Graphic Organizer* (see page 10 in this document). Begin brainstorming arguments about the truth of baby Charles.
- Step 5:** **Draft** (Modeled, Shared, Collaborative, Independent)
Using the *Argument Writing Graphic Organizer* (see compendium pages 98-103), ask students to begin drafting their essays. Remind students to use the *Words and Phrases for Academic Writing* handout (see compendium pages 110-111) to select appropriate transitions.

After students have completed their *Informational/Explanatory Writing Graphic Organizers*, arrange the pages to logically organize their information.

Have students write their final drafts.
- Step 6:** **Revise/Edit** (Modeled, Shared, Collaborative, Independent)
Encourage students to proofread their final drafts using the *Argumentative Writing Student Checklist* (see compendium page 114).

Reflect

- Step 7:** **Provide Individual Feedback**

Confer with individual students to discuss their paragraphs based on the *Informative-Explanatory Rubric*
(http://www.doe.nv.gov/Standards_Instructional_Support/EOC_Remediation/RubricELADiagnosticTool/)
- Step 8:** **Provide Group Feedback**

Review overall strengths and weaknesses with class. Share effective transitions from one or two students' essays. Share ineffective or omitted transitions from one or two students' essays and brainstorm possible revisions.



First Lines

Name _____

Text _____ "Sleeping"

First Line

"She would not have to change a diaper, they said."

Prediction

Explanation

Revision

“Sleeping” Title Big Task and TDQs

Phase 1: What does the text say?

THE BIG TASK

What is the truth about baby Charles? Choose three details and explain how each detail supports your conclusion.

1. Based on the information in paragraph 2, how old is Harriet? Why is this information important?
2. Based on the first two paragraphs, analyze Harriet’s babysitting skills. What textual evidence supports your analysis?
3. Which details in paragraphs 3 and 4 are most important to include in a summary?
4. What is revealed about Harriet’s motivations in paragraph 4?
5. How do Harriet’s actions advance the plot?
6. What is significant about the parents’ last name?
7. What does paragraph 6 reveal about Mrs. Winter’s character?
8. Which internal conflict is most important to a reader’s understanding of the text?
9. Reread the last sentence in paragraph 4. How does your understanding of the line change after reading the entire text?
10. Reread the last sentence in paragraph 6. What does Harriet understand, and what does she not understand? How does this shape the theme of the passage?
11. What can the reader reasonably conclude about baby Charles? What evidence supports your conclusion?

“Sleeping” TDQs

Phase 2: How does the text say it?

1. After rereading paragraph 1, what is the significance of the title of the story?
2. What emotions are associated with the word “tentatively” in paragraph 3?
3. How does the author create a sense of tension?
4. What is the overall tone of the text? Cite evidence to support your claim.
5. Explain how the author shows the passing of time. What is the impact?
6. What choices did the author use to create mystery?
7. What point of view about innocence is presented in the text?



Big Task Graphic Organizer

Before drafting your essay, use this template to help you:

1. Annotate the prompt
2. Determine the type of writing expected
3. Consider the audience
4. Clarify your purpose/task
5. Capture ideas you want to include

<p>The Big Task (Prompt)</p> <p>What is the truth about baby Charles? Choose three details and explain how each detail supports your conclusion.</p>	<p>← Annotate the Prompt</p> <ul style="list-style-type: none"> • Mark the words indicating the type of writing. • Mark the topic(s) of the task. • Mark the task expectations.
<p>What type of writing am I creating? (Circle one.)</p> <ul style="list-style-type: none"> • Argument • Informative/Explanatory • Narrative 	<p>Who is my audience?</p>
<p>Questions to Consider</p> <ul style="list-style-type: none"> • What do I already know about the topic? • How have I handled similar tasks in the past? • What academic language will help me sound like an expert? 	
<p>What is my main/controlling idea OR argument (thesis statement)?</p>	
<p style="text-align: center;">What relevant ideas are worth including? ←</p> <p style="text-align: center;"><u>Evidence or ideas from the text, experiences</u> (3-5 bullets)</p> <ul style="list-style-type: none"> • <p style="font-size: small; margin-top: 20px;">Organize these ideas in a logical order. Number each bullet.</p>	<p style="text-align: center;">→ Why are they worth including?</p> <p style="text-align: center;"><u>Analysis or elaboration</u></p> <ul style="list-style-type: none"> •
<p>Ideas for my conclusion.</p>	