

BCSCR

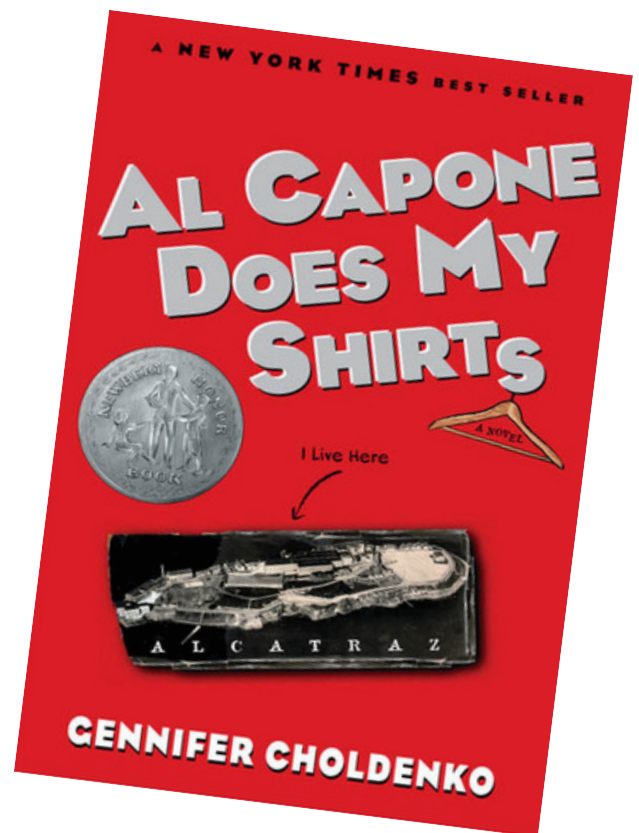


Building Communities that
Support Children's Reading

New Mexico & Colorado Al Capone Does My Shirts

By Gennifer Choldenko

RL 3.5



6th Grade - H

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Synopsis

Al Capone Does My Shirts



Matthew *Moose* Flanagan and his family have just moved to Alcatraz Island, off the coast of San Francisco, and his father has just taken a job as a prison guard and bomb defuser so that his sister Natalie can go to a special school. Moose misses his old baseball team and home, and he struggles for recognition in his new school. Moose also meets a girl, Piper, who is exceedingly attractive and seems nice at first but turns out to be quite obnoxious. His sister, Natalie, who has a severe case of autism, is rejected from the Esther P. Marinoff School, crushing her parents' hopes and dreams for Natalie's education.

Moose takes care of Natalie after school because his mother, Helen, teaches music lessons, and he must find a way to deal with Natalie's screaming fits and constant needs, including lemon cake, counting, tantrums and buttons. Complicating Moose's life even more is Piper, the daughter of the prison warden. Piper lures Moose into her scheme to make money by collecting laundry from their classmates with the promise that Al Capone is among the convicts assigned to laundry duty on Alcatraz.

Common Core State Standards

These are the main CCSS standards addressed by the activities in this module.

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

RL 6.4 - 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 6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL 6.6 - Explain how an author develops the point of view of the narrator or

speaker in a text.



WS 6.1 - Write arguments to support claims with clear reasons and relevant evidence.

WS 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.

WS 6.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

WS 6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WS 6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

WS 6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary

Al Capone Does My Shirts



aisle - a passageway or walkway between seating areas or shelves of goods

apology - an expression of regret for having done something wrong; a statement that one is sorry for a wrongdoing; an acknowledgment of one's faults

apparently - according to evidence; according to what seems to be; according to how things look; in a way that seems to be true; seemingly; clearly; plainly; obviously;

barely - hardly; scarcely; meagerly; without any excess; with nothing to spare; with difficulty; by a little bit or a small margin

convict - a person sentenced to prison for disobeying the law; a sentenced prisoner, criminal, or felon

curtains - pieces of material that cover a window or other area to give privacy or block light; things that hide or separate

discuss - to talk about or over; to debate; to examine or consider in speech or writing

exception - a case in which a general rule or principle does not apply; an instance that does not conform to a rule; a thing, situation, or person excluded from a general statement

graduate - to complete academic studies; to finish studies at a school; to earn an academic degree; to receive a certificate or document confirming the completion of a course of studies

ignore - to refuse to notice; to disregard, discount, or overlook; to pay no attention to

morgue - a place where dead bodies are kept before burial or cremation

mute - unable to speak or make sounds perfectly

completely - totally; entirely; utterly

shale - a soft, gray claylike rock that divides easily into layers

warden - an official whose job is to guard, watch, or protect; a guardian, overseer, or caretaker; a person in charge of the inmates at a prison or jail; the chief or head guard of a prison

High Level Questions

Al Capone Does My Shirts



These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. What happened at the climax of AL CAPONE DOES MY SHIRTS?
2. What are some of the examples that the author uses of humor to create a mood in the story?
3. What are the strengths and weaknesses of Mrs. Flannagan as a mother?
4. What is an example of irony in AL CAPONE DOES MY SHIRTS?
5. At the end of the story, Moose found a scrap of paper in the pocket of his clean shirt. The word "Done" was scribbled on the paper and underlined twice. What did this note mean?
6. What can you conclude from Natalie's habit of taking Moose's belongings?
7. What can you predict about Moose's future?
8. How would you feel with Natalie as your sister?
9. What can you infer about Mrs. Kelly and how she worked with Natalie?
10. How would this story be different if Al Capone was not a prisoner on the island?

Using Choice Boards



Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Common Core State Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BSCBR are coded for specific CCSS standards.

Choice Board

Al Capone Does My Shirts



<p>Pretend you are one of the children on Alcatraz Island. Give a speech about what your life is like living there.</p> <p style="text-align: right;">RL 6.1</p>	<p>Create a list of how body language developed the mood of the story when Natalie was stressed and acted out in public.</p> <p style="text-align: right;">RL 6.5</p>	<p>This book is written from Moose's point of view. How does this influence how the story is told? Find evidence to support your answers and put them in a list or paragraph.</p> <p style="text-align: right;">RL 6.6</p>
<p>Image a conversation between Piper and Theresa about Moose. Write the dialogue of that conversation including explicit examples from the text.</p> <p style="text-align: right;">RL 6.1</p>	<p>Act out the role #105 played in the story.</p> <p style="text-align: right;">RL 6.5</p>	<p>Rewrite a scene where Moose is interacting with the Warden from the Warden's point of view.</p> <p style="text-align: right;">RL 6.6</p>
<p>Draw 4 illustrations to go with the novel. Fill out the inference table attached.</p> <p style="text-align: right;">RL 6.1</p>	<p>Draw your own map of Alcatraz. Be sure to include explicit details from the text.</p> <p style="text-align: right;">RL 6.5</p>	<p>Create a Venn diagram comparing and contrasting Natalie's education with Moose's.</p> <p style="text-align: right;">RL 6.6</p>

Inference Table

Al Capone Does My Shirts

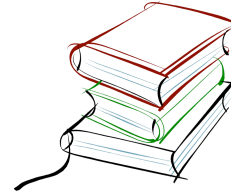


Chapter	Description of illustration	What could someone infer about life during the times of this novel?

Choice Board



Using a RAFT Matrix

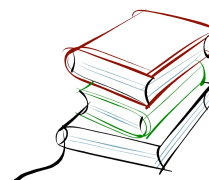


A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BCSR RAFT matrices are scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests.

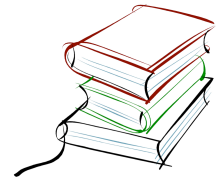
RAFT Matrix



Al Capone Does My Shirts

Role	Audience	Format	Topic
Natalie	Her mother	Diary entry	If you only knew what I was thinking
Piper	To # 105	Secret note	The new family on the island
Moose	To Al Capone	Thank you letter	My sister's first year at Esther P. Marinoff School
Moose's dad	Prospective tutors	Job description	Qualities of a good teacher for my daughter

RAFT Matrix Rubric



STUDENT NAME: _____ NOVEL: _____

Accuracy 5 4 3 2 1
Information is accurate and supported with specific details from the novel.

Comments:

Role 5 4 3 2 1
The writing is credible in the role assigned.

Comments:

Format 5 4 3 2 1
The proper format was used.

Comments:

Conventions 5 4 3 2 1
The writing had no errors in grammar, punctuation, capitalization, or spelling.

Comments:

Creativity 5 4 3 2 1
Writing shows imagination and originality.

Comments:

Assessment Guide
5 = Above and Beyond
4 = Meeting Standard
3 = Working to Standard
2 = Developing
1 = Incomplete

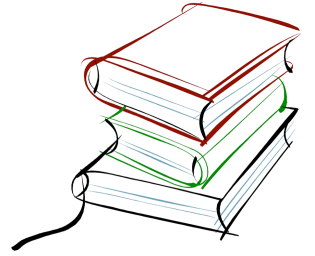
RAFT Matrix



Role	Audience	Format	Topic

Extended Resources

Al Capone Does My Shirts



Kid friendly writing rubrics and checklists address all 10 common core standards Grades 3-6

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

Background on Al Capone

http://encyclopedia.kids.net.au/page/al/Al_Capone

Background on Author

<http://www.post-gazette.com/ae/books/2013/08/20/Children-s-Corner-Al-Capone-series-author-will-always-be-captivated-by-Alcatraz/stories/201308200154>

Background on Alcatraz

<http://www.gennifercholdenko.com/books/alcapone/wfacts.html>
<http://www.alcatrazhistory.com/factsnfig.htm>

Background on Autism

<http://www.autismspeaks.org/family-services/tool-kits/100-day-kit/ten-things-every-child-autism-wishes-you-knew>

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=282&id=2305>

Video

<http://www.history.com/topics/alcatraz>

10 Facts About Alcatraz

On March 21, 1963, Frank C. Weatherman shuffled aboard a boat in San Francisco Bay. The Anchorage, Alaska, native was hardly on a pleasure cruise, however. Bound in handcuffs and leg irons, Convict No. 1576 was serving a 10-year sentence for armed robbery at Alcatraz, but when the maximum-security federal lockup shuttered after nearly 29 years of service, Weatherman became the last inmate to leave “The Rock.” On the 50th anniversary of the closing of America’s most infamous prison, explore 10 surprising facts about Alcatraz.



Tar_Heel_Rob/iStockphoto.com

1. Al Capone played banjo in the inmate band.

The notorious gangster and mob boss was among the first prisoners to occupy the new Alcatraz federal prison in August 1934. Capone had bribed guards to receive preferential treatment while serving his tax-evasion sentence in Atlanta, but that changed after his transfer to the island prison. The conditions broke Capone. “It looks like Alcatraz has got me licked,” he reportedly told his warden. In fact, Convict No. 85 became so cooperative that he was permitted to play banjo in the Alcatraz prison band, the Rock Islanders, which gave regular Sunday concerts for other inmates.



Alcatraz's inmate band in 1955. (National Park Service)

2. There were no confirmed prisoner escapes from Alcatraz.

A total of 36 inmates put the supposedly "escape-proof" Alcatraz to the test. Of those convicts, 23 were captured, six were shot to death and two drowned. The other five went missing and were presumed drowned, including Frank Morris and brothers John and Clarence Anglin, whose 1962 attempted breakout inspired the 1979 film "Escape from Alcatraz." The crafty trio chipped away at the rotting concrete cell walls with sharpened spoons and fashioned decoy heads complete with used locks of hair from the barbershop that they placed in their beds to fool the guards. Their possessions were found floating in San Francisco Bay, but no bodies were ever recovered, leading some to speculate that they may have engineered a successful escape.

3. Alcatraz is named for sea birds.

Before criminals became its denizens, the windswept island was home to large colonies of brown pelicans. When Spanish Lieutenant Juan Manuel de Ayala became the first known European to sail through the Golden Gate in 1775, he christened the rocky outcrop "La Isla de los Alcatrazes," meaning "Island of the Pelicans." The name eventually became Anglicized to "Alcatraz." With the inmates gone, gulls and cormorants are now the most plentiful inhabitants of Alcatraz.

4. In spite of his nickname, the "Birdman of Alcatraz" had no birds in the prison.

While Robert Stroud was serving a manslaughter sentence for killing a bartender in a brawl, he fatally stabbed a guard at Leavenworth Prison in 1916. After President Woodrow Wilson commuted his death sentence to a life of permanent solitary confinement, Stroud began to study ornithological diseases, write and illustrate two books and raise canaries and other birds in his Leavenworth cell. He was ordered to give up his birds in 1931, and he was banned from having any avian cellmates during his 17 years inside Alcatraz, which began in 1942. The 1962 movie "Birdman of Alcatraz," for which Burt Lancaster received an Academy Award nomination just weeks before "The Rock" closed, was largely fictitious.



A typical single-inmate cell. (Library of Congress)

5. After the prison stood dormant for six years, Native American activists occupied Alcatraz.

Following two previous brief occupations, a group of nearly 100 Native American activists, led by Mohawk Richard Oakes, took over the island in November 1969. Citing an 1868 treaty that granted unoccupied federal land to Native Americans, the protestors demanded the deed to Alcatraz in order to establish a university and cultural center. Their proclamation included an offer to purchase the island for “\$24 in glass beads and red cloth”—the same price reportedly paid by Dutch settlers for Manhattan in 1626. Federal marshals removed the last of the protestors in June 1971, but some of their graffiti remains. When the National Park Service recently rebuilt an Alcatraz water tower, it made sure to repaint the red graffiti that read “Peace and Freedom. Welcome. Home of the Free Indian Land.”

6. Military prisoners were Alcatraz’s first inmates.

Once the Gold Rush of the 1840s turned San Francisco into a boomtown, Alcatraz was dedicated to military use. The U.S. Army began incarcerating military prisoners inside the new fortress in the late 1850s. During the Civil War, prisoners included Union deserters and Confederate sympathizers. The cells were also used to imprison Native Americans who had

land disagreements with the federal government, American soldiers who deserted to the Filipino cause during the Spanish-American War and Chinese civilians who resisted the Army during the Boxer Rebellion.

7. Alcatraz was home to the Pacific Coast's first lighthouse.

When a small lighthouse on top of the rocky island was activated in 1854, it became the first of its kind on the West Coast of the United States. The beacon became obsolete in the early 1900s after the U.S. Army constructed a cell house that blocked its view of the Golden Gate. A new, taller lighthouse replaced it in 1909.

8. The country's worst criminals were not automatically shipped to Alcatraz.

The convicts housed in Alcatraz were not necessarily those who had committed the most violent or heinous crimes, but they were the convicts most in need of an attitude adjustment—the most incorrigible and disobedient inmates in the federal penal system. They had bribed guards and attempted escapes, and a trip to Alcatraz was intended to get them to follow the rules so that they could return to other federal facilities.



Inside the prisoner dining room. (Library of Congress)

9. It was possible to swim to shore.

Federal officials may have initially doubted that any escaping inmates could survive the swim to the mainland across the cold, swift waters of San Francisco Bay, but it did happen. In 1962, prisoner John Paul Scott greased himself with lard, squeezed through a window and swam to shore. He was so exhausted upon reaching the foot of the Golden Gate Bridge that police discovered him lying unconscious in hypothermic shock. Today, hundreds complete the 1.5-mile swim annually during the Escape from Alcatraz Triathlon.

10. Inmates requested transfers to Alcatraz.

The prison's one-man-per-cell policy appealed to some inmates because it made them less vulnerable to attack by fellow jailbirds. Alcatraz's first warden, James A. Johnston, knew poor food was often the cause of prison riots, so he prided himself on serving good food, and inmates could return for as many helpings as they wanted. Inmates who behaved had access to privileges including monthly movies and a library with 15,000 books and 75 popular magazine subscriptions.

GRADES 6-11
CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS
(Revised July 29, 2014)*

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p style="text-align: center;">Reading Comprehension of Key Ideas and Details</p>	<p>The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.</p>	<p>The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis, and supporting the analysis with adequate textual evidence.</p>	<p>The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis and supporting the analysis with basic textual evidence.</p>	<p>The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.</p>	<p>The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.</p>
<p style="text-align: center;">Writing Written Expression</p>	<p>The student response</p> <ul style="list-style-type: none"> • addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence; • demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas; • establishes and maintains an effective style, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, by using clear reasoning supported by relevant textual evidence; • demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas; • establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, by using some reasoning and text-based evidence; • demonstrates some coherence, clarity, and/or cohesion, making the writer's progression of ideas usually discernible but not obvious; • has a style that is somewhat effective, generally attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • addresses the prompt and develops the claim or topic and provides minimal development that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; <i>or</i> • is a developed, text-based response with little or no awareness of the prompt; • demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear; • has a style that has limited effectiveness, with limited awareness of the norms of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is undeveloped and/or inappropriate to the task; • lacks coherence, clarity, and cohesion. • has an inappropriate style, with little to no awareness of the norms of the discipline.
<p style="text-align: center;">Writing Knowledge of Language and Conventions</p>		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas; establishes and maintains an effective style, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> is mostly effectively developed with narrative elements and is mostly appropriate to the task; demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas; establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is somewhat appropriate to the task; demonstrates some coherence, clarity, and/or cohesion, making the writer's progression of ideas usually discernible but not obvious; has a style that is somewhat effective, generally attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear; has a style that has limited effectiveness, with limited awareness of the norms of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion; has an inappropriate style, with little to no awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.