

A Closer Look at *Mother to Son*



Information Sheet for Elementary Informational or Explanatory Module

Module title:	A Closer Look at <i>Mother to Son</i>
Module description (overview):	<p>This module has been written with the intent of implementation mid school year. This informational module has been designed with four purposes in mind:</p> <ol style="list-style-type: none"> 1. Deepen the students' ability to analyze meanings of figurative language in poetry. 2. Develop a better understanding of how an author develops a theme through word choice. 3. Allow students to demonstrate their learning through an informational essay. 4. Address ELA grade level specific standards. <p>During this module, students will focus on RI.5.2, determining the theme of a poem using details in the text and how characters respond to challenges and how the narrator reflects upon a topic. It should be noted that prior to this module, students will have had several instructional opportunities to learn about theme. Reference will be made to this prior instruction. In addition, RL.5.4 will be taught by reading informational text about figurative language and actively participating in the close reading of Langston Hughes' poem <i>Mother to Son</i>. In addition to the close reading of the poem, <i>Mother to Son</i>, students should have available a wide variety of poems and poetry anthologies for self-selected reading times. Both standards will be intentionally taught, discussed and practiced in this module. Additional lessons will follow this module to allow students to continue to practice and deepen their understanding of theme and figurative language. A post-assessment will be given after this additional instruction.</p> <p>After note-taking and conversing with peers, students will write an informational essay discussing the author's use of figurative language as it relates to the comprehension of the theme of this poem. The teaching task and rubrics will be reviewed daily to set a context/purpose for the day's instruction. Please Note: The Clusters of Preparing for the Task, Reading Process and Transitioning to Writing will be taught during 5 periods of the Reading Block. The Writing Process Cluster will be taught in 4 periods of the Writing Block.</p>
Template task (include number, type, level):	Elementary Task 9: [Insert optional question] After reading ____ (literary or informational text/s), write a/n ____ (product) in which you discuss how ____ (content) contributes to an understanding of ____ (content). Give ____ (an, several, or #) example/s from ____ (text/s) to support your discussion. (Informational or Explanatory/Discuss)
Teaching task:	RL.5.2 and RL.5.4 --- Elementary Task 9: What is the theme of the poem <i>Mother to Son</i>? After reading <i>Mother to Son</i> write an essay for our class literary magazine in which you discuss how Langston Hughes' use of figurative language contributes to an understanding of the theme of this poem . Give several example/s from the poem to support your discussion. (Informational or Explanatory/Discuss)
Grade(s)/Level:	5
Discipline: (e.g., ELA, science, history, other?)	Language Arts
Author(s)/Contact:	Reach Associates www.reachassoc.net

Section 1: What Task?

TEACHING TASK

Background to share with students:	In this unit of study, you will closely read Langston Hughes' poem, <i>Mother to Son</i> . You will focus on his use of figurative language and analyze how it contributes to your understanding of the poem's theme. You will take notes and have plenty of opportunities to discuss the topic with your classmates. You will demonstrate your understanding in an informational essay in which you discuss Hugh's use of figurative language and how it contributes to your comprehension of the poem's theme.
Teaching task:	RL5.2 and RL5.4 --- Elementary Task 9: What is the theme of the poem <i>Mother to Son</i>? After reading <i>Mother to Son</i> write an essay for our class literary magazine in which you discuss how Langston Hughes' use of figurative language contributes to an understanding of the theme of this poem . Give several example/s from the poem to support your discussion. (Informational or Explanatory/Discuss)
Reading texts:	<ul style="list-style-type: none"> - Metaphors Text - http://library.thinkquest.org/CR0210124/figlandef.html and http://owl.english.purdue.edu/owl/resource/687/05/ (Lexile Level = 990L, 4th-5th grade band, text structure and language demands makes this a less complex text (qualitative feature)) - Langston Hughes' poem <i>Mother to Son</i> (Lexile Level = 790, 4th-5th grade band, figurative language demands increase complexity level)
Extension (optional):	<p>Students could rewrite the poem into a Reader's Theater version to dramatize the theme of the poem. Students would be encouraged to add dialogue between the mother and the son. They could then act out the new version.</p> <p>In addition, more advanced learners could research other poems with similar themes. A comparison/contrast could be made about how the different authors developed the same theme. A focus on author's word choice and the use of figurative language could be addressed.</p>

COMMON CORE STATE STANDARDS

READING STANDARDS FOR INFORMATIONAL OR EXPLANATORY	
"Built In" Reading Standards	"When Appropriate" Reading
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.	3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
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.	6- Assess how point of view or purpose shapes the content and style of a text.
10- Read and comprehend complex literary and informational texts independently and proficiently.	7- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING STANDARDS FOR INFORMATIONAL OR EXPLANATORY	
"Built In" Writing Standards	"When Appropriate" Writing Standards
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.	6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9- Draw evidence from literary or informational texts to support analysis, reflection, and research.	
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.	

LANGUAGE STANDARDS FOR INFORMATIONAL OR EXPLANATORY	
"Built-in" Language Standards	"When Appropriate" Language Standards (applicable in black)
1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	http://www.corestandards.org/ELA-Literacy
NUMBER	CONTENT STANDARDS
TARGETED STANDARDS FOR THIS MODULE	
CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
SUPPORTING (PRACTICED) STANDARDS FOR THIS MODULE	
CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CCSS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
CCSS.ELA-Literacy.W.5.10	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.
CCSS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).
CCSS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

<u>CCSS.ELA-Literacy.L.5.3</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems.
<u>CCSS.ELA-Literacy.L.5.4</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<u>CCSS.ELA-Literacy.SL.5.1</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<u>CCSS.ELA-Literacy.SL.5.4</u>	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

Elementary Teaching Task Rubric (Informational or Explanatory)

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 is off-task.		Addresses prompt, but focus is uneven.		Addresses prompt with an adequately detailed response; stays on task		Addresses key aspects of prompt in a detailed response; stays on task.
Controlling Idea	Lacks a clear controlling idea to inform or explain .		Establishes a controlling idea to inform or explain, though may lack clarity or credibility.		Establishes a credible controlling idea to inform or explain.		Establishes and maintains a substantive and credible controlling idea to inform or explain.
Reading/ Research (when applicable)	Attempts to include reading materials using examples, quotes, or other references.		Presents some information from reading materials but may lack accuracy or relevance.		Accurately presents information from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important information from reading materials to inform or explain.
Development	Attempts to inform or explain but lacks details.		Informs or explains by presenting some details.		Informs or explains using appropriate details.		Informs or explains by providing detailed and relevant information.
Organization	Lacks an opening, development, and/or closure.		Demonstrates an attempt to organize information within a structure to inform or explain.		Organizational structure adequately supports presentation of information.		Organizational structure enhances presentation of information.
Conventions	Lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level.		Demonstrates an uneven command of standard English conventions appropriate to grade level.		Demonstrates a command of standard English conventions, with few errors as appropriate to grade level.		Maintains a well-developed command of standard English conventions, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt.
Content Understanding (When applicable)	Content is irrelevant, inappropriate, or inaccurate.		Shows uneven understanding of disciplinary content.		Presents generally accurate disciplinary content.		Presents accurate and relevant disciplinary content to enhance understanding of topic.

Section 2: What Skills?

SKILL	GRADE 5 DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. Task Analysis	Ability to understand and explain the teaching task and rubric (SL5.1).
SKILLS CLUSTER 2: READING PROCESS	
1. Active Reading, Essential Vocabulary and Note Taking 1	Ability to: <ul style="list-style-type: none"> • read purposefully; accurately quote textual evidence to support explanation of what the text says explicitly as well as inferences drawn from the text (RI5.1); • determine the meaning of grade 5 general and domain-specific words and phrases (RI5.4).
2. Active Reading, Essential Vocabulary and Note Taking 2	Ability to: <ul style="list-style-type: none"> • read purposefully; accurately quote textual evidence to support explanation of what the text says explicitly as well as inferences drawn from the text (RI5.1); • determine the meaning of figurative language used in the poem (RI5.4);
3. Active Reading, Essential Vocabulary and Note Taking 3	Ability to: <ul style="list-style-type: none"> • read purposefully; accurately quote textual evidence to support explanation of what the text says explicitly as well as inferences drawn from the text, as well as an analysis of the theme (RI5.1, RI5.2 and W5.9); • determine the meaning of words and phrases in each stanza, focusing on figurative language used (RI5.4).
SKILLS CLUSTER 3: TRANSITION TO WRITING	
1. Bridging Conversation to Writing	Ability to: <ul style="list-style-type: none"> • determine the theme of a poem by discussing evidence and details from the poem, including how the narrator reflects on prior challenges (RI5.2); • create text-based notes (RI5.1); • use notes to engage in a range of collaborative conversations to: interpret the poem, sequence ideas logically using relevant and descriptive details to support line of thought; use appropriate eye contact, speak clearly at an understandable pace (SL5.1, SL5.4).
SKILLS CLUSTER 4: WRITING PROCESS	
1. Establishing Focus	Ability to write a focus/thesis statement (W5.2).
2. Planning	Ability to develop a line of thought and text structure in which ideas are grouped logically and appropriate to task, audience and purpose and relevant to completing informational/explanatory writing (W5.4).
3. Development 1	Ability to: <ul style="list-style-type: none"> • write an initial draft of an opening paragraph that introduces the topic and provides a focus (W5.2); • link ideas within and across categories of information using words, phrases, and clauses (W5.2); • use precise language and domain-specific vocabulary (W5.2).
4. Development 2	Ability to: <ul style="list-style-type: none"> • construct an initial draft of the body paragraphs which develops the topic with relevant facts, definitions, concrete details, quotations and examples from print (W5.2, W5.8); • link ideas within and across categories of information using words, phrases, and clauses (W5.2); • use precise language and domain-specific vocabulary (W5.2).

5. Development 3	<p>Ability to:</p> <ul style="list-style-type: none"> link ideas within and across categories of information using words, phrases, and clauses (W5.2); use precise language and domain-specific vocabulary (W5.2); construct an initial draft of a concluding statement or section related to the information presented (W5.2).
6. Revision	<p>Ability to:</p> <ul style="list-style-type: none"> develop a clear and coherent line of thought which responds to the prompt and maintains focus on developing all aspects of the task steadily throughout the piece (W5.4); use words, sentence patterns and knowledge of language to refine and strengthen the development of informational/explanatory writing (W5.2, W5.5, W5.10).
7. Editing	<p>Ability to demonstrate command of conventions of standard English grammar and usage; capitalization, punctuation and spelling when writing and speaking (L5.1, L5.2).</p>

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	MINI-TASK		INSTRUCTIONAL STRATEGIES
		PRODUCT AND PROMPT	SCORING (PRODUCT “MEETS EXPECTATIONS” IF IT...)	
SKILLS CLUSTER 1: PREPARING FOR THE TASK				
Day 1 1 period	<u>Task Analysis</u> Ability to understand and explain the teaching task and rubric (SL5.1).	<u>Product:</u> Task Rewrite/Class conversation <u>Prompt:</u> In your own words, write a brief explanation of what each section of the teaching task is asking you to do. I will..... <u>Product 2:</u> Rubric Deconstruction conversation <u>Prompt 2:</u> Participate in a class discussion to review the expectations of the informational rubric. Student Supports: <i>Task Re-Write and Rubric Translation</i>	No Scoring	<ul style="list-style-type: none">• Have students work individually or in pairs to deconstruct the teaching task. Conduct a whole group conversation to identify expectations and requirements of the teaching task.• Divide class into 7 groups. Assign each group level 4 of one scoring element of the LDC rubric. Have students work in small groups to deconstruct their assigned element of the rubric within the context of the teaching task. (Teacher may need to provide additional scaffolds to small groups during this project.) Have each group create a poster of their scoring element. Conduct a Gallery Walk. Have students take notes. <p>Possible Accommodations –</p> <ul style="list-style-type: none">• Arrange groups to provide ideal peer-support for students.• Teacher works with individuals or small groups of learners to provide additional guidance and scaffolds as needed.• Provide sentence stems.

SKILLS CLUSTER 2: READING PROCESS

<p>Day 2 ¼ period</p>	<p><u>Active Reading, Essential Vocabulary and Note Taking 1</u> Ability to:</p> <ul style="list-style-type: none"> • read purposefully; accurately quote textual evidence to support explanation of what the text says explicitly as well as inferences drawn from the text (RI5.1); • determine the meaning of grade 5 general and domain-specific words and phrases (RI5.4).; 	<p><u>Product:</u> Class discussion</p> <p><u>Prompt:</u> Discuss the definition of a metaphor and explain why an author might choose to use a metaphor in his/her writing.</p> <p>Informational Text: <i>Metaphors/Figurative Language</i></p>	<p>Meets:</p> <ul style="list-style-type: none"> • Actively participates in partner, small group and whole group conversations: <ul style="list-style-type: none"> ○ Follows agreed upon rules for discussions ○ Contributes to the conversations, elaborating on the remarks of others • Uses textual evidence in their comments • Demonstrates an understanding of the Tier 2 and 3 Vocabulary Words that are identified in the passage by actively utilizing them in conversation 	<p><i>Please Note: The purpose of this reading is to help students in understanding that authors/poets often use metaphors in their writing to help engage the reader. The goal is not for students to be able to categorize words/phrases as metaphors, similes, alliterations, etc.</i></p> <ul style="list-style-type: none"> • Call students’ attention to the title, subtitles and bulleted subtitles. • Have students preview the text independently, noting vocabulary and questions. • Allow students to turn and talk about their initial noticings of the text. Have students share out to the whole group. • As a class, discuss vocabulary students identify. If not indicated, be sure the following words are discussed: <ul style="list-style-type: none"> ○ Tier 2 Words: comparison, ordinary, interpretation, ambition ○ Tier 3 Words: metaphor, Hiroshima • Remind students to note bold text, as an indicator of important information. Model reading the section “Definition”, thinking aloud as you read. Allow time for partners to discuss the meaning of the word “metaphor”, using textual evidence to support the discussion. • Remind students that often an author of informational text will use subtitles and bullets to help the reader organize and process new information. Chorally read the section “Why Do Authors Use Metaphors in their Writing?” Allow time for partners to discuss authors’ reasons for including metaphors in their writing. Remind students to support their conversation with textual evidence. • Allow small groups to discuss/brainstorm metaphors. Permit a short time for students to share out.
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<p>Day 2 ¾ period</p>	<p><u>Active Reading, Essential Vocabulary and Note Taking 2</u> Ability to:</p> <ul style="list-style-type: none"> • read purposefully; accurately quote textual evidence to support explanation of what the text says explicitly as well as inferences drawn from the text (RL5.1); • determine the meaning of figurative language used in the poem (RL5.4). 	<p><u>Product 1:</u> Classroom conversations</p> <p><u>Prompt 1:</u> Read the text closely, identifying explicit and inferential evidence.</p> <p><u>Product 2:</u> Recording sheet, Part A.</p> <p><u>Prompt 2:</u> Respond to each text-dependent question, citing textual evidence.</p> <p>Text: <i>Poem</i></p> <p>Teacher Support: <i>Close Reading Lesson Description</i></p> <p>Student Support: <i>Recording Sheet Part A</i></p>	<ul style="list-style-type: none"> • Actively participates in partner, small group and whole group conversations: <ul style="list-style-type: none"> ○ Follows agreed upon rules for discussions ○ Contributes to the conversations, elaborating on the remarks of others • Demonstrates active reading behaviors (such as: annotating key points on the text, circling unknown words/phrases, etc.) • Uses textual evidence in their written and oral responses • Demonstrates an understanding of the figurative language in the passage by correctly responding to text-dependent questions 	<ul style="list-style-type: none"> • Remind students that there are times when a text deserves to be read several times in order to deeply understand and appreciate its meaning. Tell students that this poem is one of those types of texts. State that they will be engaging in a close reading of the poem, rereading several times over a couple of days. • Initial Reading: <ul style="list-style-type: none"> ○ Have students read the poem independently, circling any words/phrases that they do not completely comprehend. ○ Allow partners time to share their initial thoughts about the overall meaning of the poem and any words/phrases they did not understand. ○ Possible Accommodations: Prior to the independent reading, allow striving readers the opportunity to hear the poem read aloud in its entirety. This could be done by the teacher or via audio recording prior to the lesson. • Second Reading: <ul style="list-style-type: none"> ○ Read the entire poem aloud for fluency. Remind students to pay close attention to the words/phrases they circled on initial reading. ○ Allow partners to again discuss their interpretation of the overall meaning of the poem. Permit a few students to share out. ○ Possible Accommodations: Carefully pair students to encourage optimal engagement and comprehension. <p><i>(Continued on next page)</i></p>
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Day 2 continued	(see previous page)	(see previous page)	(see previous page)	<ul style="list-style-type: none"> • Third Reading: <ul style="list-style-type: none"> ○ Have partners read stanza 1 and discuss text-dependent questions #1-4 on the recording sheet. Remind students to return to the text for evidence for their responses. Remind students to think of the meanings of the words/phrases both literally and figuratively. ○ Have a whole class discussion about student responses to the text-dependent questions #1-4. ○ Repeat the same procedure for text dependent questions #5-7, referencing stanza 2. ○ Repeat the same procedure for text dependent questions #8-10, referring back to stanza 3. ○ Possible accommodations for struggling students: Read each text-dependent to the student, making sure they understand the question. Check in with partners after each question. Provide small group guidance. ○ Possible accommodations for advanced students: Work independently on questions and then discuss after completion of all questions.
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<p>Day 3</p>	<p><u>Active Reading, Essential Vocabulary and Note Taking 3</u> Ability to:</p> <ul style="list-style-type: none"> • read purposefully; accurately quote textual evidence to support explanation of what the text says explicitly as well as inferences drawn from the text, as well as an analysis of the theme (RL5.1, RL5.2 and W5.9); • determine the meaning of words and phrases in each stanza, focusing on figurative language used (RL5.4). 	<p><u>Product:</u> Recording sheet, Part B.</p> <p><u>Prompt:</u> Paraphrase each stanza in the poem, demonstrating a clear understanding of the meaning of the figurative language the poet used.</p> <p><u>Text:</u> <i>Poem</i></p> <p><u>Teacher Support:</u> <i>Close Reading Lesson Description</i></p> <p><u>Student Support:</u> <i>Recording Sheet Part B</i></p>	<ul style="list-style-type: none"> • Actively participates in partner, small group and/or whole group conversations: <ul style="list-style-type: none"> ○ Follows agreed upon rules for discussions ○ Contributes to the conversations, elaborating on the remarks of others • Demonstrates active reading behaviors (such as: annotating key points on the text, circling unknown words/phrases, etc.) • Uses textual evidence in their written and oral responses • Demonstrates an understanding of the figurative language in the passage by appropriately paraphrasing each stanza in the poem 	<ul style="list-style-type: none"> • Chorally read the poem as a class. • Have partners discuss overall meaning of the poem. • Discuss the importance of paraphrasing and model the first two lines. • Guide students in paraphrasing the remainder of the first stanza. Students should record their paraphrased version on the recording sheet in Part B. • Allow students a choice of working independently or in pairs to paraphrase stanza 2 of the poem. • Have a whole class discussion about stanza 2. • Repeat with stanzas 3.
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SKILLS CLUSTER 3: TRANSITION TO WRITING

<p>Day 4</p>	<p><u>Bridging Conversation to Writing</u> Ability to:</p> <ul style="list-style-type: none"> determine the theme of a poem by discussing evidence and details from the poem, including how the narrator reflects on prior challenges (RL5.2); create text-based notes (RL5.1); use notes to engage in a range of collaborative conversations to: interpret the poem, sequence ideas logically using relevant and descriptive details to support line of thought; use appropriate eye contact, speak clearly at an understandable pace (SL5.1, SL5.4). 	<p><u>Product:</u> Partner Discussion and Socratic Seminar</p> <p><u>Prompt:</u> Participate in a discussion-based activity to review the text and poem and address the theme of the poem and how Langston Hughes developed that theme.</p> <p><u>Text:</u> <i>Poem</i></p> <p><u>Teacher Support:</u> <i>Close Reading Lesson Description</i> <i>Socratic Seminar Overview</i></p> <p><u>Student Support:</u> <i>Recording Sheet Part C</i> <i>THE Message Poster/Handout</i></p>	<ul style="list-style-type: none"> Actively participates in partner, small group and/or whole group conversations: <ul style="list-style-type: none"> Follows agreed upon rules for discussions Contributes to the conversations, elaborating on the remarks of others Use textual evidence in the conversation Use notes, peer suggestions and self-reflection to engage fully in the conversation 	<ul style="list-style-type: none"> Chorally read Part C of the recording sheet. Teach/remind students: <ul style="list-style-type: none"> Remind students to revisit 'THE Message poster' from prior instruction on identifying the theme. Theme is the message of the piece Theme is not the main idea of the piece Theme is like the 'bumper sticker' motto of the piece Have students work in partners to create notes for the Socratic Seminar. Students should jot text-based notes, discuss the mother's reaction to the hardships she has endured, and identify the message the mother was offering her son. (Refer to THE Message poster/handout.) Assign roles for the initial segment of the Socratic Seminar - Fish Bowl variation: <ul style="list-style-type: none"> Participants and Coaches Evidence Counter and/or Comment Counter Transition Counter/Keeper Big Board Note-Taker Once students are seated in the inner/outer circles, have each student set an individual goal for the Socratic Seminar. Pose the following questions, <u>as needed</u>, one at a time to initiate/continue conversation: <ul style="list-style-type: none"> How would you summarize this poem? What was the mother's reaction to the hardships she endured? What text-based evidence do you have? What is the message/theme the mother was offering her son? What line/phrase helped you best understand the mother's message to her son? What is the meaning of that phrase? How did Langston Hughes' use of figurative language contribute to developing the theme of this poem? Allow participants and coaches to meet for feedback and strategizing after about 4-5 minutes. Inner circle returns to the conversation for about 3 minutes. Switch roles and repeat. Have students self-reflect on goal.
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SKILLS CLUSTER 4: WRITING PROCESS				
Day 5 ½ period	<u>Establishing Focus</u> Ability to write a focus/thesis statement (W5.2).	<p><u>Product:</u> Thesis statement</p> <p><u>Prompt:</u> Write a statement of your thesis that both addresses the teaching task prompt and includes the “map,” or sequential list, of key evidence points with which you will support the thesis.</p> <p><i>Student Support:</i> <i>Outline</i></p>	<ul style="list-style-type: none"> • Addresses the teaching task prompt • Is not too broad to support using the texts • Includes the map or plan of evidence • Is legible 	<ul style="list-style-type: none"> • Use several examples of strong thesis statements as models. Have students discuss previously taught characteristics that make these effective. • Have students compose their thesis statements on a white board. • Allow students to work in pairs or triads to provide peer feedback. • Have students share out their thesis statements. • Have students write their thesis statements on the outline. • Possible Accommodations for Struggling Students: <ul style="list-style-type: none"> ○ Provide additional examples. ○ Provide sentence stems. ○ Provide small group support.

<p>Day 5 ½ period</p>	<p><u>Planning</u> Ability to develop a line of thought and text structure in which ideas are grouped logically and appropriate to task, audience and purpose and relevant to completing informational/explanatory writing (W5.4).</p>	<p><u>Product:</u> Outline <u>Prompt:</u> Use the provided outline to plan your essay response to the teaching task.</p> <p>Student Support: <i>Outline</i></p>	<ul style="list-style-type: none"> • Participates in partner and group discussions <p>On the outline:</p> <ul style="list-style-type: none"> • Includes well written thesis statement • Includes engaging hook • Includes background information in the opening paragraph • In the opening of the body paragraph, includes at least one sentence identifying the theme of the poem • Identifies and explains at least 3 phrases of figurative language that the author used to develop the theme • Includes an effective closing sentence for the body paragraph(s) • Includes an effective summary sentence in the concluding paragraph • Is legible 	<ul style="list-style-type: none"> • Have students reread their thesis statements. • Model and/or provide guided practice brainstorming a title for the essay. Have students turn and talk to brainstorm a title for the essay. Have students create/choose a title for the essay and write it on the outline. • Model and/or provide guided practice brainstorming an idea for a hook for the opening paragraph. Remind students that an effective hook might be a question, an action, an interesting fact, or a thought-provoking quote. Have students discuss in partners and then each choose a hook and write it on the outline. • Model and/or provide guided practice brainstorming background information that might be included in the opening paragraph. Allow students time to discuss and write a sentence or two to include in the opening paragraph. • Have partners discuss the theme of the poem. Have students write an opening sentence for the body paragraph which states the theme of the poem. • Have partners discuss figurative language from the poem that helps develop the theme. Have each student choose and write three examples/pieces of evidence and the meanings of each on the outline. • Model and/or provide guided practice brainstorming a concluding sentence for the body paragraph. Have partners discuss. Allow time for each student to write a concluding sentence for the body paragraph. • Model and/or provide guided practice brainstorming summary sentence(s) for the concluding paragraph. Model using a direct quote, referring back to the hook or leaving the reader with a thought-provoking question/statement to provide closure. Allow students time to discuss and write summary sentence(s). <p><i>(Continued on next page)</i></p>
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Day 5 <i>½ period continued</i>	(see previous page)	(see previous page)	(see previous page)	<ul style="list-style-type: none"> • Possible accommodations for striving students: <ul style="list-style-type: none"> ○ Provide sentence stems for each paragraph. ○ Conference with individual students as needed. • Possible accommodations for advanced learners: <ul style="list-style-type: none"> ○ Some students may choose to elaborate in multiple body paragraphs.
Days 6-7 <i>2/3 period</i>	<p><u>Development 1</u> Ability to:</p> <ul style="list-style-type: none"> • write an initial draft of an opening paragraph that introduces the topic and provides a focus (W5.2); • link ideas within and across categories of information using words, phrases, and clauses (W5.2); • use precise language and domain-specific vocabulary (W5.2). 	<p><u>Product:</u> Opening Paragraph Draft</p> <p><u>Prompt:</u></p> <p>Review the task and your thesis statement. Use your outline to write an opening paragraph that includes:</p> <ul style="list-style-type: none"> ○ a hook/lead, ○ background information, ○ and thesis statement, including the main points for your body paragraph(s) logically organized. 	<ul style="list-style-type: none"> • Writes an opening paragraph • Includes a hook/lead • Includes background information • Includes a thesis statement • Is cohesive • Includes appropriate transitions • Uses precise language • Includes main points to be addressed in the body • Writes in readable prose 	<ul style="list-style-type: none"> • Use an example of a well-written opening paragraph to identify and explain the key features. • Identify transitional words used in the exemplar piece. • Have students reread the teaching task. • Have students reread their thesis statements. • Have students review their outline, focusing on the opening paragraph. • Have students use their outline to write the opening paragraph. • Possible accommodations for striving learners: <ul style="list-style-type: none"> ○ Work with individuals and/or small groups to differentiate instruction and supports. ○ Provide sentence stems and/or an opening paragraph template. • Possible accommodations for advanced learners: <ul style="list-style-type: none"> ○ Provide additional instruction on writing a complete thesis statement which would set up a multi-body paragraph response.

<p><i>Days 6-7</i> <i>2/3</i> <i>period</i></p>	<p><u>Development 2</u> Ability to:</p> <ul style="list-style-type: none"> • construct an initial draft of the body paragraphs which develops the topic with relevant facts, definitions, concrete details, quotations and examples from print (W5.2, W5.8); • link ideas within and across categories of information using words, phrases, and clauses (W5.2); • use precise language and domain-specific vocabulary (W5.2). 	<p><u>Product:</u> Initial Draft of Body Paragraph(s)</p> <p><u>Prompt:</u></p> <p>Write an initial draft of the body paragraph(s) to include:</p> <ul style="list-style-type: none"> ○ a topic sentence, ○ transitional/linking words, ○ supporting text-based evidence and examples (of how the author used figurative language to develop the theme) ○ details/explanation (meaning of figurative language) ○ and closing/closure statement(s) 	<ul style="list-style-type: none"> • Writes an initial draft of the body paragraph(s) • Includes a topic sentence and transitional/linking words • Includes supporting text-based evidence and examples, details/explanation, and closing/closure • Is cohesive • Uses precise language • Writes in readable prose 	<ul style="list-style-type: none"> • Use an example of a well-written body paragraph to identify and explain the key features. • Identify transitional words and phrases in example paragraph. • Have students use their outline to write the body (development) paragraph(s). • Possible accommodations for striving learners: <ul style="list-style-type: none"> ○ Work with individuals and/or small groups to differentiate instruction and supports. ○ Provide sentence stems and/or a body paragraph template. • Possible accommodations for advanced learners: <ul style="list-style-type: none"> ○ Provide additional instruction on writing a multi-body paragraph response.
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<p>Days 6-7 2/3 period</p>	<p><u>Development 3</u> Ability to:</p> <ul style="list-style-type: none"> link ideas within and across categories of information using words, phrases, and clauses (W5.2); use precise language and domain-specific vocabulary (W5.2); construct an initial draft of a concluding statement or section related to the information presented (W5.2). 	<p><u>Product:</u> Closing Paragraph</p> <p><u>Prompt:</u></p> <p>Write an initial draft of the closing paragraph that aligns/matches the opening paragraph (introduction) and brings closure to the essay.</p>	<ul style="list-style-type: none"> Writes an initial draft of the closing paragraph that aligns/matches the opening paragraph (introduction) Brings closure to the analysis argumentative writing task by including a direct quote, referring back to the hook or leaving the reader with a thought-provoking question/statement to provide closure Writing does not “trail off” Ties the piece together Is legible 	<ul style="list-style-type: none"> Use an example of a well-written closing paragraph to identify and explain the key features. Explain how the opening and closing paragraphs act as bookends of the writing product. Identify transitional words and phrases and domain specific words in example paragraph. Model brainstorming summary sentence(s) for the concluding paragraph. Model using a direct quote, referring back to the hook or leaving the reader with a thought-provoking question/statement to provide closure. Allow students time to discuss and write summary sentence(s). Have students use their outline to write the closing paragraph(s). Possible accommodations for striving learners: <ul style="list-style-type: none"> Work with individuals and/or small groups to differentiate instruction and supports. Provide sentence stems and/or an opening paragraph template. Possible accommodations for advanced learners: <ul style="list-style-type: none"> Provide additional instruction on alternate techniques for a closing paragraph.
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<p><i>Day 8</i> <i>½ period</i></p>	<p><u>Revision</u> Ability to:</p> <ul style="list-style-type: none"> develop a clear and coherent line of thought which responds to the prompt and maintains focus on developing all aspects of the task steadily throughout the piece (W5.4); use words, sentence patterns and knowledge of language to refine and strengthen the development of informational/explanatory writing (W5.2, W5.5, W5.10). 	<p><u>Products:</u></p> <ul style="list-style-type: none"> Peer Review Checklist Revised Piece <p><u>Prompt:</u></p> <ul style="list-style-type: none"> Complete the Peer Review Checklist for your partner. Use feedback from your partner to revise your work by neatly and clearly making minimal changes on your draft, OR if significant changes need to be made, write a new draft that incorporates the changes and turn it in with the first draft. <p><i>Student Support:</i> <i>Peer Review - Revisions</i></p>	<ul style="list-style-type: none"> Completes Peer Review for partner Demonstrates use of revision strategies for clarity, logic and cohesion of claim and line of thought, appropriate to audience and purpose Completes draft(s) Writes in readable prose 	<ul style="list-style-type: none"> Model using the Peer Review Checklist. Have partners use Peer Review Checklist to provide feedback to one another. Have students use the feedback to revise their essays. Possible Accommodations: <ul style="list-style-type: none"> Teacher confers with individuals or small groups to provide scaffolds. Provide students with feedback on the specific components of the written piece (i.e. the claim statement, opening, body, closing paragraphs).
<p><i>Day 8</i> <i>½ period</i></p>	<p><u>Editing</u> Ability to demonstrate command of conventions of standard English grammar and usage; capitalization, punctuation and spelling when writing and speaking (L5.1, L5.2).</p>	<p><u>Product:</u> Final Draft</p> <p><u>Prompt:</u></p> <p>Proofread, apply editing strategies to finalize draft for readership and apply finishing touches (i.e. visuals, neatness, formatting)</p>	<ul style="list-style-type: none"> Demonstrates the use of strategies that enhance the readability and appearance of the work for presentation 	<ul style="list-style-type: none"> Review editing strategies to check for language usage, grammatical errors, spelling errors, capitalization conventions, and punctuation conventions. Review finalizing strategies for using visuals to enhance presentation, neatness to enhance presentation, and formatting to enhance presentation. Students work in pairs or triads to do a final peer edit. Possible Accommodations: Teacher confers with individuals or small groups to provide scaffolds.

MATERIALS, REFERENCES, AND SUPPORTS – **PLEASE SEE ATTACHED APPENDIX**

SUPPORTS FOR TEACHERS	TEXTS FOR STUDENTS	SUPPORTS FOR STUDENTS
<ul style="list-style-type: none"> Socratic Seminars Overview 	<ul style="list-style-type: none"> Metaphors Text - http://library.thinkquest.org/CR0210124/figlandef.html and http://owl.english.purdue.edu/owl/resource/687/05/ Langston Hughes’ poem <i>Mother to Son</i> 	<ul style="list-style-type: none"> Teaching Task Re-write Rubric Translation Recording Form for close reading lesson <i>Mother to Son</i> THE Message handout/poster Peer Review – Revision Checklist

Section 4: What Results?

STUDENT WORK SAMPLES

[Include at least two samples of student work at each scoring level.]

OPTIONAL: CLASSROOM ASSESSMENT TASK (OPTIONAL: MAY BE USED AS PRE-TEST OR POST-TEST)

Background to share with students (optional):	
Classroom assessment task	
Reading texts:	

INFORMATIONAL OR EXPLANATORY CLASSROOM ASSESSMENT RUBRIC

LDC Informational/Explanatory Classroom Assessment 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..
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.
Organization	Applies a generally effective multi-paragraph 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.
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.
Organization	Applies an ineffective structure or doesn't use paragraphs; 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.

Teacher Work Section

Here are added thoughts about teaching this module.

Appendix

The attached materials support teaching this module.

Please see attached Appendix