

Overview

Overview | A Closer Look at Mother to Son



A Closer Look at Mother to Son

by Jody Pittock, Cathy Feldman, and Lee Kappes

This module has been written with the intent of implementation mid school year.

This informational module has been designed with four purposes in mind:

- 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.*

During this module, students will focus on RL5.2, determining the theme of a poem using details in the text including 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, RL5.4 will be taught by reading informational text about figurative language and actively participating in the close reading of Langston Hughes' poem Mother to Son, focusing on the use of figurative language in this poem. 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.

During this module, students should have available a wide variety of poems and poetry anthologies for self-selected reading times.

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. Scoring suggestions are offered in Section 3 of this plan and could easily be translated into rubrics for formative assessment and/or grading purposes.

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.

Grades: 5

Discipline: ELA

Teaching Task: Elementary Task 9 (Informational or Explanatory and Discuss)

Course: Reading

Author Information:

Jody Pittock (Remote Coach)

Cathy Feldman (Remote Coach)

Lee Kappes (LDC)

Section 1: What Task?

TEACHING TASK

Elementary Task 9 — [3 Levels]

Informational & Discuss

L1: What is the theme of the poem Mother to Son? After reading Mother to Son and an informational text on figurative language , write an essay for our class literary magazine in which you discuss how Langston Hughes' use of figurative language contributes to an understanding

STUDENT BACKGROUND

In this unit of study, you will closely read Langston Hughes' poem, Mother to Son. 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.

EXTENSION

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. 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.

Rubric

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but 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	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	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.

STANDARDS

Common Core Anchor Standards — Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

R.CCR.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.

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

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

Common Core Anchor Standards — Writing

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

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

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

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

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Anchor Standards — Language

L.CCR.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.CCR.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.

L.CCR.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.

Common Core Anchor Standards — Speaking and Listening

SL.CCR.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.CCR.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Custom Standards

TARGETED STANDARD - 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.

TARGETED STANDARD - 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.

Section 2: What Skills?

Selected Skills

Preparing for the Task

TASK ANALYSIS: Ability to understand and explain the teaching task and rubric (SL5.1).

Reading Process

ACTIVE READING, ESSENTIAL VOCABULARY AND NOTE TAKING 1: Ability to: • 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).

ACTIVE READING, ESSENTIAL VOCABULARY AND NOTE TAKING 2 : Ability to: • 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).

ACTIVE READING, ESSENTIAL VOCABULARY AND NOTE TAKING 3: Ability to: • 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).

Transition to Writing

BRIDGING CONVERSATION TO WRITING: Ability to: • 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).

Writing Process

ESTABLISHING FOCUS: Ability to write a focus/thesis statement (W5.2).

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).

DEVELOPMENT 1: Ability to: • 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).

DEVELOPMENT 2: Ability to: • 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).

DEVELOPMENT 3: Ability to: • 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)

REVISION: Ability to: • 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).

EDITING: Ability to demonstrate command of conventions of standard English grammar and usage; capitalization, punctuation and spelling when writing and speaking (L5.1, L5.2).

Section 3: What Instruction?

MiniTasks

Preparing for the Task

TASK ANALYSIS: Ability to understand and explain the teaching task and rubric (SL5.1).

SHORT CONSTRUCTED RESPONSE

Day 1 - 1 period

Product 1: Task Rewrite/Class conversation

Prompt 1: In your own words, write a brief explanation of what each section of the teaching task is asking you to do. I will.....

Product 2: Rubric Deconstruction conversation

Prompt 2: Participate in a class discussion to review the expectations of the informational rubric

Scoring Guide (Work Meets Expectations If):

No Scoring

Instructional Strategies:

- 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.

Notes:

Student Supports:

Task Re-Write and Rubric Translation

Accommodations and Interventions:

Possible Accommodations –

- 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.

Reading Process

ACTIVE READING, ESSENTIAL VOCABULARY AND NOTE TAKING 1: Ability to: • read

purposefully; accurately quote textual evidence to support explanation of what the text says explicitly as well as inferences drawn from the text (RI.5.1); • determine the meaning of grade 5 general and domain-specific words and phrases (RI.5.4).

NOTES**Day 2 - 1/4 period**

Product: Class discussion

Prompt: Discuss the definition of a metaphor and explain why an author might choose to use a metaphor in his/her writing.

Scoring Guide (Work Meets Expectations If):

- Actively participates in partner, small group and whole group conversations:
 - o Follows agreed upon rules for discussions
 - o 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
-

Instructional Strategies:

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.

- 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:
 - o Tier 2 Words: comparison, ordinary, interpretation, ambition
 - o 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.
-

Notes:

Informational Text: Metaphors/Figurative Language

ACTIVE READING, ESSENTIAL VOCABULARY AND NOTE TAKING 2 : Ability to: • 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).

SHORT CONSTRUCTED RESPONSE

Day 2 - 3/4 period

Product 1: Classroom conversations

Prompt 1: Read the text closely, identifying explicit and inferential evidence.

Product 2: Recording sheet, Part A.

Prompt 2: Respond to each text-dependent question, citing textual evidence.

Scoring Guide (Work Meets Expectations If):

- Actively participates in partner, small group and whole group conversations:
 - o Follows agreed upon rules for discussions
 - o 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
-

Instructional Strategies:

- 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:
 - o Have students read the poem independently, circling any words/phrases that they do not completely comprehend.
 - o Allow partners time to share their initial thoughts about the overall meaning of the poem and any words/phrases they did not understand.
 - o 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:
 - o Read the entire poem aloud for fluency. Remind students to pay close attention to the words/phrases they circled on initial reading.
 - o Allow partners to again discuss their interpretation of the overall meaning of the poem. Permit a few students to share out.
 - o Possible Accommodations: Carefully pair students to encourage optimal engagement and comprehension.

• Third Reading:

- o 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.
- o Have a whole class discussion about student responses to the text-dependent questions #1-4.
- o Repeat the same procedure for text dependent questions #5-7, referencing stanza 2.
- o Repeat the same procedure for text dependent questions #8-10, referring back to stanza 3.
- o 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.
- o Possible accommodations for advanced students: Work independently on questions and then discuss after completion of all questions.

Notes:

Text:

Poem

Teacher Support:

Close Reading Lesson Description

Student Support:

Recording Sheet Part A

Accommodations and Interventions:

First Reading 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 Possible Accommodations: Carefully pair students to encourage optimal engagement and comprehension.

Third Reading 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.

Third Reading Possible accommodations for advanced students: Work independently on questions and then discuss after completion of all questions.

ACTIVE READING, ESSENTIAL VOCABULARY AND NOTE TAKING 3: Ability to: • 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).

Product: Recording sheet, Part B.

Prompt: Paraphrase each stanza in the poem, demonstrating a clear understanding of the meaning of the figurative language the poet used.

Scoring Guide (Work Meets Expectations If):

- Actively participates in partner, small group and/or whole group conversations:
 - o Follows agreed upon rules for discussions
 - o 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
-

Instructional Strategies:

- 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 stanza 3.
-

Notes:

Text:

Poem

Teacher Support:

Close Reading Lesson Description

Student Support:

Recording Sheet Part B

Transition to Writing

BRIDGING CONVERSATION TO WRITING: Ability to: • 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).

Product: Partner Discussion and Socratic Seminar

Prompt: 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.

Scoring Guide (Work Meets Expectations If):

- Actively participates in partner, small group and/or whole group conversations:
 - o Follows agreed upon rules for discussions
 - o 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
-

Instructional Strategies:

- Chorally read Part C of the recording sheet.
- Teach/remind students:
 - o Remind students to revisit 'THE MESSAGE poster' from prior instruction on identifying the theme.
 - o Theme is the message of the piece
 - o Theme is not the main idea of the piece
 - o 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:
 - o Participants and Coaches
 - o Evidence Counter and/or Comment Counter
 - o Transition Counter/Keeper
 - o 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, as needed, one at a time to initiate/continue conversation:
 - o How would you summarize this poem?
 - o What was the mother's reaction to the hardships she endured? What text-based evidence do you have?
 - o What is the message/theme the mother was offering her son?
 - o What line/phrase helped you best understand the mother's message to her son? What is the meaning of that phrase?
 - o 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.
-

Notes:

Text:

Poem

Teacher Support:

Close Reading Lesson Description

Socratic Seminar Overview

Student Support:

Recording Sheet Part C

THE MESSagE Poster/Handout

Writing Process

ESTABLISHING FOCUS: Ability to write a focus/thesis statement (W5.2).

SHORT CONSTRUCTED RESPONSE

Day 5 - 1/2 period

Product: Thesis statement

Prompt: 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.

Scoring Guide (Work Meets Expectations If):

- Addresses the teaching task prompt
 - Is not too broad to support using the texts
 - Includes the map or plan of evidence
 - Is legible
-

Instructional Strategies:

- 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.
-

Notes:

Student Support:

Outline

Accommodations and Interventions:

- Possible Accommodations for Struggling Students:
 - o Provide additional examples.
 - o Provide sentence stems.
 - o Provide small group support.
-

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).

OUTLINE

Day 5 - 1/2 period

Product: Outline

Prompt: Use the provided outline to plan your essay response to the teaching task.

Scoring Guide (Work Meets Expectations If):

- Participates in partner and group discussions

On the outline:

- 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
-

Instructional Strategies:

- 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).

Notes:

Student Support:

Outline

Accommodations and Interventions:

- Possible accommodations for striving students:
 - o Provide sentence stems for each paragraph.
 - o Conference with individual students as needed.
 - Possible accommodations for advanced learners:
 - o Some students may choose to elaborate in multiple body paragraphs.
-

DEVELOPMENT 1: Ability to: • 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).

LONG CONSTRUCTED RESPONSE

Day 6 --- 2/3 period

Product: Opening Paragraph Draft

Prompt: Review the task and your thesis statement. Use your outline to write an opening paragraph that includes:

- o a hook/lead,
 - o background information,
 - o and thesis statement, including the main points for your body paragraph(s) logically organized.
-

Scoring Guide (Work Meets Expectations If):

- 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
-

Instructional Strategies:

- 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.
-

Notes:

Accommodations and Interventions:

- Possible accommodations for striving learners:
 - o Work with individuals and/or small groups to differentiate instruction and supports.
 - o Provide sentence stems and/or an opening paragraph template.
 - Possible accommodations for advanced learners:
 - o Provide additional instruction on writing a complete thesis statement which would set up a multi-body paragraph response.
-

DEVELOPMENT 2: Ability to: • 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).

LONG CONSTRUCTED RESPONSE**Days 6-7 --- 2/3 period**

Product: Initial Draft of Body Paragraph(s)

Prompt: Write an initial draft of the body paragraph(s) to include:

- o a topic sentence,
 - o transitional/linking words,
 - o supporting text-based evidence and examples (of how the author used figurative language to develop the theme)
 - o details/explanation (meaning of figurative language)
 - o and closing/closure statement(s)
-

Scoring Guide (Work Meets Expectations If):

- 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
-

Instructional Strategies:

- 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).
-

Accommodations and Interventions:

- Possible accommodations for striving learners:
 - o Work with individuals and/or small groups to differentiate instruction and supports.
 - o Provide sentence stems and/or a body paragraph template.
 - Possible accommodations for advanced learners:
 - o Provide additional instruction on writing a multi-body paragraph response.
-

DEVELOPMENT 3: Ability to: • 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)

LONG CONSTRUCTED RESPONSE

Day 7 --- 2/3 period

Product: Closing Paragraph

Prompt:

Write an initial draft of the closing paragraph that aligns/matches the opening paragraph (introduction) and brings closure to the essay.

Scoring Guide (Work Meets Expectations If):

- 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
-

Instructional Strategies:

- 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).
-

Accommodations and Interventions:

- Possible accommodations for striving learners:
 - o Work with individuals and/or small groups to differentiate instruction and supports.
 - o Provide sentence stems and/or an opening paragraph template.
 - Possible accommodations for advanced learners:
 - o Provide additional instruction on alternate techniques for a closing paragraph.
-

REVISION: Ability to: • 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).

LONG CONSTRUCTED RESPONSE

Day 8 - 1/2 period

Products:

- Peer Review Checklist
- Revised Piece

Prompt:

- 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.
-

Scoring Guide (Work Meets Expectations If):

- 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
-

Instructional Strategies:

- 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.
-

Notes:

Student Support:

Accommodations and Interventions:

- Possible Accommodations:
 - o Teacher confers with individuals or small groups to provide scaffolds.
 - o Provide students with feedback on the specific components of the written piece (i.e. the claim statement, opening, body, closing paragraphs).
-

EDITING: Ability to demonstrate command of conventions of standard English grammar and usage; capitalization, punctuation and spelling when writing and speaking (L5.1, L5.2).

LONG CONSTRUCTED RESPONSE

Day 8 - 1/2 period

Product: Final Draft

Prompt: Proofread, apply editing strategies to finalize draft for readership and apply finishing touches (i.e. visuals, neatness, formatting)

Scoring Guide (Work Meets Expectations If):

- Provides draft free from distracting surface errors.
 - Demonstrates the use of strategies that enhance the readability and appearance of the work for presentation
-

Instructional Strategies:

- 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.
-

Accommodations and Interventions:

- Possible Accommodations: Teacher confers with individuals or small groups to provide scaffolds.
-

Resources

Uploaded Files

 [Appendix Mother to Son Module2 8-24-13.pdf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/26794/285575253_Aug_28_2013_213248221.pdf)

This is a copy of the appendix for this module. It includes student texts, teacher resources, student supports and graphic organizers that are identified in the 'Notes' section of each mini-task.

Keywords

*Links**

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

Other Resources

 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))

 Mother to Son

Poem by Langston Hughes (Lexile Level = 790, 4th-5th grade band, figurative language demands increase complexity level)

 Socratic Seminars Overview

Adapted from www.nhcs.net/stae/...teacher%20tools/Socratic_Seminars

Section 4: What Results?

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

Classroom Assessment Task
No Classroom Assessment Task for this module

Exemplar Work
<i>Uploaded Files</i>

Comments

Author Notes

Other Comments