



**Literacy Design
Collaborative**

A Closer Look at "Mother to Son"



by Jody Pittock and Cathy A. Feldman

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 metaphors 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 metaphors and actively participating in the close reading of Langston Hughes' poem *Mother to Son*, focusing on the use of metaphors 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 metaphors 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.

Suggestions:

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If Language Arts is taught within a block schedule, the Clusters of Preparing for the Task, Reading Process and Transitioning to Writing could be taught during 5 periods of the Reading Block. The Writing Process Cluster could be taught in 4 periods of the Writing Block.

Considerations about Text Complexity:

Metaphors Text – (Text was adapted by consolidating information from the following sources):

- <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 *Mother to Son*

- *Lexile Level = 790, 4th-5th grade band, figurative language demands increase complexity level*

GRADES

5

DISCIPLINE

 **ELA**

COURSE

Any

PACING

 **8hr**

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

What is the theme of the poem Mother to Son? After reading Mother to Son (and an informational text on metaphors), write an essay for our class literary magazine in which you analyze how Langston Hughes' use of metaphors contributes to an understanding of the theme of this poem. Support your response with evidence from the text/s. Include several examples from the texts in your response.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.4

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.

L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2

Focus

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.

RL.5.4

Focus

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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.

W.5.2

Focus

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4

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

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.

W.5.9

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

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.

Texts

 **Metaphors Informational Text**

 **Mother To Son Poem**

Informational/Explanatory Rubric for Grade 2-5 Teaching Tasks

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.	Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus; stays on task. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus; stays on task. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a controlling idea but lacks a clear purpose.	Establishes a controlling idea with a general purpose, though may lack clarity or credibility.	Establishes a credible controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research (when applicable)	Attempts to present information from reading materials but lacks connections or relevance to the prompt.	Presents some information from reading materials relevant to the prompt with minor lapses in accuracy or completeness.	Accurately presents sufficient details from reading materials relevant to the purpose of the prompt.	Accurately and effectively presents information and concrete details from reading materials that are relevant to all parts of the prompt.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and concrete details to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas but lacks control of structure.	Uses an appropriate structure to address the specific requirements of the prompt, with minor lapses in coherence and/or structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt, including an introduction of topic, supporting details, and/or a concluding statement or section.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to apply grade-appropriate conventions of standard English, but lacks cohesion and control of grammar, usage, mechanics, language and tone. Does not list sources.	Shows uneven command of cohesion and grade appropriate conventions of standard English. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently lists sources.	Shows command of cohesion and grade-appropriate conventions of standard English, with few errors. Uses language and tone appropriate to audience, purpose, and specific requirements of the prompt. Lists sources with only minor errors.	Shows well-developed command of cohesion and grade-appropriate conventions of standard English, with few errors. Uses language and tone consistently appropriate to audience, purpose, and specific requirements of the prompt. Lists sources using appropriate format.
Content Understanding	Attempts to include disciplinary content but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of disciplinary content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

In this unit of study, you will closely read Langston Hughes' poem, *Mother to Son*. You will focus on his use of metaphors 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 metaphors and how it contributes to your comprehension of the poem's theme.

Extension

If additional time is needed on instruction and/or practice with metaphors, students could analyze metaphors in popular music. Below are some possible teacher-created powerpoints which could be utilized:

- <http://www.youtube.com/watch?v=jN104uji--Y> - metaphors in pop music
- <http://www.youtube.com/watch?v=G1c6zF9aJxs> – metaphors and similes in current music
- <http://www.youtube.com/watch?v=lqnwNyvY3zk> – metaphors and similes in current music

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.

If desired, students could use a story or video creator software to develop a play around the poem. Students could create the characters with animation and sound.

In addition, more advanced learners could use the internet to 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.

Section 2: What Skills?

Preparing for the Task

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

Reading Process

READING INFORMATIONAL TEXT (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).

CLOSE READING USING TEXT DEPENDENT QUESTIONS (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 metaphors used in the poem (RL5.4);

CLOSE READING AND PARAPHRASING (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; analyze the theme of a poem (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

1. 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

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: • 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: • 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: 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).

6. 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).

7. 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?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
40 mins	<p>1. TASK ANALYSIS: Ability to understand and explain the teaching task and rubric (SL5.1).</p>	<p>PRODUCT 1: TASK REWRITE/CLASS CONVERSATION; PROMPT 2: RUBRIC DECONSTRUCTION CONVERSATION</p> <p>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.....</p> <p>Prompt 2: Participate in a class discussion to review the expectations of the informational rubric.</p>	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. The poster should include student friendly definition of the expectation of that element; an explanation of the element within the context of the teaching task; a visual representation of the 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
<p>Additional Attachments:</p> <ul style="list-style-type: none"> Teaching Task Rewrite - Mother to Son Rubric Translation - Mother to Son 				
Reading Process				
20 mins	<p>READING INFORMATIONAL TEXT (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</p>	<p>CLASS DISCUSSION Discuss the definition of a metaphor and explain why an author might choose to use a metaphor in his/her writing.</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 	<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

	<p>of grade 5 general and domain-specific words and phrases (RI5.4).</p>		<p>the remarks of others</p> <ul style="list-style-type: none"> • 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>identify. If not indicated, be sure the following words are discussed:</p> <ul style="list-style-type: none"> ◦ Tier 2 Words: comparison, ordinary, interpretation, ambition ◦ Tier 3 Words: metaphor, Hiroshima <ul style="list-style-type: none"> • 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.
<p>Additional Attachments:</p> <p> Metaphors Informational Text</p>				
<p>40 mins</p>	<p>CLOSE READING USING TEXT DEPENDENT QUESTIONS (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 metaphors used in the poem (RL5.4);</p>	<p>PRODUCT 1: CLASSROOM CONVERSATIONS ; PRODUCT 2: RECORDING SHEET, PART A. Prompt 1: Read the text closely, identifying explicit and inferential evidence for each text dependent question while engaging in discussions with peers. Prompt 2: Respond to each text-dependent question, citing textual evidence.</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 metaphors 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. • Third Reading: <ul style="list-style-type: none"> ◦ Have partners read stanza 1 and discuss text-dependent questions #1-4 on the

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				<p>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.</p> <ul style="list-style-type: none"> 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 striving 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 in partners to create their own text dependent questions and respond to each.
<p>Additional Attachments:</p> <ul style="list-style-type: none"> ■ Mother to Son Recording Sheet Part A ■ Close Reading Lesson Plan ■ Mother to Son Poem 				
<p>40 mins</p>	<p>CLOSE READING AND PARAPHRASING (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; analyze the theme of a poem (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>	<p>RECORDING SHEET, PART B Paraphrase each stanza in the poem, demonstrating a clear understanding of the meaning of the metaphors the poet used.</p>	<ul style="list-style-type: none"> ● Actively participates in partner, small group and/or whole group conversations: <ul style="list-style-type: none"> 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 metaphors in 	<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 stanza 3.

the poem by appropriately paraphrasing each stanza

Additional Attachments:

-  **Mother to Son Poem**
-  **Close Reading Lesson Mother to Son**
-  **Mother to Son Recording Sheet Part B**

Transition to Writing

40 mins

1. 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).


PARTNER DISCUSSION AND SOCRATIC SEMINAR

Participate in a discussion while responding to the overarching question: What message/theme is the mother trying to convey to her son? Use details from the text to support your response.


- Actively participates in partner, small group and/or whole group conversations:
 - 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
- Chorally read Part C of the recording sheet.
- Teach/remind students:
 - 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:
 - 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.
- Overarching question for the Seminar: What message/theme is the mother trying to convey to her son? Use details from the text to support your response.
- If discussion lags, pose the following questions, as needed, one at a time to initiate/continue conversation:
 - 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 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 metaphors 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.

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				<ul style="list-style-type: none"> • Have students self-reflect on goal.
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 THE MMessage 📄 Mother to Son Recording Sheet Part C 📄 Mother to Son Poem 📄 Close Reading Lesson Mother to Son 📄 How to Create and Use Socratic Seminars 				
Writing Process				
25 mins	<p>1. ESTABLISHING FOCUS : Ability to write a focus/thesis statement (W5.2).</p>	<p>THESIS STATEMENT 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>	<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 striving students: <ul style="list-style-type: none"> ◦ Provide additional examples. ◦ Provide sentence stems. ◦ Provide small group support.
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 Essay Outline 				
40 mins	<p>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).</p>	<p>OUTLINE Use the provided outline to plan your essay response to the teaching task.</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 	<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 metaphors from the poem that help develop the theme. Have each student choose and write three examples/pieces of evidence and the meanings of each on the outline.

			<p>that the author used to develop the theme</p> <ul style="list-style-type: none"> • 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"> • 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). • 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 students: <ul style="list-style-type: none"> ◦ Some students may choose to elaborate in multiple body paragraphs.
<p>Additional Attachments:</p> <p> Essay Outline</p>				
<p>40 mins</p>	<p>3. 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).</p>	<p>OPENING PARAGRAPH DRAFT 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>40 mins</p>	<p>4. 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</p>	<p>INITIAL DRAFT OF BODY PARAGRAPH(S) 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 	<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, 	<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

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	categories of information using words, phrases, and clauses (W5.2); • use precise language and domain-specific vocabulary (W5.2).	examples (of how the author used figurative language to develop the theme) <ul style="list-style-type: none"> • details/explanation (meaning of metaphors) • and closing/closure statement(s) 	details/explanation, and closing/closure <ul style="list-style-type: none"> • Is cohesive • Uses precise language • Writes in readable prose 	paragraph template. <ul style="list-style-type: none"> • Possible accommodations for advanced learners: <ul style="list-style-type: none"> ◦ Provide additional instruction on writing a multi-body paragraph response.
40 mins	5. 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).	CLOSING PARAGRAPH Write an initial draft of the closing paragraph that aligns/matches the opening paragraph (introduction) and brings closure to the essay.	<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 informational 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.
40 mins	6. 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).	PRODUCT 1: PEER REVIEW CHECKLIST; PRODUCT 2: REVISED PIECE Prompt 1: Complete the Peer Review Checklist for your partner. Prompt 2: 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.	<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 thesis statement, opening, body, closing paragraphs).
Additional Attachments:				
 Peer Review				

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30 mins	7. 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).	FINAL DRAFT Proofread, apply editing strategies to finalize draft for readership and apply finishing touches (i.e. visuals, neatness, formatting)	<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.
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Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Meets Expectations

 **Student Sample 1**

 **Student Sample 2**

 **Student Sample 3**

 **Student Sample 4**

 **Student Sample 5**

Teacher Reflection

Additional Notes from the Developers:

- RL5.2 and RL5.4 are the focus standards for instruction in this module. Additional standards listed are considered as supporting/practiced standards.
- This module was created to be used as a sample. Although the module has not been taught completely by the developers, it has been implemented by several 5th grade teachers in the field. If the reader of this module would like to view authentic student samples, we can connect you with those teachers.

All Attachments

- 📄 Metaphors Informational Text : <https://s.ldc.org/u/3woywr6ezg2enn9j5qd3pggwh>**
- 📄 Mother To Son Poem : <https://s.ldc.org/u/b6tlqqbhyraiaj6g7fvq66cir>**
- 📄 Student Sample 1 : <https://s.ldc.org/u/6ru3l286plutjtp6jiibahjr4>**
- 📄 Student Sample 2 : <https://s.ldc.org/u/31lhtgqud378esjxp9vxjdf8j>**
- 📄 Student Sample 3 : <https://s.ldc.org/u/ahijr7fvgosxq0w6scowrw1s>**
- 📄 Student Sample 4 : <https://s.ldc.org/u/cxmb2sf9n2g9f76oxf0go4dfn>**
- 📄 Student Sample 5 : <https://s.ldc.org/u/e40340npeluneoe6hnjemr355>**