

Module 5
Participant Guide

Focus on Deepening
Implementation

Activity 3b

Connecticut Core Standards for English Language Arts and Literacy



Grades K–5

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O’Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Mary Ellen Hannon, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Activity 3b: Reviewing the Quality of a Written Lesson with the EQuIP Rubric

DESCRIPTION

Based on the selected text, *A Closer Look at “Mother to Son”*, participants will review the quality of a written lesson using the EQuIP Rubric and discuss ways to use the rubric within their school.

DIRECTIONS

1. In pairs or triads, review a lesson using the applicable indicators of the EQuIP Rubric.
2. In table groups, come to a consensus on which areas are aligned to the rubric.
3. Discuss how this tool can be used in schools and districts to support implementation of the CCS-ELA & Literacy.
4. Be prepared to share key points from your discussion with the large group.

Discussion Prompt: (Reminder, Notepad is available on page 36 to capture your thoughts.)



How might you or your colleagues use the EQuIP Rubric in your personal teaching practice or collaboration?

RESOURCES

- EQuIP Rubric. Retrieved from <http://www.achieve.org/EQuIP>
- Sample Lesson: *A Closer Look at “Mother to Son”*. Retrieved from http://www.achieve.org/files/4-21-14%20A_Closer_Look_at__Mother_to_Son_.pdf

Grade: Literacy Lesson/Unit Title:

Overall Rating:

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> ○ Targets a set of K-2 ELA/Literacy CCSS for teaching and learning. ○ Includes a clear and explicit purpose for instruction. ○ Selects quality text(s) that align with the requirements outlined in the standards, presents characteristics similar to CCSS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose. ○ Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ○ Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics). ○ Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader). ○ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. ○ Build students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic. 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> ○ Reading Text Closely: Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions. ○ Text-Based Evidence: Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media). ○ Academic Vocabulary: Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ○ Grade-Level Reading: Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent grade-level reading. ○ Balance of Texts: Focus instruction equally on literary and informational texts as stipulated in the CCSS (p.5) and indicated by instructional time (<i>may be more applicable across a year or several units</i>). ○ Balance of Writing: Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> ○ Cultivates student interest and engagement in reading, writing and speaking about texts. ○ Addresses instructional expectations and is easy to understand and use for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material). ○ Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading. ○ Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition. ○ Provides <i>all</i> students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text. ○ Focuses on sections of rich text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding and progress toward independence. ○ Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level. ○ Provides extensions and/or more advanced text for students who read or write above grade level. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ○ Include a progression of learning where concepts, knowledge and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). ○ Gradually remove supports, allowing students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). ○ Provide for authentic learning, application of literacy skills and/or student-directed inquiry. ○ Indicate how students are accountable for independent engaged reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>). ○ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are developing standards-based skills:</i></p> <ul style="list-style-type: none"> ○ Elicits direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy CCSS (e.g., reading, writing, speaking and listening and/or language). ○ Assesses student proficiency using methods that are unbiased and accessible to all students. ○ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ○ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>

EQIP Rubric for Lessons & Units: ELA/Literacy Grades K-2

Directions: The Quality Review Rubric provides criteria to determine the quality and alignment of lessons and units to the Common Core State Standards (CCSS) in order to: (1) Identify exemplars/ models for teachers' use within and across states; (2) provide constructive criteria-based feedback to developers; and (3) review existing instructional materials to determine what revisions are needed.

Step 1 – Review Materials

- Record the grade and title of the lesson/unit on the recording form.
- Scan to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.
- Study and measure the text(s) that serves as the centerpiece for the lesson/unit, analyzing text complexity, quality, scope, and relationship to instruction.

Step 2 – Apply Criteria in Dimension I: Alignment

- Identify the grade-level CCSS that the lesson/unit targets.
- Closely examine the materials through the “lens” of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating 0 – 3 for Dimension I: Alignment

Note: Dimension I is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.

Step 3 – Apply Criteria in Dimensions II – IV

- Closely examine the lesson/unit through the “lens” of each criterion.
- Record comments on criteria met, improvements needed and then rate 0 – 3.

When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining Dimensions II – IV.

Step 4 – Apply an Overall Rating and Provide Summary Comments

- Review ratings for Dimensions I – IV adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
- Total dimension ratings and record overall rating E, E/I, R, N – adjust as necessary.

If working in a group, individuals should record their overall rating prior to conversation.

Step 5 – Compare Overall Ratings and Determine Next Steps

- Note the evidence cited to arrive at final ratings, summary comments and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

Additional Guidance for ELA/Literacy – When selecting text(s) that measure within the grade-level or text complexity band and are of sufficient quality and scope for the stated purpose, see *The Common Core State Standards in English Language Arts/Literacy* at www.corestandards.org/ELA-Literacy; and the *Supplement for Appendix A: New Research on Text Complexity as well as Quantitative and Qualitative Measures* at www.achievethecore.org/steal-these-tools/text-complexity. See *The Publishers' Criteria* for Grades K-2 and the same for Grades 3-12 at www.achievethecore.org/steal-these-tools.

Rating Scales

Note: Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.

Rating Scale for Dimensions I, II, III, IV:

3: Meets most to all of the criteria in the dimension

2: Meets many of the criteria in the dimension

1: Meets some of the criteria in the dimension

0: Does not meet the criteria in the dimension

Descriptors for Dimensions I, II, III, IV:

3: Exemplifies CCSS Quality – meets the standard described by criteria in the dimension, as explained in criterion-based observations.

2: Approaching CCSS Quality – meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.

1: Developing toward CCSS Quality – needs significant revision, as suggested in criterion-based observations.

0: Not representing CCSS Quality – does not address the criteria in the dimension.

Overall Rating for the Lesson/Unit:

E: Exemplar – Aligned and meets most to all of the criteria in dimensions II, III, IV **(total 11 – 12)**

E/I: Exemplar if Improved – Aligned and needs some improvement in one or more dimensions **(total 8 – 10)**

R: Revision Needed – Aligned partially and needs significant revision in one or more dimensions **(total 3 – 7)**

N: Not Ready to Review – Not aligned and does not meet criteria **(total 0 – 2)**

Descriptors for Overall Rating:

E: Exemplifies CCSS Quality – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II, III, IV of the rubric.

E/I: Approaching CCSS Quality – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.

R: Developing toward CCSS Quality – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.

N: Not representing CCSS Quality – Not aligned and does not address criteria.

Grade: **Literacy Lesson/Unit Title:**

Overall Rating:

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> ○ Targets a set of grade-level CCSS ELA/Literacy standards. ○ Includes a clear and explicit purpose for instruction. ○ Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ○ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. ○ (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> ○ Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ○ Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). ○ Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). ○ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ○ Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. ○ Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. ○ Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5). ○ Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> ○ Cultivates student interest and engagement in reading, writing and speaking about texts. ○ Addresses instructional expectations and is easy to understand and use. ○ Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. ○ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. ○ Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. ○ Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ○ Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). ○ Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). ○ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. ○ Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. ○ Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>). ○ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> ○ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). ○ Assesses student proficiency using methods that are unbiased and accessible to all students. ○ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ○ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>

EQulP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

Directions: The Quality Review Rubric provides criteria to determine the quality and alignment of lessons and units to the Common Core State Standards (CCSS) in order to: (1) Identify exemplars/ models for teachers' use within and across states; (2) provide constructive criteria-based feedback to developers; and (3) review existing instructional materials to determine what revisions are needed.

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- Scan to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.
- Study and measure the text(s) that serves as the centerpiece for the lesson/unit, analyzing text complexity, quality, scope, and relationship to instruction.

Step 2 – Apply Criteria in Dimension I: Alignment

- Identify the grade-level CCSS that the lesson/unit targets.
- Closely examine the materials through the “lens” of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating 0 – 3 for Dimension I: Alignment

Note: Dimension I is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.

Step 3 – Apply Criteria in Dimensions II – IV

- Closely examine the lesson/unit through the “lens” of each criterion.
- Record comments on criteria met, improvements needed and then rate 0 – 3.

When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining Dimensions II – IV.

Step 4 – Apply an Overall Rating and Provide Summary Comments

- Review ratings for Dimensions I – IV adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
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Additional Guidance for ELA/Literacy – When selecting text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose, see *The Common Core State Standards in English Language Arts/Literacy* at www.corestandards.org/ELA-Literacy; and the *Supplement for Appendix A: New Research on Text Complexity as well as Quantitative and Qualitative Measures* at www.achievethecore.org/steal-these-tools/text-complexity. See *The Publishers' Criteria* for Grades K-2 and the same for Grades 3-12 at www.achievethecore.org/steal-these-tools.

Rating Scales

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Descriptors for Dimensions I, II, III, IV:

3: Exemplifies CCSS Quality – meets the standard described by criteria in the dimension, as explained in criterion-based observations.

2: Approaching CCSS Quality – meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.

1: Developing toward CCSS Quality – needs significant revision, as suggested in criterion-based observations.

0: Not representing CCSS Quality – does not address the criteria in the dimension.

Overall Rating for the Lesson/Unit:

E: Exemplar – Aligned and meets most to all of the criteria in dimensions II, III, IV (**total 11 – 12**)

E/I: Exemplar if Improved – Aligned and needs some improvement in one or more dimensions (**total 8 – 10**)

R: Revision Needed – Aligned partially and needs significant revision in one or more dimensions (**total 3 – 7**)

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Descriptors for Overall Rating:

E: Exemplifies CCSS Quality – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II, III, IV of the rubric.

E/I: Approaching CCSS Quality – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.

R: Developing toward CCSS Quality – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.

N: Not representing CCSS Quality – Not aligned and does not address criteria.

Appendix

A Closer Look at "Mother to Son"

by Jody Pittock, 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:

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: Not Provided

Section 1: What Task?

Teaching Task

Task Template UE9 - 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 a/n essay for our class literary magazine in which you discuss how Langston Hughes' use of metaphors contributes to an understanding of the theme of this poem. Give several example/s from the poem to support your discussion.

Common Core State Standards

Language Standards

L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1.d

Recognize and correct inappropriate shifts in verb tense.

L.5.1.a

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.e

Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.1.c

Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.b

Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2.c

Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

L.5.2.e

Spell grade-appropriate words correctly, consulting references as needed.

L.5.2.d

Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.a

Use punctuation to separate items in a series.

L.5.2.b

Use a comma to separate an introductory element from the rest of the sentence.

L.5.3

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

L.5.3.b

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.3.a

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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.5.4.a

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

A Closer Look at "Mother to Son"

L.5.4.c

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.

L.5.4.b

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.5

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

L.5.5.c

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.5.a

Interpret figurative language, including similes and metaphors, in context.

L.5.5.b

Recognize and explain the meaning of common idioms, adages, and proverbs.

Reading Standards for Literature

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

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

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.

Writing Standards

W.5.2

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

W.5.2.c

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.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.

W.5.2.b

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.e

Provide a concluding statement or section related to the information or explanation presented

W.5.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.5.9.b

Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

W.5.9.a

Apply grade 5 Reading standards 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]").

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.

Additional Standards

No standards selected

Texts

 **Metaphors Informational Text**

 **Mother To Son Poem**

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	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. L3 Summary retells or is not accurate.	Presents some information from reading materials but may lack accuracy or relevance. L3 Summary mentions a key point but does not cover points sufficiently.	Accurately presents information from reading materials relevant to the purpose of the prompt to develop argument or claim. L3 Summary is concise and relates key points.	Accurately and effectively presents important information from reading materials to inform or explain. L3 Summary is concise and relates key and supporting points.
Development	Attempts to inform or explain but lacks details. L2 Conclusion is missing, irrelevant, or illogical.	Informs or explains by presenting some details. L2 Briefly notes a relevant conclusion	Informs or explains using appropriate details. L2 Explains a relevant and plausible conclusion.	Informs or explains by providing detailed and relevant information. L2 Explains in detail a relevant and plausible conclusion.
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.

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 of grade 5 general and domain-specific words and phrases (RI5.4).</p>	<p>CLASS DISCUSSION</p> <p>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 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.
<p>Additional Attachments:</p> <ul style="list-style-type: none"> Metaphors Informational Text 				

A Closer Look at "Mother to Son"

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	<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.</p> <p>Prompt 1: Read the text closely, identifying explicit and inferential evidence for each text dependent question while engaging in discussions with peers.</p> <p>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 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 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. ○ 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 Poem 📄 Close Reading Lesson Plan 📄 Mother to Son Recording Sheet Part A 				


A Closer Look at "Mother to Son"

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	<p>CLOSE READING AND PARAPHRASING (ACTIVE READING, ESSENTIAL VOCABULARY AND NOTE TAKING 3): 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; 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>RECORDING SHEET, PART B</p> <p>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"> ◦ 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 poem by appropriately paraphrasing each stanza 	<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.
<p>Additional Attachments:</p> <ul style="list-style-type: none">  Mother to Son Poem  Close Reading Lesson Mother to Son  Mother to Son Recording Sheet Part B 				
<p><i>Transition to Writing</i></p>				

A Closer Look at "Mother to Son"

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	<p>1. BRIDGING CONVERSATION TO WRITING : 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>PARTNER DISCUSSION AND SOCRATIC SEMINAR</p> <p>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.</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. 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: <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 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. Have students self-reflect on goal.
<p>Additional Attachments:</p> <ul style="list-style-type: none"> Mother to Son Poem Close Reading Lesson Mother to Son How to Create and Use Socratic Seminars Mother to Son Recording Sheet Part C THE MESSAGE 				
<p>Writing Process</p>				
25 mins	<p>1. ESTABLISHING FOCUS :</p> <p>Ability to write a focus/thesis statement (W5.2).</p>	<p>THESIS STATEMENT</p> <p>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 				

A Closer Look at "Mother to Son"

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
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</p> <p>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 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 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. 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>				
40 mins	<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</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.

A Closer Look at "Mother to Son"

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	<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 categories of information using words, phrases, and clauses (W5.2); • use precise language and domain-specific vocabulary (W5.2).</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 examples (of how the author used figurative language to develop the theme) • details/explanation (meaning of metaphors) • 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.
40 mins	<p>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).</p>	<p>CLOSING PARAGRAPH 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 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	<p>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).</p>	<p>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.</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 thesis statement, opening, body, closing paragraphs).
	<p>Additional Attachments:</p> <p> Peer Review</p>			
30 mins	<p>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).</p>	<p>FINAL DRAFT 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.

Section 4: What Results?

Student Work Samples

No samples uploaded

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/3klj8uuzkxb5lpgyibg1w7cvq>
- 📎 Mother To Son Poem : <https://s ldc.org/u/d7zugvcvfn0ideem08amu4jw>
- 📎 Teaching Task Rewrite - Mother to Son : <https://s ldc.org/u/dehjkob0nkdqv3b1od3350zks>
- 📎 Rubric Translation - Mother to Son : <https://s ldc.org/u/cqon18rzn2j8yw8oscyrc4nvr>
- 📎 Metaphors Informational Text : <https://s ldc.org/u/egxsl9ml2hch6wmfgoxbslkqp>
- 📎 Mother to Son Poem : <https://s ldc.org/u/ealjcutsqsh92u1wygo2k4oij>
- 📎 Close Reading Lesson Plan : <https://s ldc.org/u/ugjgftj9dqqm2emr0cyl4ti2>
- 📎 Mother to Son Recording Sheet Part A : <https://s ldc.org/u/2i1klm2fw3ch5v7rsi2qhhqer>
- 📎 Mother to Son Poem : <https://s ldc.org/u/1jt9bt6eoxbxjqc3qj0mvj6go>
- 📎 Close Reading Lesson Mother to Son : <https://s ldc.org/u/bg9susr7jx4tyjrsr2wf4cn2v>
- 📎 Mother to Son Recording Sheet Part B : <https://s ldc.org/u/cfk84o14p5z8i0dzzbdztbev6>
- 📎 Mother to Son Poem : <https://s ldc.org/u/ec9sg8iwk8saxii0zoggjxjj>
- 📎 Close Reading Lesson Mother to Son : <https://s ldc.org/u/87uicpkfiqexl4hkbc3fcjvz>
- 📎 How to Create and Use Socratic Seminars : <https://s ldc.org/u/af50auhzwgwxk5kaey8pa1n12r>
- 📎 Mother to Son Recording Sheet Part C : <https://s ldc.org/u/72zehxd6d9k4jo9f3g0w9lj5b>
- 📎 THE MESSagE : <https://s ldc.org/u/3goxq4y8vao5gnt95eszmz5450>
- 📎 Essay Outline : <https://s ldc.org/u/4a46wtkmea812hb1185hq9kcj>
- 📎 Essay Outline : <https://s ldc.org/u/57c0aqpszvhtfxky0gwz5ppw>
- 📎 Peer Review : <https://s ldc.org/u/9gbjnxfbcotfzcbbrscsm03yi7>

Mother to Son

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.

But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.

So, boy, don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
Don't you fall now—
For I've still goin', honey,
I've still climbin',
And life for me ain't been no crystal stair.

- Langston Hughes

Metaphors

Definition

A metaphor compares two unlike things. "My baby sister's a doll," you might say, compares your sister's size and sweetness to that of the perfection of a doll. At another time you might say, "My brother is a rat." This compares your brother to the nastiest little creature you can think of. In both cases you would be making a **metaphor** - a form of comparison that directly compares two unlike things. A metaphor wastes no time in getting to the point.

Why Do Authors Use Metaphors in their Writing?

- **They enliven ordinary language.**

People get so accustomed to using the same words and phrases over and over, and always in the same ways, that they no longer know what they mean. Creative writers have the power to make the ordinary strange and the strange ordinary, making life interesting again.

- **They are generous to readers and listeners; they encourage interpretation.**

When readers or listeners encounter a phrase or word that cannot be interpreted literally, they have to think—or rather, they are given the pleasure of interpretation. If you write "I am frustrated" or "The air was cold" you give your readers nothing to do—they say "so what?" On the other hand, if you say, "My ambition was Hiroshima, after the bombing," your readers can think about and choose from many possible meanings.

<http://library.thinkquest.org/CR0210124/figlandef.html>

<http://owl.english.purdue.edu/owl/resource/687/05/>

Name _____

Day 1 - Part A: Return to the poem to answer each of the following questions.

1. (1) Who is speaking? Who is the narrator speaking to? How do you know?

2. (1) What is meant by 'no crystal stair'?

3. (1) Has the narrator had an easy life? What evidence from this stanza supports your answer?

4. (1) The first stanza ends with the word 'bare'. Besides the stairs being bare, what else does the narrator mean is bare?

5. (2) When life is challenging, does the narrator give up? How do you know? What words tell you that answer?

6. (2) What is the symbolism in the phrase 'turnin' corners'?

7. (2) The narrator speaks of dark times. What is meant by 'dark times'?

8. (3) What advice is the narrator offering? What words in this stanza of the poem provide you the answer?

9. (3) What does the narrator intend to do? How do you know?

10. (3) What is the significance of the metaphor '... life for me ain't been no crystal stair'?