Overview

Overview	5th Grade Reading Poetry (Revised)

5th Grade Reading Poetry (Revised)

by Emily Satterly, Megan Marcum, and Angela England

Poetry, figurative language, theme, speaker in a poem

Grades: *5*

Discipline: *Reading*

Teaching Task: *Task Template 2 (Argumentation and Analysis)*

Author Information:
Emily Satterly (Simpson County)
Megan Marcum (Simpson County)
Angela England (Simpson County)

Section 1: What Task?

TEACHING TASK

Task Template 2 — [3 Levels]   *Argumentation & Analysis*

L1: How can you interpret poetic elements to determine what the speaker in a poem is saying? After reading selected poems write an informative email to another student that addresses the question and support your position with evidence from the text(s).

STUDENT BACKGROUND

EXTENSION

Rubric							
Scoring Elements	**Not Yet**		**Approaches Expectations**		**Meets Expectations**		**Advanced**
	1	**1.5**	**2**	**2.5**	**3**	**3.5**	**4**
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
							Demonstrates

Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, 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 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.

STANDARDS

Common Core Anchor Standards — Reading

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

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

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

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

Common Core Anchor Standards — Writing

W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

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

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

Common Core Anchor Standards — Language

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

L.CCR.5: Demonstrate understanding of figurative language, word relationships and

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nuances in word meanings.

Custom Standards

Section 2: What Skills?

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

MiniTasks

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

NOTES

Complete the Knowledge Rating Scale of figurative language terms, rating how well you know each term. For each one you "know well", write a definition in your own words.

Scoring Guide: work meets expectations if:

None

Teaching Strategies:

• Link this task to earlier class content.
• Discuss student responses.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

NOTES

Complete FAT prompt analysis

Scoring Guide: work meets expectations if:

Underline Format (2)
Circle Audience
Box around the topic

Teaching Strategies:

Students read prompt and give first impressions of what it's asking for,
Students underline the format: type of piece (letter, email, etc.) and the style or writing (informative, opinion, narrative)

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

SHORT CONSTRUCTED RESPONSE
What are the possible themes of this poem? What is the speaker trying to get you to understand?

Scoring Guide: work meets expectations if:
• Answers questions with credible response.

Teaching Strategies:
• Read the poem several times (for fun, for meaning, and for elements)
• Practice finding theme by interpreting figurative language and other elements.
• Ask students what they remember about finding theme in a story; discuss common themes we've talked about this year.
• After discussion, model a short constructed response with gradual release of responsibility.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

LIST
In your notebook, identify 3 examples of figurative language and write the literal translation of each example.

Scoring Guide: work meets expectations if:
• Lists appropriate examples of figurative lang
• Provides accurate literal translations/ interpretations of the figurative language

Teaching Strategies:
• Illustrate personal examples of the key types of figurative language+
• After scoring, ask some students to share translations of language that others overlooked or misunderstood.
• After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES
From each text, make a list of the elements that contribute to the meaning or tone of the poem.
Compare elements in multiple poems and identify similar elements.

Choose one similar element and evaluate which poet uses it more effectively to impact meaning or tone.

Scoring Guide: work meets expectations if:
• Identifies relevant elements.
• Identifies similar elements.
• Comments on the effectiveness of communicating the meaning or tone through the selected element.

Teaching Strategies:
• Teach a model format for note taking.
• Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

LIST
Complete a Geometric Reflection listing ideas that you already knew, ideas you are still wondering about, and ideas you want to remember.

Scoring Guide: work meets expectations if:
None

Teaching Strategies:
• Geometric Reflection
• Small group discussion using question.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

OUTLINE
Brainstorm and complete a detail and support graphic organizer. Be sure you have 3 details and support for each one.

Scoring Guide: work meets expectations if:

Organizer includes 3 ideas with relevant support for each idea taken from the text. Students show clear understanding of concepts learned in class.

Teaching Strategies:
• Model how to fill out graphic organizer
• Model how to use examples from the poem and interpret them in an explanation

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

OUTLINE
Brainstorm and complete a detail and support graphic organizer.

Scoring Guide: work meets expectations if:
None

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE
Write an initial draft in Extended Response format with detail and support, citing examples from the text appropriately.

Scoring Guide: work meets expectations if:
• Provides complete draft with all parts.
• Puts details/ideas in own words.
• Provides support with quotes from the text.

Teaching Strategies:
• Read answer out-loud to check for errors.
• Use key vocabulary in your answer.
• Review ER format

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

LONG CONSTRUCTED RESPONSE
Check for errors in your work using the Checklist your teacher has taught you.

Scoring Guide: work meets expectations if:

• See scoring for development

• Spelling, capitalization, and punctuation are correct.

• Ideas are fully developed and organized appropriately.

Teaching Strategies:

• Teach CUPS/ARMS or AFRO/PICS

• Read aloud to a peer

EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

Check for errors in your work, using the Checklist your teacher has taught you.

Scoring Guide: work meets expectations if:

None

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

Rewrite your answer as necessary.

Scoring Guide: work meets expectations if:

None

Resources

Uploaded Files

poetry packet.pdf

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/14208/1673029079_Nov_05_2012_162252511.pdf)

Keywords

*Links**

* These Lexile measures were computed automatically and did not undergo human review.
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Other Resources

Section 4: What Results?

Classroom Assessment Rubric	
Not Yet	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.
Meets Expectations	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task
No Classroom Assessment Task for this module

Exemplar Work
Uploaded Files

Comments

Author Notes

Other Comments