



Close reading plan

“Ruby’s Shoes” by Lori McKenna

Created by Michelle Bartlett, 2014 Connecticut
Dream Team teacher

What makes this text complex			
Text and Author	"Ruby's Shoes" by Lori McKenna	Where to Access Text	http://www.songlyrics.com/lori-mckenna/ruby-s-shoes-lyrics/
Text Description			
<p>This is a poem that can be used to introduce a unit on the Civil Rights Movement. The poem gives an account of Ruby Bridge's experience going to school at the age of 6, during segregation. The poem is written in 10 stanzas consisting of 4 lines per stanza. One stanza is repeated 4 times. There are several other repeated phrases throughout the poem. The only punctuation in the poem is question marks. The poem is actually lyrics to a song, and there is music that goes with it. This can be listened to prior to reading the poem. Themes from The Wizard of Oz are noted in the poem. Particularly, comparing Ruby's shoes to Dorothy's shoes. Also, the song "Somewhere Over the Rainbow" is used as a comparison to Ruby. Students can listen to both songs and compare them. Students may also study why that song adds to the mood of the poem, as an author's craft study.</p>			
Quantitative			
Lexile and Grade Level	Grade 3 (Beginning of Year)	Text Length	289 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>Ruby's character traits can be inferred from text evidence. The central lesson (hope/perseverance) can be inferred from text evidence. Students will be required to analyze symbolism and figurative language throughout the poem in order to understand the content of the poem.</p>		<p>The only stop-punctuation in the poem is a question mark. This lends to the mood of the poem (a time of confusion and anxiety for African American people). Repeated stanzas, phrases and words lead to understanding of the central message of the poem.</p>	
Prior Knowledge Demands		Language Features	
<ul style="list-style-type: none"> • Pre-read <i>The Story of Ruby Bridges</i> by Robert Coles to build background knowledge of Ruby Bridge's experience. • Provide some background of the Civil Rights Movement in American history. • Provide students with background information about Dorothy's shoes (what they mean in the story of Oz) and also share the song "Somewhere Over the Rainbow" and discuss with students. 		<p>The words in the poem are mostly easy to read for a third grader, however, there are several examples of figurative language that will need to be broken down and analyzed. There are some multiple meaning words that students may not be familiar with. Short and familiar words carry deeper meaning in the poem.</p>	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<p>"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example." (CCSS ELA Appendix A)</p>		<p>"[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text." (CCSS ELA Appendix A)</p>	
<ul style="list-style-type: none"> • Will • Illusion 	<ul style="list-style-type: none"> • Fly 	<ul style="list-style-type: none"> • Bigots • Oz 	
Potential Reader/Task Challenges			

The historical content in the poem will be difficult for students to understand. The topic may be emotionally challenging. It may be difficult for children to understand the differences in today's society. It may be helpful for students to have exposure to a summary of The Wizard of Oz. Students will need to develop an understanding of familiar words in a different context (multiple meanings) i.e. fly, walk, will, pain, raised.

Text-dependent questions

Question	Standard alignment	Page of this document
TDQ #1 Ruby was treated unkindly by others. What details in the poem prove that she was treated this way?	RL.3.1	5
TDQ #2 One of Ruby's character traits is determined. Find evidence in the text to support this trait.	RL.3.3	8
TDQ #3 In the line, "But Ruby's will was stronger," what does the word "will" mean? How does the use of this word demonstrate Ruby's character traits?	RL.3.4	10
TDQ #4 The poem says, "Ruby stopped and prayed that all the hatred would go away." This line is repeated four times. Why did the author choose to repeat this particular line? What does this tell the reader about Ruby?	RL.3.5	13
TDQ #5 The only end punctuation the author includes in this poem are question marks. There are no periods in the poem. How does this choice impact the central message of the poem? Use specific examples from the text to explain your answer.	RL.3.2	16

Target Standards

- RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.4: Determine the meaning of words and phrases as they are used in the text, distinguishing literal from non-literal language.
- RL.3.5: Refer to parts of stories, dramas, poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Question 1

Question #1	TDQ #1 Ruby was treated unkindly by others. What details in the poem prove that she was treated this way?
Standard(s) covered:	RL.3.1: Ask and answer questions to determine understanding of a text, referring explicitly to the text as a basis for the answers.

Example response that meets standard	Look-fors
<p>I know that Ruby was treated unkindly by others because the poem says that the white people would scream at her and show her signs that said go away. The poem also says that Ruby would sit alone in the classroom. They said they hated her because of the color of her skin. These are the reasons why I know that Ruby was treated unkindly by others.</p>	<ul style="list-style-type: none"> • Accurately chooses appropriate evidence to prove that people were unkind to Ruby • Provides more than one piece of evidence that identifies ways people were unkind to Ruby.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson, you will learn how to support a claim by finding evidence from the text.
Prior knowledge to review	<ul style="list-style-type: none"> • Claim-a statement made about the text. • Evidence-proof of a claim that is found in the text. • We need to support claims with explicit evidence from the text. (RL.3.1)

Steps to achieve objective	Think aloud for direct instruction
<p>1) Ask yourself, “What key words can I look for in the text to help me identify evidence to answer the question?” Highlight those key words.</p>	<ul style="list-style-type: none"> • I’m wondering... What key words can help me find important parts that will help me answer this question? • The question says to look for parts where Ruby was treated unkindly. • I think I should scan my poem, and look for any words that show unkind behavior. • I notice that the author uses the word, “hatred” several times in the poem. This is an unkind word. I am going to highlight this word each time I see it. • I also notice the words “scream, go away, pain, and alone” in the poem. These are some words that signal unkindness. I am going to highlight these words as well.
<p>2) Use the key words you highlighted to find the evidence to support your answer. Jot down the evidence.</p>	<ul style="list-style-type: none"> • Now that I’ve found all the key words that show me unkindness, I’m going to reread the sentences that contain these important key words. • All of these sentences that contain these key words show me some really clear examples of how Ruby was treated unkindly by other people. • I’m noticing that the text says people hated her. I’m going to jot that down on a sticky note. • I see here that they would hold signs and scream at her to go away. That sounds like pretty unkind treatment to me. I’ll jot that sentence down too. • Here, I see a part that says that she prayed the pain would go away. Pain makes me think of getting hurt. That sounds unkind. I’ll add that to my sticky note. • I also see that Ruby is sitting all alone in her classroom. This word alone makes me think that nobody wants to sit with her, and that is a pretty unkind thing to do to someone. I’ll add that final piece of evidence to my sticky note.
<p>3) Use a sentence starter to begin your answer. Then, construct your answer by using evidence from the text, to support the claim.</p>	<ul style="list-style-type: none"> • Now, I have all the pieces of evidence from the text to support my claim, that people treated Ruby unkindly. • I am ready to write my response. • I am going to start out with a good sentence starter that I can build from the question. • The question is asking me to tell about examples that prove that people were unkind to Ruby, so I think I’ll say...I know Ruby was treated unkindly by others because... • Now I’m going to include my first example from my sticky note that says, white people hated her, and would hold up signs and scream to go away. • Continue to include the rest of the evidence from the sticky notes. • I also want to include a “wrap up” sentence. I’ll say, these are the reasons why I know Ruby was treated unkindly by others.

Extension and practice

- If students are having difficulty constructing an organized written response, provide them with an answer frame that includes the sentence starter.
- If students are having difficulty pulling out all of the relevant text evidence, provide them with a graphic organizer labeled 1, 2, 3, 4. Instruct students that they need to find four pieces of supporting evidence to answer this question. You can also ask students to find 2-3 pieces of evidence instead of 4, when appropriate.
- Students who require an extra challenge can be guided to include an inference as to why Ruby was sitting alone in the poem. (Because the white people were not coming to school because they didn't want to be in the same school, or because they were ignoring her because of the color of her skin). They can add this inference to their written response.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other poems to find evidence to support a claim.

See more examples of how to teach supporting a claim with text evidence/examples (RL.3.1)

Objective: In this lesson, you learned how to support a claim by finding examples in the text.

1. Ask yourself, "What key words can I find to help me identify what the question is asking me to do?" Highlight those key words.
2. Use the key words you highlighted to find the evidence to support the question. Jot down the evidence.
3. Construct a response, with a sentence starter from the question, using evidence from the text, to support the claim.

[Identify the important parts of a poem by finding repeating words](#)

[Visualize a poem by noticing descriptive words and phrases](#)

Question 2

Question #2	TDQ #2 One of Ruby’s character traits is determined. Find evidence in the text to support this trait.	
Standard(s) covered:	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
	Example response that meets standard	Look-fors
	Determined means that you keep trying and don’t ever give up. I know Ruby is determined because in the poem, it says her shoes would take her to school every day, even though the white people were very unkind to her. It also says that every morning she would stop and pray that all the hatred would go away. If she is going every single morning to school no matter what other people think of her, then she is very determined to learn, even when people try to stop her because of the color of her skin. Lastly, the poem says that no one ever walked in Ruby’s shoes before. She is the first child that was treated this way, but she kept on going. She did not give up.	<ul style="list-style-type: none"> • Ability to identify relevant evidence to support the trait of determined. • Shows understanding of the trait, determined.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how to analyze a character’s actions and words to determine the character’s traits.	
Prior knowledge to review	<ul style="list-style-type: none"> • Character traits-words that describe a character’s personality based on how they react to events in a story. (RL.2.3) • Inferring (using text evidence + prior knowledge) • Review meaning of determined-discuss synonyms/related words and traits 	
Steps to achieve objective	Think aloud for direct instruction	
1) Ask yourself, “What does the character trait mean?”	<ul style="list-style-type: none"> • First, I need to think about what the character trait means. The character trait I’m looking for in Ruby is determined. I know that determined means that you keep trying to achieve a goal and you don’t ever give up. I remember feeling determined when I... (provide an example) • Now, I need to find parts in the poem where Ruby does not give up. 	

<p>2) Ask yourself, “Where does the character demonstrate this trait in the text through actions or words?”</p>	<ul style="list-style-type: none"> • I’m noticing here in the first stanza that it says “Ruby’s shoes would take her a mile or so to school every day, where the white people hated her.” These words, every day, help me see that she keeps going, even though people are very unkind to her there. This shows that she is determined, and not going to give up on going to school to learn. • I am also noticing that she stops to pray every morning. There’s that word every again. She has to pray because it’s hard to go to school like this, but she is still making it each day to school. • This part that says, “Well, well, no other child ever walked in her shoes,” shows me that she is the first student who had to experience this difficult experience. That must have been really hard for her, but she keeps on going to school, no matter what.
<p>3) Tell what the character trait means, and how the text proves that the character demonstrates the trait.</p>	<ul style="list-style-type: none"> • I know that determined means to never give up and always keep trying. • I have some strong evidence from the poem to prove that Ruby is determined. • Now, I’m ready to write my answer. • Model writing the response, including the above information.

<p>Extension and practice</p>	
<ul style="list-style-type: none"> • If students are having difficulty defining the trait determined, provide students with examples of other characters they have read about that they know who are determined. Encourage students to think about how the characters are all alike. • Encourage students who are having difficulty understanding the trait to think of examples of times when they were determined like Ruby. • Students can also create word maps of the word determined to deepen understanding of the trait. • Students requiring extra challenge can be asked to determine a trait of Ruby’s on their own, and support it with evidence from the text. 	
<p>What next?</p>	
<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to use text evidence to support a character’s traits.</p>	<p>See more examples of how to teach supporting a character trait with text evidence (RL.3.3)</p>

<p>Objective: In this lesson, you learned how to use text evidence to support a character's traits.</p> <ol style="list-style-type: none"> 1. Ask yourself, "What does the character trait mean?" 2. Ask yourself, "Where does the character demonstrate this trait in the story through actions and words?" 3. Tell what the character trait means, and how the text proves that the character demonstrates the trait. 	<p>Describe a character's traits using key events</p> <p>Describe characters in a story using key details from the text</p> <p>Develop ideas about a character by looking at a character's thoughts, actions, and words</p>	
Question 3		
Question #3	TDQ #3 In the line, "But Ruby's will was stronger," what does the word "will" mean? How does the use of this word demonstrate Ruby's character traits?	
Standard(s) covered:	RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
Example response that meets standard		Look-fors
<p>When the author says that Ruby's will is stronger, she means that Ruby is not going to let the people scare her from going to school. It comes right after the poet tells how the white people would show her signs telling her to go away. The line right after says that "she is stronger than the bigots with the signs will ever know." This shows that she will not let them see that she is afraid. Ruby's determination to go to school is stronger than their hate and unkindness. She refuses to let them keep her from showing up. It's like she is saying that she won't let them win. Her will is her determination to continue going to school to learn, even though people don't want her to be there.</p>		<ul style="list-style-type: none"> • Ability to use context clues to infer the meaning of the word in the poem.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson, you will learn how to determine the meaning of words in a poem, by looking for clues in the poem.	
Prior knowledge to review	<ul style="list-style-type: none"> • (RL.2.4): Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song • Context Clues 	
Steps to achieve objective	Think aloud for direct instruction	

<p>1) Ask yourself, “Where in the text is this word or phrase?” Skim the text, and highlight the word or phrase.</p>	<ul style="list-style-type: none"> • First, I need to ask myself, where in the poem do I find this word? • Model skimming the text for the phrase. • I see it right here in the second stanza of the poem, “But Ruby’s will was stronger.” It’s pretty close to the beginning. I’m going to highlight this whole phrase. This will help me know where to look for context clues to figure out what it means.
<p>2) Reread the section of the text containing the word or phrase. Jot down any context clues that help you determine the meaning of the word in the text.</p>	<ul style="list-style-type: none"> • Now that I’ve located my word, I have to reread around the phrase that it is contained in. • I’m going to look for clues that help me figure out the meaning in the surrounding parts of the poem. • Well, right above this line, it talks about how the people would hold up mean signs and tell her to go away. Then it says, but Ruby’s will was stronger. This shows me that she is comparing her “will” to the people that are holding these signs. Stronger makes me think she isn’t going to let them stop her. • Right after the line, it says “than the bigots with the signs will ever know.” Again, she is comparing her “will” to these unkind people. They won’t ever know because Ruby won’t let them see that they are hurting her. She won’t stop coming to school, and she won’t let them win by stopping. • I think her “will” is her determination to keep going.
<p>3) Tell what the word or phrase means in the text. Tell the context clues that helped you figure out the meaning of the word or phrase.</p>	<ul style="list-style-type: none"> • Now, I’m ready to write my answer. • First, I’m going to tell what I think the word means in this poem. (Model writing the first part of the answer) • Ok, now I need to use the context clues to explain how I figured out the meaning of the word “will.” (Model supporting with context clues from poem) • This is a strong answer, because it tells the meaning of the word, as it is used in the text, and explains how the context clues helped me to determine the meaning of the word.

Extension and practice

- If students are having difficulty locating context clues, have them cover up the rest of the poem, and focus on only the first two stanzas.
- If students are using background knowledge to tell what “will” means, redirect them to the text—we are looking for the meaning of the word as it is used in this poem.
- For an extra challenge, students can choose other words in the poem that are unfamiliar, and use context clues to determine meanings of these words or phrases. They can create a vocabulary journal of these words/phrases to deepen comprehension and vocabulary.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other poems or fictional texts, containing challenging vocabulary.

See more examples of how to teach word meanings using context clues (RL.3.4):

Objective: Use context clues to determine the meaning of words/phrases in a text.

1. Ask yourself, "Where in the text is this word or phrase?" Skim the text, and highlight the word or phrase.
2. Reread the section of the text containing the word or phrase. Jot down any context clues that help you determine the meaning of the word in the text.
3. Tell what the word or phrase means in the text. Tell the context clues that helped you figure out the meaning of the word or phrase.

[Determine the meaning of unknown words and phrases](#)

[Interpret words and phrases in a poem](#)

Question 4

Question #4	TDQ #4: 4 The poem says, “Ruby stopped and prayed that all the hatred would go away.” This line is repeated four times. Why did the author choose to repeat this particular line? What does this tell the reader about Ruby?
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Standard(s) covered:	RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part builds on earlier sections.
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Example response that meets standard	Look-fors
The author wants me to pay attention to this line. It is repeated, because it tells me something important about Ruby. It says Ruby stopped to pray every day. The author wants me to see that she keeps doing this, over and over again. The word prayed makes me think that Ruby is very religious. This line comes right after stanzas where people are very mean to her. It comes after they scream at her, and after they leave her alone in the classroom. She prays all the time for people to be more kind. She does not fight back or get angry at the people. She prays for them instead. The author repeats this line, so that I am able to notice how gentle Ruby is.	<ul style="list-style-type: none"> • Ability to identify the repeated line as an important part of the poem • Identifies the effect of the repeated line’s placement in the text on its meaning • Effectively uses the repeated line to make a claim about the character

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson, you will explain how an author uses repeated lines in a poem to describe a character’s traits.
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Prior knowledge to review	<ul style="list-style-type: none"> • (RL.2.3): Describe how characters in a story respond to major events and challenges. • (RL.2.4): Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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Steps to achieve objective	Think aloud for direct instruction
1) Look at where the repeated line shows up in the poem. Think about why the author chose to put it there.	<ul style="list-style-type: none"> • I know that when I repeat something, it is because I want to make sure someone really heard me and understood what I was saying. • I'm going to reread my poem, and highlight the line each time I see it. • Now, I'm going to look at where the author puts this line. • I'm noticing that right before this line, there is a stanza about how horribly the white people treated Ruby. I see it comes right after the part about them screaming at her, and right after the part where she sits alone in her classroom. It also shows up again directly after the line, "They hated her for the color of her skin." • The author wants to highlight Ruby's actions by putting this line after these parts.
2) Think about what the repeated line shows you about the character.	<ul style="list-style-type: none"> • This line tells me that Ruby's reaction to all their unkind actions was to pray that this would all stop. • She does this each day. She is not going to give up her hope that things can get better for her, and other children. • The people are unkind to her, and she does not react by doing something mean to them. She just prays that they will stop. She is a very gentle person. It would be hard not to fight back if people treated me that poorly, but Ruby remains gentle.
3) Construct a response that answers all the parts of the question.	<ul style="list-style-type: none"> • This is a really big question! It asks me to do two things: I need to answer why the author repeats this line, and what it teaches me about Ruby. • Model constructing the response to address all parts of the question, referring back to the question to be sure.

Extension and practice

- If students are having difficulty answering both parts of the question, break the question up into two lessons: 1) Why lines are repeated (offer examples of poems with repeated lines as examples) 2) How the repeated line teaches us about a character. Students can put each part of their answer together to form one response.
- Use a graphic organizer (t-chart) to separate ideas: What does the line teach? Why does the author repeat it?

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other poems or short rhymes with repeated words or lines.

See more examples of how to teach how repeated lines provide meaning in a text (RL.3.5):

Objective: Explain how an author uses repeated lines in a poem to describe a character's traits

1. Ask yourself, "Why do authors repeat certain lines or words?"
2. Look at where the repeated line shows up in the poem. Think about why the author chose to put it there.
3. Think about what the repeated line shows you about the character.
4. Construct a response that answers all the parts of the question.

[Identify the important parts of a poem by finding repeating words](#)

Question 5

Question #5	TDQ #5 The only end punctuation the author includes in this poem are question marks. There are no periods in the poem. How does the author’s use of punctuation help convey the central message of the poem? Use specific examples from the text to explain your answer.	
Standard(s) covered:	RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
	Example response that meets standard	Look-fors
	The author does not include any periods after any line in this poem. Periods make the reader stop. I think the author is trying to show me that the pain Ruby felt from all the hatred never stops. The poem says that every day she would have to stop and pray for them, because they disliked her so much. The poem also says they hated her because of the color of her skin. Ruby could never change the color of her skin. Ruby never stopped going to school. She never stopped praying that this would never happen to any other children. This is why there are no periods in the poem. There are two question marks, after the lines “Why, oh why can’t I?” Question marks make me think of confusion. The poem says she is only 6 years old. She must have been very confused about why people were treating her this way. The message of the poem is about how we should not treat other people unfairly because they are different, and the question marks show how scary this was for Ruby.	<ul style="list-style-type: none"> • Ability to explain purpose of periods and question marks in the context of the poem. • Ability to determine the central message of the text • Ability to support the central message with specific examples from the poem.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how to explain how an author uses punctuation to convey the central message of a poem.	
Prior knowledge to review	<ul style="list-style-type: none"> • Purpose of periods and question marks in sentences • Review of main points of the poem (big ideas) • (RL.2.5): Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action 	

Steps to achieve objective	Think aloud for direct instruction
1) Ask yourself, "What is the message of this poem? What is the author trying to teach me?"	<ul style="list-style-type: none"> • I wonder what Lori McKenna wants me to learn from this poem...I know that Ruby was only 6 years old, and that she had to go to a school every single day where white people hated her and did really unkind things to her. This sounds like a really scary experience that she had to go through. • Even though it may have been really scary, Ruby never stopped going to school. She also never stopped praying for people to change. I have seen many examples of that throughout this poem. • I think the author wants me to learn that it is unfair to treat people poorly just because they are different. • I also think she wants me to know that I should never give up on hope, and to be brave when things are hard, just like Ruby in this poem.
2) Think about how the punctuation affects the big idea of the poem.	<ul style="list-style-type: none"> • I think the author doesn't use any periods, because the hard times that Ruby endured seemed to never stop. The poem says she went to school and was treated unfairly every single day. • I also see that Ruby never gave up. She never stopped believing in herself, because she kept going not matter how mean people were to her. • The question marks help me to see how confused and scared Ruby must have been. She always asks the question, "If birds can fly, then why, oh why can't I?" She does not understand why all this is happening to her.
3) Form a response that explains how the author's use of punctuation helps to convey the central message of the poem.	<ul style="list-style-type: none"> • Now that I've looked closely at the punctuation marks and figured out what the author wants me to learn in this poem, I am ready to write a response that tells why the author chose to only use question marks in this poem. • I'm going to make sure I answer all the parts of the question in my answer. • Model writing the response.

Extension and practice
<ul style="list-style-type: none"> • If students are having difficulty connecting punctuation to meaning, review the purpose of periods and question marks in sentences-What kind of sentences use periods and question marks? • If students are having difficulty determining central message, provide a topic/theme organizer to break down the big ideas and central message. Use the information from the graphic organizer to construct the response. • For students requiring extra challenge, encourage finding another central message in the poem, that can be supported with evidence from the text.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard

See more examples of how to teach determining the central message of a text (RL.3.2):

Objective: Explain how an author uses punctuation to convey the central message of a poem.

1. Ask yourself, "What is the message of this poem? What is the author trying to teach me?"
2. Think about how the punctuation affects the big idea of the poem.
3. Form a response that explains how the author's use of punctuation helps to convey the central message of the poem.

[Determine a poet's message in a poem](#)

Evidence #1

Evidence #2

Evidence #3

Evidence #4

People treated Ruby unkindly because in the poem it says: _____.

The poem also says: _____
_____.

Ruby is also treated unkindly when: _____
_____.

Lastly, the poem says _____. These are the reasons I know Ruby was treated unkindly by others.

Name: _____
Date: _____

4
(synonym)

5
(antony mor opposite)

3
(dictionary definition)

1
(Vocabulary Word)
Page Number

6
(other forms of the word)

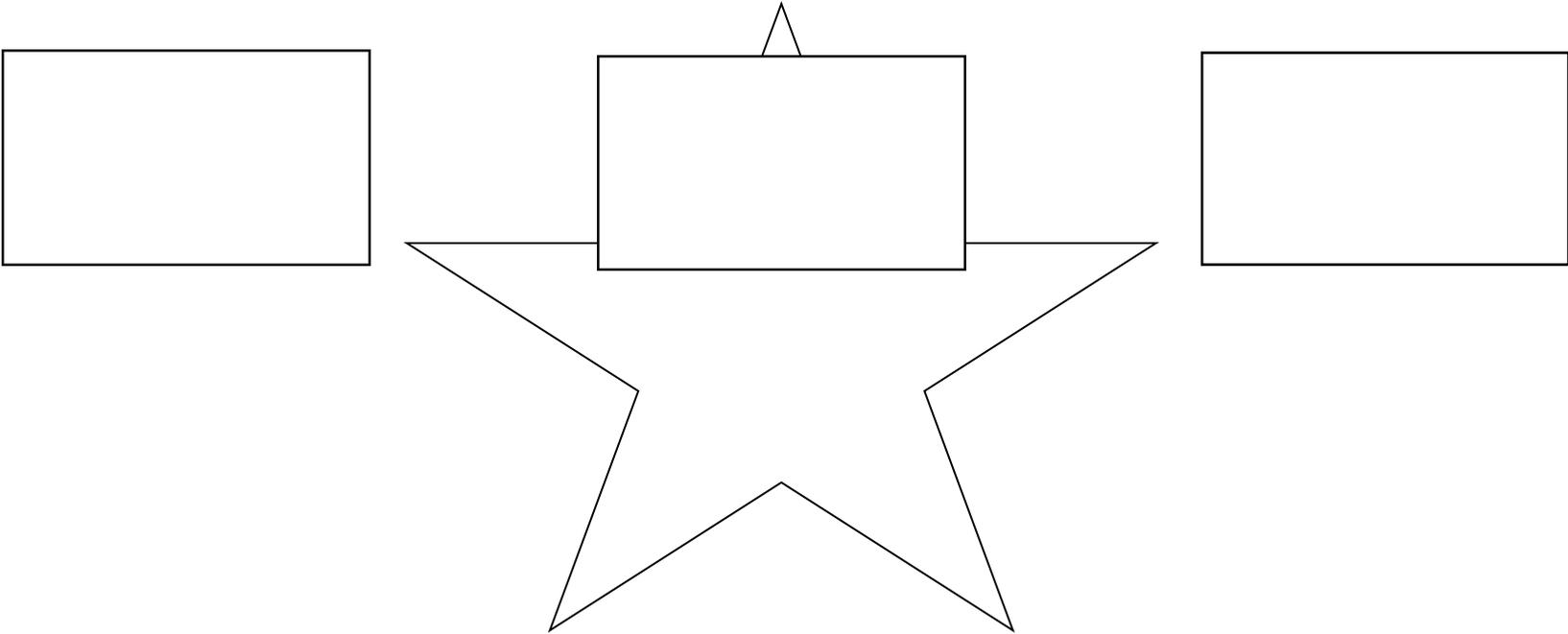
2
(excerpt from the text)

8
(my own sentence)

7
(my association, example, or sketch)

<p>Line from the poem:</p>	<p>What does the line teach me?</p>	<p>Why does the author use it?</p>
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Big Idea/Central Message:



Evidence from the text to prove the BIG Idea/Central Message