

Module 5
Participant Guide

Focus on Deepening
Implementation

Connecticut Core Standards for English Language Arts and Literacy



Grades K–5

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

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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.

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Today's Agenda

Morning Session

- Opening Activities and Pre-Assessment
- Sharing Successes and Challenges
- Supporting Teachers in the Change Process
- Assessing Written Curriculum with the EQUIP Rubric
- Collaborative Examination of Student Work

Afternoon Session

- Using the Connecticut Core Standards Classroom “Look Fors” Guide
- Reflection and Planning

Post-Assessment, Session Evaluation, and Wrap Up

Introductory Activities

Introductory Activities

Pre-Assessment–CCS-ELA & Literacy

Instructions: Check the box on the scale that best represents your knowledge or feelings about the CCS-ELA & Literacy in your classroom.

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I have a deep understanding of how to support teachers in my school or district through the change process.				
I know the Seven Norms of Collaboration, and am able to use them to facilitate conversations with individuals and groups.				
I am familiar with the components of the EQuIP Rubric and its role in assessing written lesson and unit development and alignment.				
I know how to collaboratively analyze student work from a performance task and provide feedback to the teacher as to the quality of the performance task.				
I have a deep understanding of the Connecticut Core Standards Classroom “Look Fors” Guide and how to provide feedback to colleagues using the guide.				
I am able to facilitate collaborative conversations and professional learning for my colleagues related to the key components of the modules throughout the Connecticut Core Standards System of Professional Learning series.				

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



Jot down ideas to share with fellow Core Standards Coaches about activities or conversations you facilitated in your school or district relative to Module 4. If you encountered challenges, feel free to share those as well!

Part 1: Sharing Successes and Challenges

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Activity 1: Sharing Success and Challenges

DESCRIPTION

Participants will note successes, challenges, activities, and conversations that have arisen in their school or district relative to Module 4.

DIRECTIONS

1. Choose one participant from your table to be the recorder/speaker for your table.
2. At your table, share your Notepad responses from the Introductory Activity containing your implementation experiences.
3. Note successes, challenges, activities, and conversations that have arisen in your school or district relative to Module 4.
4. As a full group, you will participate in two rounds of reporting:
 - a. Round 1: Recorder/speaker will share activities and successes.
 - b. Round 2: Recorder/speaker will share questions and challenges.

RESOURCES

- Notepad responses

Part 2: Supporting Teachers in the Change Process

Part 2: Supporting Teachers in the Change Process

Activity 2a: Supporting Teachers in Making the Change to CCS-aligned Instruction

DESCRIPTION

Participants will use the *Stages of Concerns Continuum* to identify where a fictional teacher may be regarding implementation of the CT Core Standards. Participants will determine ways to support the teacher as she moves through the change process and discuss ways to support their own staff as they continue to implement the standards and a new curriculum.

DIRECTIONS

1. Read the *Supporting Staff through the Stages of Concern Continuum* on following page.
2. With a partner, read Part A of the scenario about a fictional teacher. Using the *Stages of Concern Continuum*, the partners will identify where this teacher is on the continuum.
3. After discussing questions on Part A, read Part B of the scenario and discuss the questions.
4. As a table group, discuss the end of activity discussion prompts. You may record your reflections in the Notepad section on page 36.

RESOURCES

- *Supporting Staff through the Stages of Concern Continuum*. Adapted from: Hall, G.E. & Hord, S.M. (2006). *Implementing change: Patterns, principles, and potholes* (2nd ed). Boston: Allyn and Bacon.
- *Stages of Change: Fictional Case Study*. Adapted from Expeditionary Learning. July 2013 NTI: Grades 3-8 ELA Turnkey Kit - Session 3B. EngageNY.

SUPPORTING STAFF THROUGH THE STAGES OF CONCERN CONTINUUM

Stages of Concern	School Realities You will hear or see...	Coaching Suggestions You might want to...
5/6: Collaboration/ Refocusing	I started telling other people about how this is working. I can't wait to share the student work from this project. I love doing this. Can I present at a workshop?	Provide opportunities for action research, to present/publish, capture new ideas for adaptation of module lessons, allow for experimentation, acknowledge expertise.
4: Consequence	This is working for lots of my kids! I was surprised that the kids... I am looking for ways to make this better. Help me meet the specific needs of ELLs/Special Ed kids/high achieving kids...	Provide specific, targeted PD (how does this work when...?) Individual conversations/ feedback. Provide opportunities to peer coach, share experiences, collaborate with others, present at department meetings and other internal structures, opportunities to present at outside workshops.
3: Management	I can't believe how long it takes me to plan each class. I worked all weekend on this. I tried something new and it was great/a disaster! I am still trying to figure out how to use/do...	Provide TIME and RESOURCES. "Make and take" type sessions, structured individual and small group problem solving conversations. Peer coaching/feedback. Co-planning. Use tuning protocols (warm/cool feedback). Offer release time to see/talk to others who are implementing.
2: Personal	Huh, seems like this will take a lot of work. Where am I going to get...? Can you help me find something? Can you help me make a...?	Provide implementation workshops. Offer websites, books, resources, models, co-planning and feedback.
1: Informational	I liked your workshop but I am not sure what this has to do with me. These are interesting articles. It helped me to hear you describe what you are doing in your classroom. I don't think this will work in my classroom. I don't think I have time for this.	Acknowledge the challenge but focus on how the work is worth it for kids. Tell stories of how you've seen it working. Gather and provide lots of models and materials. Keep talking/sharing/modeling. Let the person hear about it from other sources.
0: Awareness	I think I remember hearing about this. That never works. We did this back in 1970. What goes around comes around.	Leadership: Clearly present expectations to participate. Provide opportunities to learn.

Adapted from Hall, G. E. & Hord, S.M. (2006). *Implementing change: Patterns, principles, and potholes* (2nd ed.). Boston: Allyn and Bacon.

STAGES OF CHANGE: FICTIONAL CASE STUDY**ACME Elementary School****The Case of Anna*****PART A – PLEASE READ THIS FIRST***

ACME Elementary School is planning a full implementation of the CT Core Standards for grades K–5 in the 2014–2015 school year. Before school ended in the summer of the 2013–2014 school year, the faculty participated in professional development about close reading, writing from sources, vocabulary development, and the content of the standards through a vertical progression activity.

Anna, whose students had gotten solid results on previous years’ Connecticut Mastery Tests (CMT), grew very concerned about what the changes she saw coming meant for her teaching. She wondered, “What if my kids don’t do well?” “What impact will this have on my SEED results?” “I’ve always been a good teacher. What if I won’t be one now, according to my principal?”

Over the course of the summer, Anna’s feelings fluctuated between excitement about the potential impact the standards could have on her students’ achievement and anxiety about the unknown consequences. She vacillated between these emotions depending on whom she was speaking with and their comfort level with the CT Core Standards’ implementation; she did not like feeling so uncertain. Anna felt that she had finally figured out the right routines and practices that worked for her and her students and she was very uncomfortable with the idea that these might have to change.

Talk about these questions with a partner:

- What do you think is going on for Anna? At what *Stage of Concern* is she, and why do you think that?
- What would you do as a member of the Instructional Leadership Team or as Literacy Coach?

PLEASE DISCUSS YOUR IDEAS BEFORE LOOKING AT PART B

PART B – PLEASE READ PART A FIRST

Anna has personal concerns about her ability to do the actual work required of her. She needs to feel a sense of motivation and encouragement. She also feels a great sense of stress. Despite clarity about why the school is doing this, reminders that they have been talking about implementing the standards for a while, and reassurance that everyone will receive the proper professional development in an ongoing manner, Anna remains anxious.

The literacy coach, Beth, who has a strong working relationship with Anna, scheduled a 30-minute one-on-one check-in with Anna once the school year started each week in order to give Anna an opportunity to ask questions and to see how she was doing. They followed a basic discussion protocol that consisted of: what went well teaching the new standards, what the areas for growth were, what Anna’s goals for the upcoming week were, and if there was anything Beth could do to support Anna in the next week. Initially, Anna had a tendency to sidetrack the conversation, but Beth used the protocol skillfully to generate a productive conversation and point out to Anna what she had been doing really well to continue to build her confidence and motivation.

After the first month of school, Anna’s anxiety subsided. She let Beth know that she did not feel the need to have the weekly check-ins and that she really needed that time to prepare materials and to plan for class. Beth reassured if Anna that if she should change her mind, they could reinstate the meetings at any time or she could come into her classroom to provide support in any way.

Talk about these questions with a partner:

- You many have your own ideas about how to approach a check-in session. How are your ideas similar or different to what happened in this case?
- How do you think the approach described above will move Anna and the school’s initiative forward?
- How can this approach assist you in working with resistant staff?

Adapted from: Expeditionary Learning. July 2013 NTI: Grades 3-8 ELA Turnkey Kit - Session 3B. EngageNY <https://www.engageny.org/resource/july-2013-nti-grades-3-8-ela-turnkey-kit-session-2b>.

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



How do teachers’ *concerns* change as they move through the change process?

How can the questions teachers ask provide information for coaches?

How do teachers’ *attitudes* change as they become more familiar with knowledge and practices involved in a change?

Think-Pair-Share

DIRECTIONS

1. Read the *Seven Norms of Collaboration* on the following page.
2. Select one norm that you do well and one norm you would like to improve upon.
3. Pair with a neighbor and explain the norm that you do well and give an example, as well as an example of a norm on which you would like to improve.
4. Discuss with your table: Are there commonalities among your choices?

RESOURCES

- *Seven Norms of Collaboration*. Adapted from Garmston, R., and Wellman, B. (2009) *The Adaptive School: A Sourcebook for Developing Collaborative Groups*, 2nd edition. Norwood, MA: Christopher Gordon. Retrieved from <http://www.thinkingcollaborative.com/norms-collaboration-toolkit/>
- *Supporting Staff Through the Stages of Concern Continuum*. Adapted from: Hall, G.E. & Hord, S.M. (2006). *Implementing change: Patterns, principles, and potholes* (2nd ed). Boston: Allyn and Bacon.
- *Stages of Change: Fictional Case Study*. Adapted from Expeditionary Learning. July 2013 NTI: Grades 3-8 ELA Turnkey Kit-Session 3B. EngageNY

SEVEN NORMS OF COLLABORATION

1. Promoting a Spirit of Inquiry

Exploring perceptions, assumptions, beliefs, and interpretations promotes the development of understanding. Inquiring into the ideas of others before advocating for one’s own ideas is important to productive dialogue and discussion.

2. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

3. Paraphrasing

Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

4. Probing

Using gentle open-ended probes or inquiries – “Please say more about...” or “I’m interested in...” or “I’d like to hear more about...” or “Then you are saying...” increases the clarity and precision of the group’s thinking.

5. Putting ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Adapted from Garmston, R., and Wellman, B. (2009) *The Adaptive School: A Sourcebook for Developing Collaborative Groups*, 2nd edition. Norwood, MA: Christopher Gordon. Retrieved from <http://www.thinkingcollaborative.com/norms-collaboration-toolkit/>

Activity 2b: Providing Effective Feedback

DESCRIPTION

Participants identify five essential skills for CT coaches that will support them when providing feedback to teachers. Through the use of a coaching session video, they will recognize the use of the essential skills to enable the teacher to grow instructional skills in the classroom.

DIRECTIONS

1. Watch the video of a coaching session. Using the *Essential Skills for Coaches in Action* tool below as a guide, observe the various skills the coach uses during the session.
2. Record elements of the coaching session that reflect the five essential skills.
3. After watching the video, discuss in your group essential skills that the coach effectively used during the session. Include in your discussions, ‘missed opportunities’ that would have made for a stronger coaching conference.

Essential Skills for Coaches in Action

Essential Skill	Evidence in Action from Conference Video
Increasing Teacher’s Capacity	
Active Listening	
Thoughtful and Reflective Questioning	

Essential Skill	Evidence in Action from Conference Video
Providing Effective Feedback	
Building Relationships	

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



What elements of the Essential Skills for CT coaches did the observer use competently throughout the coaching session?

Where do you think there were ‘missed opportunities’ within the discussion? What would you have added to the discussion to strengthen the coaching session?

RESOURCES

- *Essential Skills for Coaches in Action* tool

VIDEO

- *Observation and Feedback: Probing to Identify the Problem* (2012). Retrieved from <https://www.youtube.com/watch?v=bBeNs1Q2kXk>

Part 3: Assessing Written Curriculum with the EQulP Rubric

Part 3: Assessing Written Curriculum with the EQuIP Rubric

Activity 3a: Building Expertise with the EQuIP Rubric

DESCRIPTION

Using a jigsaw approach, participants will read, discuss, and build expertise on one section of the EQuIP Rubric and share with their table groups.

DIRECTIONS

1. Participants at each table group will be assigned a dimension of the EQuIP Rubric by the facilitator. The dimensions will be: 1) Depth and Rigor of CCS; 2) Key Shifts in the CCS; 3) Instructional Support; and, 4) Assessment.
2. Read and discuss the assigned EQuIP Rubric dimension, becoming experts in that area.
3. When completed, put the number of your table group on a sticky note. When prompted by the facilitator, “remix with others” and form new groups of four representing each dimension in the EQuIP Rubric.
4. Each “expert” will share key understandings of their assigned dimension with other members of the group.

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



How can the EQuIP Rubric assist teachers in developing a deeper understanding of their CCS-aligned curriculum?

RESOURCES

- EQuIP Rubric. Retrieved from <http://www.achieve.org/EQuIP>

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

**Part 4: Collaborative Examination of Student Work from
Performance Tasks**

Part 4: Collaborative Examination of Student Work from Performance Tasks

Activity 4: Examining Student Work from a Performance Task

DESCRIPTION

Participants will deepen their understanding of performance tasks as evidence of student learning.

DIRECTIONS

1. Form a group of four participants.
2. Select a facilitator and recorder. Locate the lesson plan for literacy: Investigating Sharks, as well as the student work samples (these are separate handouts).
3. Read the lesson: Literacy: Investigating Sharks. Complete the following steps in the protocol, using the template on the following page.
 - a. Focus on the assignment itself and analyze purpose and demands without consulting the standards.
 - b. Analyze targeted standards and identify gaps in alignment.
 - c. Describe how students performed on the assignment and if they met the expectations of targeted standards.
 - d. Provide criterion-based feedback regarding assignment and instruction.

Discussion Prompt: (Reminder, Notepad is available on page 37 to capture your thoughts.)



How realistic (or authentic) can a performance task be if it is to be both engaging *and* an effective measure of student learning?

RESOURCES

- Modified EQuIP Student Work Protocol: *Modified for CT Core Standards Systems of Professional Learning from EQuIP Student Work Protocol - ELA/Literacy. Retrieved from http://www.achieve.org/files/ELA%20Student%20Work%20Protocol%20FINAL_1.pdf
- CCS-aligned Performance Task and Student Work - Grade 3 Literacy: Investigating Sharks. Retrieved from http://schools.nyc.gov/NR/ronlyres/0F4660F6-6E81-47F2-B0AC-42D85901CA85/0/NYCDOEG3LiteracySharks_Final.pdf and from <http://schools.nyc.gov/NR/ronlyres/6BA6C876-138F-4A86-A512-11A62158F124/0/NYCDOEG3LiteracySharksStudentWorkNoAnnotation.pdf>

Modified* EQUIP Student Work Protocol

<p>Step 1: Identify</p>	<p>Reviewer Name: Title of Assignment: Grade: Date:</p>	
<p>Step 2: Review Assignment and Rubrics</p>	<p>Guiding Questions for Reviewing Assignment and Rubric:</p> <ul style="list-style-type: none"> • Based on the directions and/or the scoring guides for the assignment, what is its likely purpose? (Performances required) • Based on the directions and/or the scoring guides for the assignment, what demands does it make of students? (Knowledge and skills required) 	
<p>Step 3: Compare Standards with Assignment</p>	<p>Guiding Questions for Reviewing Standards and Comparing Alignment of Assignment</p> <ul style="list-style-type: none"> • Do the directions, prompt(s), and/or scoring guide for the assignment give students the opportunity to demonstrate all or part of the targeted standards for the assignment and lesson/unit? • How well aligned are the content and performance(s) of the assignment with the targeted standards in the assignment and the lesson/unit? 	
	<p>Targeted Standard</p>	<p>Evidence of Alignment or Gaps in Alignment</p>

<p>Step 4: Diagnose Student Work</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What does the student work communicate about the kind and level of skills and knowledge students have learned and still need to learn? • What are the most frequent and fundamental successes students appear to be having with the assignment? • What are the most frequent and fundamental problems students appear to be having with the assignment?
<p>Step 5: Provide Suggestions for Improving the Assignment**</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How does the assignment fit into the overall lesson or unit plan?* • What does the review of student work suggest are the strengths and weaknesses of the assignment? • What should be kept, deleted, and/or added to the assignment or lesson/unit for tighter alignment with the depth of the targeted standards? • Do the rubrics/scoring guides accurately communicate CCS expectations for proficiency? If not, how might they be improved?
<p>Step 6: Instructional Guidance***</p>	<p>What feedback might you give or what questions might you ask of a colleague to help him or her reflect on:</p> <ul style="list-style-type: none"> • The design and alignment of performance task? • Instruction related to quality of student work?

*Modified for CT Core Standards Systems of Professional Learning from EQUIP Student Work Protocol – ELA/Literacy. Retrieved from http://www.achieve.org/files/ELA%20Student%20Work%20Protocol%20FINAL_1.pdf

**May not be applicable to today’s exercise.

***Added for today’s coaching conversation.

**Part 5: Introducing and Using the Connecticut Core Standards
Classroom “Look Fors” Guide**

Part 5: Introducing and Using the Connecticut Core Standards Classroom “Look Fors” Guide

Activity 5a: Assessing a Video Lesson Using the “Look Fors” Guide

DESCRIPTION

In Activity 5a, participants will use the CT Core Standards Classroom “Look Fors” to observe a reading lesson and determine how aligned the practices are to the CT Core Standards.

DIRECTIONS

1. In table groups, select one area of the CT Core Standards Classroom “Look Fors” to focus on. Divide the instructional practice areas for each participant to focus on while watching the video lesson.
2. Using the CT Core Standards Classroom “Look Fors” Guide as a resource, determine CCS-aligned practices within the lesson.
3. Closely read the instructional practices that should be observed during the video lesson.
4. Watch the video and use the classroom “Look Fors” to gather evidence of the CCS integration within the lesson.
5. Write your observations for each area in the ‘Observable Teacher Action’ column on the following page (a sample has been provided below).
6. After the lesson, discuss the questions on page 26 with your group.

Connecticut Core Standards Classroom “Look Fors” Recording Sheet Sample

Focus Area: <i>Focus Each Lesson on a High-Quality Text (or Multiple Texts)</i>	
Instructional Practice Indicator	Observable Teacher Action(s)
<i>Example: Instructional Practice A: A majority of read aloud time is spent reading, speaking, or writing about text(s).</i>	<i>Example: Teacher interacting with students as they read and re-read the text. Teacher asking questions to student groups that must be cited from the text.</i>

Connecticut Core Standards Classroom “Look Fors” Recording Sheet

Focus Area:	
Instructional Practice Indicator	Observable Teacher Action(s)

Discussion Questions:

- What components in your section were clearly evident during the lesson? What evidence did you gather to support your assertions?
- What components in your section were not clearly evident? How did you know?
- What questions do you have after watching the lesson?
- What steps could be taken to further develop this teacher’s skill?

Discussion Prompt: (Reminder, Notepad is available on page 37 to capture your thoughts.)



In what ways can the Connecticut Core Standards Classroom “Look Fors” Guide support your work with classroom teachers?

RESOURCES

- Connecticut Core Standards Classroom “Look Fors” Guide
- Connecticut Core Standards Classroom “Look Fors” Recording Sheet

VIDEO

- *Guided Reading with Jenna*. (2011). Teaching Channel. Retrieved from: <https://www.youtube.com/watch?v=KhJHzabXTSE>

Activity 5b: Debriefing a Lesson

DESCRIPTION

In Activity 5b, participants will follow up the lesson review with an opportunity to develop and provide feedback on the lesson. Participants will use the *Essential Skills for Coaches Guide* to organize their feedback and review a debriefing protocol, which will help support a focused feedback session.

DIRECTIONS:

1. After discussing the lesson in your table group, divide into smaller groups of two or three.
2. Using the *Essential Skills for Coaches Guide*, craft talking points that you would use as you provided feedback to the teacher. Be sure to make as many connections as possible with the five essential skills for CT Core Coaches.
3. Share your feedback with your partner. Do you believe that the feedback will ensure a stronger lesson in the future?
4. Review the *Coaches' Observation and Debriefing Protocol* on page 29. Discuss whether the tool will be effective when working with teachers.
5. Be sure to make as many connections as possible with the five essential skills for CT Core Coaches.

Essential Skills for Coaches Guide

Essential Skill	Notes for Debriefing Conference
Increasing Teacher's Capacity	
Active Listening	

Essential Skill	Notes for Debriefing Conference
Thoughtful and Reflective Questioning	
Providing Effective Feedback	
Building Relationships	

Coaches' Observation and Debriefing Protocol

Preparation

- a. Determine the classroom to visit based on need and make arrangements with staff.
- b. Determine focus of walkthrough, including specific and/or general “Look Fors.” This should be done in collaboration with classroom teacher.

Walkthrough

- a. Conduct a walkthrough or class observation looking for evidence of teaching/learning connected to the focus area(s) and “Look-Fors.”
- b. Observe specific examples of effective teaching within the classroom.
- c. Document specific examples.

Reflection

- a. Consider trends or themes that emerged from the walkthrough or observation.
- b. Select one or two themes/trends to use in the debriefing session with the classroom teacher.
- c. Select examples that illustrate the theme or trend you observed.
- d. Prepare probing questions to focus discussion on the lesson that will refine and improve instruction.

Group Debriefing

- a. Meet with the teacher in a quiet place that will provide an opportunity for discussion.
- b. Communicate the theme or trend that emerged from the walkthrough or observation.
- c. Give specific examples or evidence that illustrates the theme.
- d. Present a probing question(s) to push the instructional agenda.
- e. Close the debriefing with supports and next steps that will provide direction for the teacher.

Protocol adapted from Group Debriefing Protocol developed by Dr. Otto Graf and Dr. Joseph Werlinich, University of Pittsburgh.

RESOURCES

- Connecticut Core Standards Classroom “Look Fors” Guide
- Essential Skills Coaches Guide
- Coaches' Observation and Debriefing Protocol

Part 6: Reflection and Planning

Part 6: Reflection and Planning

Activity 6a: Focus on Deepening Implementation

DESCRIPTION

In this final section, participants will look back on the entire module series and identify content or activities that will have the highest impact in their school with colleagues to implement the CCS-ELA & Literacy. Participants will share their thoughts with their colleagues.

DIRECTIONS: PART 1

1. Review the *Topics and Activities from Modules 1–5* below.
2. Part 1: Determine which of the activities or topics you have learned about during Modules 1–5 that will have the highest impact in your school as you work with colleagues to implement the CCS-ELA & Literacy. Record them in the ‘Give One, Get One, Move On’ table on page 33.

Topics and Activities from Modules 1–5

Module 1: Focus on Instructional Shifts

- Overview of the CCS-ELA & Literacy (structure and organization)
- Vertical Progressions: Examining the vertical progressions of the CCS-ELA & Literacy
- Instructional Shifts: Learning about the shifts and creating anchor charts
- Introduction to the EQuIP Rubric
- Rigor in the CT Core Standards Classroom

Module 2: Supporting all Students in Close Reading, Academic Language, and Text-based Discussion

- Annotating for important components of a text-based lesson
- Planning for a close reading lesson
 - Making decisions about vocabulary
 - Creating a sequence of text-dependent questions
- Classroom Discussion
 - Importance of classroom discussion
 - Choosing and explaining a discussion protocol
- Universal Design for Learning

Module 3: Supporting all Students in Writing and Research

- Close Look at the Writing Standards
 - Types of Writing in the CCS-ELA & Literacy (Text-rendering protocol with the CCS Intro)
 - Examining grade level expectations (Student writing from *In Common* collection)
- Writing Grounded in Evidence
 - Best practices in writing about text (Jigsaw protocol with Shanahan chapter)
 - Viewing a video and looking at student work from the lesson for evidence of writing instruction
- Looking at Research Instruction in CCS-aligned Research Units
- Supporting Students in Writing

Module 4: Focus on Unit Design

- Overview of Unit and Lesson Design
 - Tracing the Claim (in Wiggins & McTighe article “From Common Core Standards to Curriculum”)
- Stage 1 of Unit Design – Desired Results
 - Choosing standards
 - Adding Understandings and Essential Questions
 - Adding Knowledge and Skills
 - Writing the Unit Overview
- Stage 2 of Unit Design – Performance Tasks and Assessments
 - Performance tasks (GRASPS) and evaluative criteria
- Stage 3 of Unit Design – Designing Learning (Create a learning plan)
- Supporting Teachers in Unit Design

Module 5: Focus on Deepening Implementation

- Supporting Teachers in the Change Process
 - Stages of Concern scenario
 - Essential skills for coaches
- Assessing Written Curriculum with the EQulP Rubric
 - Building expertise
 - Reviewing a lesson
- Collaborative Examination of Student Work
 - Examining student work from a performance task
- Using the Connecticut Core Standards Classroom “Look Fors” Guide (Viewing a video lesson and planning feedback)

Give One, Get One, Move On

DIRECTIONS: PART 2

1. After completing the table below, stand up and “mill about” the room.
2. At the facilitator’s signal, stop, find a partner, and take turns sharing and explaining one of your priority topics.
3. Be brief. Soon the facilitator will request that you begin “milling about” again.
4. This will be repeated several times to ensure that participants have ample opportunity to share.

Topic or Activity	Why Is This a Priority?	How Can it Be Shared	Additional Coaching Skills Needed

RESOURCES

- Topics and Activities from Modules 1–5
- Give One, Get One, Move On tool

Activity 6b: Action Planning

DESCRIPTION

After completing the *Give One, Get One, Move On* activity, participants will reflect on what key messages and strategies they would like to take back to their school and share with their colleagues. They will work with their school teams to develop the strategies.

DIRECTIONS

1. Reflect on today’s learning as well as Modules 1–4.
2. Work with your school team (or with a job-alike partner from another school) to develop a strategy for sharing Modules’ 1–5 key messages and resources with colleagues back at your schools.

Key Messages and Resources	Strategy

Discussion Prompt: (Reminder, Notepad is available on page 37 to capture your thoughts.)



What ideas do you have for how you might use the module content in your school or district?

RESOURCES

- Key Messages and Strategy Table

Closing Activities

Post-Assessment–CCS-ELA & Literacy

Instructions: Check the box on the scale that best represents your knowledge or feelings about the CCS-ELA & Literacy in your classroom.

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I have a deep understanding of how to support teachers in my school or district through the change process.				
I know the Seven Norms of Collaboration, and am able to use them to facilitate conversations with individuals and groups.				
I am familiar with the components of the EQUIP Rubric and its role in assessing written lesson and unit development and alignment.				
I know how to collaboratively analyze student work from a performance task and provide feedback to the teacher as to the quality of the performance task.				
I have a deep understanding of the CT Core Standards “Look Fors” Guide and how to provide feedback to colleagues using the guide.				
I am able to facilitate collaborative conversations and professional learning for my colleagues related to the key components of the modules throughout the CT Core Standards System of Professional Learning series.				

Session Evaluation

Thank you for attending today’s session. Your feedback is very important to us! Please fill out a short survey about today’s session.

The survey is located here: <http://surveys.pcgus.com/s3/CT-ELA-Module-5-K-5>.



Notepad for Module 5

Introductory Activity/Part 1: Sharing Successes and Challenges

Record any ideas you have gained from your discussion regarding successes and challenges.

Part 2: Supporting Teachers in the Change Process

Record your thinking regarding the discussion prompts from Activities 2a and 2b.

Part 3: Assessing Written Curriculum with the EQUIP Rubric

How can the EQUIP Rubric assist teachers in developing a deeper understanding of their CCS-aligned curriculum? How might you or your colleagues use the EQUIP Rubric in your personal teaching practice or collaboration?

Part 4: Collaborative Examination of Student Work from Performance Tasks

How realistic (or authentic) can a performance task be if it is to be both engaging and an effective measure of student learning?

Part 5: Introducing and Using the Connecticut Core Standards Classroom “Look Fors” Guide

In what ways can the Connecticut Core Standards Classroom “Look Fors” Guide support your work with classroom teachers?

Part 6: Reflection and Planning

Record any ideas you have for how you might use the module content in your school or district.

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Appendix – Sample Text

A Closer Look at “Mother to Son”

Note: The Appendix of this Participant Guide is only available in the PDF version of the file.

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>				

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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 				

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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.

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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/d7zugvcvnfn0ideem08amu4jw>
- 📎 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/ugjgftj9dqmq2emr0cyl4ti2>
- 📎 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>