



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 3: Lesson 7

Revisiting the Performance Task: Analyzing a Model Essay and Reading with Expression



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)
I can speak clearly and at an understandable pace. (L.4.4)
I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (RF.4.4)

Supporting Learning Targets

- I can analyze a model essay to identify characteristics of a strong essay.
- I can read a poem aloud clearly and with expression.

Ongoing Assessment

- Students' annotations on the model essay
- Observations of students reading their inspired poems



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Analyzing a Model Essay as a Reader (20 minutes)B. Analyzing a Model Essay as a Writer (15 minutes)C. Reading a Poem with Expression (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Revisiting Learning Targets and Preparing for Homework (10 minutes)4. Homework<ol style="list-style-type: none">A. On the Performance Task Poems sheet, copy both your selected poem (the poem written by Robert Frost, Walter Dean Myers, or Valerie Worth that inspired you) and your original “inspired” poem.B. Practice reading both of these poems aloud (to a friend, family member, or in front of a mirror)..	<ul style="list-style-type: none">• This lesson signals a shift from reading and research about students’ selected poets to part 2 of their performance task: an essay about their selected poet.• In this lesson, students revisit the Performance Task anchor chart begun in Unit 2, Lesson 8. Before the lesson, add parts 2 and 3 to the anchor chart (see supporting materials) and then cover those new parts with another sheet of chart paper. Thus, students can focus on each part as they are addressed in the lesson.• In this lesson, students read and analyze a model essay to determine its characteristics and with teacher guidance answer the question: “What makes a strong essay?” This essay is about poet Arnold Adoff, a poet whose poem “Street Music” students read during Unit 1 as they read <i>Love That Dog</i>. Since students are already somewhat familiar with Adoff, they can more easily focus on the structure and qualities that make it the model essay strong.. Note that during Work Time A, students analyze the content of the essay; then during Work Time B, they analyze the craft.• As students analyze the model essay, they will share what they think makes it strong, referring to specific examples from the model. Be sure to note what students articulate as features of a strong essay. This will provide valuable formative assessment information for Lessons 8–12, when students will learn how to plan and write their own essays based on the model essay.• In Work Time C, you model reading a poem aloud clearly (with understandable pace and volume). Then students practice reading their original inspired poems aloud clearly with a partner. They continue to practice reading aloud clearly for an audience for homework. Then in Lesson 10, students will focus on reading aloud with expression as well. Research shows that modeled fluent reading is a key component to building student’s own fluency skills. Select a poem for modeling that students are familiar with: one by one of the famous poets in the back of <i>Love That Dog</i>, or another poem that students all read at some point in the module.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Over the next several lessons, students are asked to read aloud their “Selected Poem” (the poem by their selected poet,) as well as their “Inspired Poem” (their own original poems written in Unit 2, Lesson 9) during class and for homework. If students are not able to complete this fluency practice at home, be sure that they have time during your additional literacy block (or in other parts of the school day). This practice will ensure that students are prepared to read these poems aloud during the Poet’s Performance in Lesson 15. For more tips on supporting students with fluent reading, see the stand-alone “Fluency Resource in the Foundational Reading and Language Standards Resource Package for Grades 3–5.”• Starting in the next lesson, students will work as a whole group to complete a shared essay about William Carlos Williams; however, they will also begin planning and writing their own essays individually. During Lessons 7-9, as they plan their essays, students should sit next in the same poet groups they had during the first half of the unit. Then, beginning in Lesson 10, students will sit with a partner from a <u>different</u> poet group for writing support. (This will let students support one another without writing essays that are too similar.)• In advance:<ul style="list-style-type: none">– Select a poem by a famous poet (from the back of <i>Love That Dog</i>) to model reading aloud clearly for students for Work Time C.– Review the Annotating Text document and Thumb-O-Meter Checking for Understanding technique (see Appendix).– Add Parts 2 and 3 to the Performance Task anchor chart—see the completed version in the supporting materials. Then cover both new parts with a piece of paper.– Post: Learning targets, Performance Task anchor chart, Guiding Questions anchor chart.



Lesson Vocabulary	Materials
analyze, model, essay, characteristics, clearly; anthology, shaped speech, dramatic, multicultural	<ul style="list-style-type: none">• Performance Task anchor chart (begun in Unit 2, Lesson 8)• Performance Task anchor chart (completed, for teacher reference)• Model Essay: “Inspired by Arnold Adoff” (one per student and one to display)• Close Readers Do These Things anchor chart (from Unit 1, Lesson 2)• Poetry journals (students’ own; from Units 1 and 2)• A poem by famous poet (from the back of <i>Love That Dog</i>; one copy for teacher modeling)• <i>Love That Dog</i> (book; one per student)• Guiding Questions anchor chart (from Unit 1, Lesson 1)• Performance Task Poems (one copy per students for homework)• Poems read by students in Unit 1 and Unit 2 (students’ own copies; for homework):<ul style="list-style-type: none">– Robert Frost: “Stopping by Woods on a Snowy Evening” (in <i>Love That Dog</i>), “The Pasture,” or “A Patch of Old Snow” (from Unit 2, Lesson 9)– Walter Dean Myers: “Love That Boy” or “Lawrence Hamm, 19 Student Athlete” (from Unit 2, Lesson 9)– Valerie Worth: “Dog” or “safety pin” (from Unit 2, Lesson 9)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Draw students' attention to the Performance Task anchor chart. Ask a student volunteer to read the Performance Task Prompt aloud to the class. Point out they have already completed part 1 of the performance task—writing a poem inspired by their selected poet—and explain that today they will discuss part 2 and 3 of their performance task, “writing an essay” and “presenting their poems”.• Next, read the learning targets aloud to students:<ul style="list-style-type: none">* “I can analyze a model essay to identify characteristics of a strong essay.”* “I can read a poem aloud clearly and with expression.”• Clarify the meaning of the targets as needed; then explain that today students will examine a model essay to determine the qualities of a strong essay to complete the next step for their performance task: writing an essay about the poet who inspired them. Then you will read a poem to them with expression so they can think more about this part of the performance task.	



Work Time	Meeting Students' Needs
<p>A. Analyzing a Model Essay as a Reader (20 minutes)</p> <ul style="list-style-type: none">• Invite students to sit with their poet group. Distribute a copy of the Model Essay: “Inspired by Arnold Adoff” to each student. Ask them to listen and read silently along as you read the essay aloud.• Ask students to turn to their group and discuss the gist of the essay (their first impression of what the essay is mostly about).• After a few minutes, cold call a few students to share their ideas. Listen for students to say that the essay is about Arnold Adoff and how his writing inspired the person who wrote the essay.• Next, tell students that they will now read the essay more closely. Draw their attention to the Close Readers Do These Things anchor chart. Remind them of the strategies they have been practicing throughout the year. Explain that the purpose of this particular close read will be to use this essay as a model for their own writing by determining the qualities of a strong essay. Tell students that first they must be sure they understand what the essay is about.• Ask students to reread the essay aloud with their group, taking turns with each paragraph. Have them circle any words or phrases they find confusing.• After 5 minutes, call on students to share unfamiliar words or confusing phrases in the text. Students may circle the following vocabulary: <i>anthology</i> and <i>shaped speech</i>. Help students determine the meaning of unfamiliar or challenging words and phrases through context or simply give them the meanings. For example:<ul style="list-style-type: none">– <i>Anthology's</i> meaning can be determined from the context of the essay as a book featuring a collection of poems by different authors. (Consider adding this word to the Word Wall). .– <i>Shaped speech</i> is defined in the text as words that run together or are broken apart.• Tell students that the next step will be to annotate the essay for what they notice about it..• Briefly model annotating in the notes section to the left of the Model Essay for students and ask them to annotate their essays along with you. Be sure that this modeling shows students how to annotate, but allows them to do the most of the thinking later when they are ask to do their own annotations for what they notice about the model. For example, you might do the following:	<ul style="list-style-type: none">• If students struggle to articulate the gist of this essay, you may want to spend more time closely reading the essay before moving on to analyze the essay for writer's craft in Work Time B. If necessary, write a series of text-dependent questions that help students to tackle more challenging parts of the essay.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– Say, “I notice this essay has three paragraphs,” then number the paragraphs.– Say, “I know that the first part of an essay is called an introduction, the middle is called the body, and the last part is called the conclusion,” then label each paragraph using these terms.– Reread the first paragraph, then think aloud: “I notice this paragraph explains what the essay is about.” Then add a note next to the paragraph in box to the right of the essay “This paragraph tells what the essay is about: Arnold Adoff is a poet whose writing inspired the author of this essay.”• Tell students to take about 4 or 5 minutes reread the body paragraph by whisper reading it aloud with their groups and then discuss the following:<ul style="list-style-type: none">* “What do you notice about the body paragraph?”• Cold call a few students to share. Listen for students to notice that this paragraph describes Arnold Adoff’s life and how he became a poet. Have students annotate the essay by adding a notes next to this paragraph in the box to the right of the essay with a description, “This paragraph tells about the poet’s life and how he became a poet: Arnold Adoff was a poet who grew up in the Bronx and began writing poems while spending time in jazz clubs.”• Repeat with the concluding paragraph: Invite students to take 4 or 5 minutes to reread with their groups and then the following:<ul style="list-style-type: none">* “What do you notice about the conclusion?”• Again, cold call a few students to share. Listen for students to notice that this paragraph describes how Arnold Adoff’s poems inspired the writer. Have students annotate writing in the box next to this paragraph a description similar to the following: “This paragraph explains how the poet’s poems inspired the author of the essay: The poem ‘Street Music’ inspired the author of the essay to write about everyday sounds.”	



Work Time (continued)	Meeting Students' Needs
<p>B. Analyzing a Model Essay as a Writer (15 minutes)</p> <ul style="list-style-type: none">• Tell students that now that they have read the essay a little more closely and know what each paragraph is about, they are ready to consider what makes it a strong essay.• Ask students to reread the essay and then discuss the following with their groups and annotate their notes in the boxes to the right of the essay:<ul style="list-style-type: none">* “What makes this an example of a strong essay? Be specific.”• Give students a 10 minutes to discuss the prompt and add notes in the boxes to the right of the essay.• Cold call students to share. Prompt students to be specific and point out examples in the text. Record their ideas on your copy of the Model Essay. Listen for students to suggest ideas that connect to the bullet points under Part 2 on the Performance Task anchor chart—see Performance Task anchor chart (completed, for teacher reference) in the supporting materials.• Draw students' attention back to the Performance Task anchor chart and uncover Part 2. Then read each of the bullet points under this part aloud and make connections to students' listed ideas. For example: “You said strong essays are interesting to read; notice how this bullet point says introductions should engages the reader,” or “You mentioned that strong essays don't have lots of mistakes; notice how this bullet point says our essays should be neat and have little or no errors in conventions.”• Tell students that over the next few lessons, they will revisit each bullet under Step 2 of the Performance Task anchor chart and further analyze the model essay so that they can learn how to write their own essays.• Collect students' model essays with notes for a formative assessment of their understanding of explanatory writing (W.4.2).	<ul style="list-style-type: none">• At the end of Work Time B, students may still have trouble articulating what specifically makes the model essay a strong essay. This is to be expected, since the next several lessons (Lessons 9-12) will provide additional instruction on explanatory writing. Use students' responses in this portion of the agenda as a formative assessment to guide your instruction in these lessons.



Work Time	Meeting Students' Needs
<p>C. Reading a Poem with Clarity (10 minutes)</p> <ul style="list-style-type: none"> • Focus students' attention on the Performance Task anchor chart. Reread the last sentence of the prompt, "Afterward, present your work in a Poet's Performance by reading aloud a selected poem by your poet, sharing your essay, and reading aloud your own inspired poem" aloud to students. Clarify for students that their "Inspired Poems" are the ones they wrote in Unit 2 and that their "Selected Poems" are the poems by their selected poet (Robert Frost, Walter Dean Myers or Valerie Worth) that inspired them to write their poem. • Tell students that in order to prepare for this Poet's Performance they will have to practice reading their poems aloud. Then uncover part 3 and read this portion of the anchor chart aloud to students. • Remind students that they have been practicing their fluent reading skills throughout the module when they read poems from <i>Love That Dog</i> aloud. Point out to students that they will be expected to present their poems and essay • Read the first bullet under Part 3 on the anchor chart, "Be sure to read clearly." • Underline the word <i>clearly</i>. Ask students: <ul style="list-style-type: none"> * "What does it mean to read something clearly?" • Call on a volunteer to share ideas.. Listen for students to say something like: "It means other people can understand you when you read." • Tell students that today they will focus on this first bullet and that they will focus on the second bullet, "Be sure to read with expression" in a later lesson. • Read the poem (from the back of <i>Love That Dog</i>) aloud to the class twice—once slowly and clearly, and once quickly and softly. • Ask students to discuss with their group: <ul style="list-style-type: none"> * "Which one was easier to understand? Why?" • Select volunteers to share their responses. Listen for students to explain that your first reading was understandable because you read slowly and clearly. Explain that poetry is often read at a slower pace than prose, and that reading slowly and clearly, is important when reading a poem to an audience. • Tell students that it is now their turn to practice reading their poems aloud clearly. 	<ul style="list-style-type: none"> • To further support students in reading with expression, consider allowing them to make recordings of themselves reading their poems aloud. Then they can play these recordings back and listen for expression in their own voice. • Consider revisiting the audio links from Unit 1, Lesson 1 of William Carlos Williams reading "The Red Wheelbarrow" and Robert Frost reading "Stopping by Woods on a Snowy Evening" with students. Hearing the authors of these poems reading them aloud with expression will further support students' understanding of this concept.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite to get out their poetry journals and turn to the inspired poem they wrote for part 1 of the performance task. Ask students to spend 5 minutes practicing reading their poem aloud slowly and clearly.• Circulate to provide students with guidance on how to improve their pace and volume as they read their poetry read aloud.• After 5 minutes, invite students to pair up to read their poem aloud to another student.• Circulate to note which students may need additional support reading aloud clearly.	



Closing and Assessment	Meeting Students' Needs
<p>A. Revisiting Learning Targets and Preparing for Homework (10 minutes)</p> <ul style="list-style-type: none"> Reread the learning targets and ask students to use the Thumb-O-Meter Checking for Understanding technique to indicate their progress toward these targets. Tell students they will have more time over the course of the next several lessons to make further progress toward these targets. Draw students' attention to the Guiding Questions anchor chart and read the second guiding question: <ul style="list-style-type: none"> * "What inspires writers to write poetry?" Tell students that the essays they write will help them reflect on this question. Ask them to turn to a partner and discuss the following: <ul style="list-style-type: none"> * "How did the poet you selected inspire you to write the poem you read at the beginning of the lesson?" Give students a few minutes to discuss with their groups. Circulate and listen to students' responses to this question. Discussion of this question will help students think about how they have been inspired by their selected poet. This will support students in the planning of the essays in the next two lessons. Distribute the Performance Task Poems sheet for homework. Clarify the homework as needed (you may need to review the location of poems (students' original poems should be in their poetry journals in the "My Poems" section and the poems that inspired their original poem will either be located in the back of <i>Love That Dog</i> or as a loose sheet –see Unit 2, Lesson 9). 	<ul style="list-style-type: none"> Note any students who struggle in articulating a response to the guiding questions, as they may require additional support during the planning of their essays in Lessons 8 and 9.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> On the Performance Task Poems sheet, copy both your selected poem (the poem written by Robert Frost, Walter Dean Myers, or Valerie Worth that inspired you) and your original "inspired" poem. Practice reading both of these poems aloud (to a friend, family member, or in front of a mirror).. <p><i>Note: Review Lessons 8–12 and determine where students may need more or less modeling or support based on their performance in Work Time B.</i></p>	



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Supporting Materials



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Performance Task Anchor Chart
(Completed, for Teacher Reference)

Teacher directions: Before the lesson, add parts 2 and 3 to the anchor chart. Then cover them up.

Performance Task

After reading poems from Robert Frost, Valerie Worth, and Walter Dean Myers, select one poet to study who has inspired you to write poetry. Write a poem inspired by your poet's style. Then write an essay about the poet who inspired you, explaining who this poet is and how this poet has inspired you as a writer. Afterward, present your work in a Poet's Performance by reading aloud a selected poem by your poet, sharing your essay, and reading aloud your own inspired poem.

There are 3 parts to your performance task, writing an inspired poem, writing an essay, and presenting your poems and essay. To prepare...

For Part 1: Write a poem inspired by your selected poet that includes:

- Characteristics of poetry inspired by your selected poet's writing

For Part 2: Write an essay that does the following:

- Addresses the essay prompt: Write an essay about the poet who has inspired you, explaining who this poet is and how she or he has inspired you as a writer
- Has an introduction that introduces the topic and engages the reader
- Has a body paragraph with biographical information about the poet and explains how this person became a poet
- Has a conclusion that revisits the topic and "wraps up the essay"
- Is neat and has little or no errors in conventions

For Part 3: Practice reading aloud your Selected Poem and your Inspired Poem:

- Be sure to read clearly.
- Be sure to read with expression.



Model Essay:
“Inspired by Arnold Adoff”

Model Essay	Notes
<p>Inspired by Arnold Adoff</p> <p>Have you ever thought the sounds of the city were like music? Arnold Adoff did. His poem “Street Music” describes the sounds you hear in the city every day in a musical way. His vivid descriptions of sound have inspired me to write my own poetry about the music of my backyard.</p>	
<p>Arnold Adoff is a poet and children’s author who was born on July 16, 1935 in the East Bronx in New York City. As a boy, he visited the library often and loved to read. When he was a teenager, he spent a lot of time listening to music in jazz clubs. This inspired him to start writing poetry. After graduating from college, Arnold Adoff worked as a teacher and counselor in Harlem. In 1960, he married another children’s author named Virginia Hamilton, and they had two children. In 1968, he published his first anthology with a collection of poems by African American writers. As a poet, he became known for his unique style of “shaped speech” poetry. This kind of poetry has words that run together or are broken apart. An example of this style is his poem “Street Music.” Over the years, he has published over 30 books. He has also been awarded the National Council of Teachers of English Award for Excellence in Poetry for Children.</p>	
<p>Arnold Adoff’s poem “Street Music” describes the sounds of a city street like music. He uses lots of vivid words like <i>grinding</i>, <i>slamming</i>, and <i>screeching</i>. His use of vivid imagery to describe the sounds of the city made me feel like I was on a noisy city block. Reading his poem inspired me to write about the sounds I hear every day in my backyard. Like the birds chirping, the garbage truck beeping, and dogs barking. I hope the imagery in my poem is as fun to read as Arnold Adoff’s “Street Music.”</p>	

Written by Expeditionary Learning for Instructional Purposes.

Sources: http://www.harpercollins.com/authors/11714/Arnold_Adoff/index.aspx?authorID=11714, <http://www.orr.org/adoff/>, <http://ebma.camp8.org/Default.aspx?pageId=865852>, <http://www.ohiocenterforthebook.org/OhioAuthors/AdoffArnold.aspx>.



Performance Task Poems

Name:

Date:

Directions: Locate your original inspired poem and the selected poem (by Robert Frost, Walter Dean Myers, or Valerie Worth) that your own writing was inspired by. Copy the selected poem into the “My Selected Poem” box below. Then recopy your original poem into the “My Inspired Poem” box on the second page of this sheet. Be sure to use neat handwriting.

My Selected Poem

Poem Title:

Poem Author:



Poem Title: