



**Literacy Design
Collaborative**

The Power of Language

by Laura Billings

This Language Arts module is designed for the third quarter and addresses the effects of language structures in non-fiction and poetry. This module involves critical analysis of genre structure, grammar, and literary devices.

NOTE: This module is designed to teach and assess the Common Core State Standards College and Career Readiness Anchor Standards for “Speaking and Listening” including a formal and rigorous dialogue about concepts and ideas, as well as Common Core “Reading” and “Writing” standards as practiced and assessed around the Paideia Seminar discussion.

GRADES

6 - 8

DISCIPLINE

 **ELA**

COURSE


**English/Language
Arts**

Section 1: What Task?

Teaching Task

Task Template 23 - Informational or Explanatory

How does language structure shape meaning? After reading , "Birches," "Trees," "Thirteen Ways with Figs" and the Fig Butter Recipe, write an essay in which you compare the effects of different language structures on meaning. Support your discussion with evidence from the text(s).

Common Core State Standards

College and Career Readiness Anchor Standards for Reading

CCR.R.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCR.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCR.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCR.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCR.R.1

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

CCR.R.2

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

CCR.R.4

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

CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

CCR.W.1

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

CCR.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCR.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCR.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.4

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

CCR.W.5

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

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.10

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

Additional Standards

No standards selected

Texts



Teacher Resource

Adler, Mortimer J. and Charles Van Doren. (1972). How to Read a Book. New York: Simon and Schuster.



Teacher Resource

Davis, Judy and Sharon Hill. (2003). The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions. Portsmouth, NH: Heinemann.

 Teacher Resource

National Paideia Center (2010). Teaching Thinking Through Dialogue. 2nd Edition.

 Teacher Resource

Roberts, Terry and Laura Billings. (2011). Teaching Critical Thinking: Using Seminars for 21st Century Literacy. New York: Eye on Education.

 Student Resource- Poem

“Trees” by Joyce Kilmer

 Student Resource- Poem

“Trees” by W. S. Merwin

 Student Resource- Poem

“Birches” by Robert Frost

 Student Resource- Poem

“Perhaps the World Ends Here” by Joy Harjo

 Student Resource- Poem

“You, Whoever you Are” by Walt Whitman

 Student Resource- Poem

“Little Things” by Julia A. Carney

 Student Resource- Poem

“Thirteen Ways with Figs” by Michelle McGrane

 Student Resource- Song

Merchant, Natalie. “Bleezer’s Ice-Cream.” Selections from the Album Leave Your Sleep. 2010. MP3.

 **Teacher Resource for Seminar Requirements**

 **Student Resource- Recipe**

 **Student Resource- Recipe**

 **Student Resource- Recipe**

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Not provided

Extension

- Invite students to survey other selections in Student Reader before and after the Seminar Dialogue.
- Have students bring in family recipes and favorite songs to analyze structure and meaning.
- Repeat process with sample email and text messages.
- Create “writing publication manual” for students one grade younger.

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to recognize the curricular concepts and ideas. Ability to comprehend factual information related to the concepts, ideas, and seminar text.

Reading Process

PRE-READING > INSPECTIONAL READING: Ability to identify structural components of the seminar text.

PRE-READING > ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of a text by locating words and phrases that related to key concepts and facts, or information.

ACTIVE READING: ANALYTICAL READING AND NOTE-TAKING: Ability to read purposefully and compare information for relevance; to summarize, paraphrase, and evaluate.

PAIDEIA SEMINAR SKILLS: 1. Pre-seminar Process: Ability to reflect on personal communication habits and select appropriate speaking and listening goals. 2. Seminar: Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Socratic seminar. 3. Post-seminar Process: Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions.

Transition to Writing

TRANSITION TO WRITING: Ability to reflect and apply ideas in dialogue.

Writing Process

INITIAL ESSAY NOTES: Ability to take general notes in organized fashion.

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task. Ability to brainstorm an audience and qualities of writing for this informative writing.

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

REVISION: Ability to read and give feedback.

EDITING: Ability to edit informational or explanatory draft for grammar and spelling conventions.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to recognize the curricular concepts and ideas. Ability to comprehend factual information related to the concepts, ideas, and seminar text.	SHORT CONSTRUCTED RESPONSE Essential Question: How does language structure shape meaning? Mini-Task Prompt: Write a paragraph that answers the question that follows, keeping in mind our Essential Question. Be sure to give at least one specific reason or example to support your viewpoint. <i>Would you rather have a recipe or a poem?</i>	No Scoring Note: Teachers should read student responses to help them gauge students' understandings and what supports may be needed.	<ul style="list-style-type: none"> • Introduce students to the key concepts and ideas: structure and meaning. • Have students work in pairs to trace tree leaves then take turns giving each other instructions on how to draw another leaf without seeing it. Reflect as a whole group on the details of a leaf structure. Develop a class definition of Structure. • Have students work in pairs to read a list of items from Pizza Recipes. Challenge them to put the instructions in order. As a pair, write a short explanation of what is included in a recipe, make a summary statement about structure. • Next read two "Trees" poems. On graphic organizer students take notes about the two recipes and two poems for similarities and differences.
Reading Process				
5 mins	PRE-READING > INSPECTIONAL READING: Ability to identify structural components of the seminar text.	STRUCTURAL NOTATIONS ON TEXTS Label the parts of the text by numbering the lines of the poem and circling important words. (See Resources for selections. A text may be print or visual.)	Meets Expectations: Structural features of the text are visible and clear.	<ul style="list-style-type: none"> • Distribute the text and supplementary materials as needed. Having determined a simple, but logical system for marking structural features, simply guide students to replicate the process. • Ideally all students have a copy of the text that they can mark on, otherwise direct markings to be made on sticky notes or in another form. Use appropriate strategies so that all students read and understand text's key ideas.
15 mins	PRE-READING > ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of a text by locating words and phrases that related to key concepts and facts, or information.	VOCABULARY LIST As we read the poem together, mark words that would be unfamiliar to a student one grade below you. Discuss words with students and offer short, simple definitions/synonyms for them to place next to the words in question on the text.	Not Provided	Use contextual clues to identify personally relevant vocabulary. Other common approaches to illuminate vocabulary are appropriate as well. Note: Post the definitions and synonyms of difficult words.

The Power of Language

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	ACTIVE READING: ANALYTICAL READING AND NOTE-TAKING: Ability to read purposefully and compare information for relevance; to summarize, paraphrase, and evaluate.	GRAPHIC ORGANIZER What three phrases, sentences, or images in this text remind you of something else we have studied?	Meets expectations: students exhibit fully marked texts.	<p>The students are instructed on their reading focus. They are to mark the text as it is read for any reactions to the lines, the order of the words, the impact of the phrases and sentences. Read poem aloud for second time. Have students discuss with partner how to divide it into sections.</p> <p>Having completed the Inspectional Read, students should be challenged to read the text in a developmentally appropriate fashion.</p> <p>After reading the text (or chunks depending on length) students should either independently or in pairs, complete the reflection required in the graphic organizer.</p> <p>Teacher coaching and support should be available; therefore most reading should be conducted in class. After this reading, teachers should introduce the great ideas that will be the focus of the seminar discussion.</p>
20 mins	PAIDEIA SEMINAR SKILLS: 1. Pre-seminar Process: Ability to reflect on personal communication habits and select appropriate speaking and listening goals. 2. Seminar: Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Socratic seminar. 3. Post-seminar Process: Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions.	WRITTEN PERSONAL GOAL: PRE- SEMINAR Based on a selected list of Speaking and Listening behaviors, note in writing a goal for your personal participation in the upcoming dialogue.	Chooses appropriate individual process goal based on past seminar performance	Teacher should identify a collection of appropriate speaking and listening goals for the group. Students select what they will work on individually and note it in writing. The group participation goal is discussed and posted where all can see.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<p>PAIDEIA SEMINAR SKILLS: 1. Pre-seminar Process: Ability to reflect on personal communication habits and select appropriate speaking and listening goals. 2. Seminar: Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Socratic seminar. 3. Post-seminar Process: Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions.</p>	<p>DISCUSSION: SEMINAR <i>"Birches" Robert Frost</i></p> <p>Opening Question: What line or phrase in this poem is most significant? Why?</p> <p>Core Questions</p> <p>How does Frost seem to consider truth vs imagination (l. 21)? What seems to be the poet's message in lines 48-60? Frost once said a poem should begin with "delight" and end with "wisdom." Does the structure of this poem do those two things? How? What techniques/devices does Frost use to reach this wisdom? This truth? Now take a look at the Fig Butter Recipe and read to yourself. What is the difference between the structure of this recipe and the poem? How do the two different language structures convey their meaning?</p> <p>Closing or Extending Question</p> <p>How do you determine what things mean in your life? How do written messages get their meaning?</p>	Not Provided	<p>Arrange seating so that all students can see each others' faces, teacher sits at same level with students. Teacher poses (at an appropriate pace for critical collaborative thinking) opening, core, and closing questions thoughtfully crafted to support students in talking confidently in a large group and delving into analysis of textual concepts and ideas.</p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
45 mins	PAIDEIA SEMINAR SKILLS: 1. Pre-seminar Process: Ability to reflect on personal communication habits and select appropriate speaking and listening goals. 2. Seminar: Ability to think critically and collaboratively in a group about concepts and ideas of a text through a structured Socratic seminar. 3. Post-seminar Process: Ability to self-assess on speaking and listening skills practiced in the seminar and note relevant communication goals for future discussions.	PROCESS FORM: POST-SEMINAR Reflecting back on personal participation goal, students fill out form or write a short narrative assessing their own seminar performance in detail. Answer task by filing in form completely Writes in detail about seminar participation	Answer task by filing in form completely Writes in detail about seminar participation	May have a few representative students share their goal for speaking and listening and their performance. Likewise, teachers may ask the entire group to reflect on the entire dialogue process, i.e. the group effort. In whatever format is preferred, both individual and group reflections should be archived for reference at the beginning of the next Seminar.
Transition to Writing				
20 mins	TRANSITION TO WRITING: Ability to reflect and apply ideas in dialogue.	REFLECTIVE NOTES What has been discussed that related to your original thinking about a recipe and a poem?	Meets Expectations: Student completes set of working notes.	Have students write reflective notes about the seminar discussion: capturing ideas from the discussion, adding to pre-seminar content writing, and organizing reflections. Use something like the sample "Reflection Questions" (Appendices) to connect the concepts and ideas from the Seminar and the writing task. May have additional reading selections to support students with continued conceptual understanding (see Student Reader for possible texts).
Writing Process				
45 mins	INITIAL ESSAY NOTES: Ability to take general notes in organized fashion.	GRAPHIC ORGANIZER <ul style="list-style-type: none"> With your copies of "Birches" and the Pizza Recipe in hand, work with a partner to take notes on how the structure of each influences how we respond as readers. Explain how the structure of words influences meaning. 	Meets Expectations: Completed graphic organizer	Give students a general outline for their essay with two columns: Birches (poem) and Pizza Recipe. Include a section for specific examples. The final section should include a note about advice to others.

The Power of Language

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20 mins	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task. Ability to brainstorm an audience and qualities of writing for this informative writing.	NOTES Working together as a whole class, let's define our audience and then develop a list of strong characteristics for this particular type of writing.	Meets Expectations: Written notes on audience and positive characteristics.	Not Provided
45 mins	DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.	LONG CONSTRUCTED RESPONSE <ul style="list-style-type: none"> How are poems and recipes different and similar? How do these two language structures convey different meanings? 	None	Provide time for students to write the first draft of their essay. Be sure all notes, graphic organizer, and texts are at hand
45 mins	REVISION: Ability to read and give feedback.	REVISED LONG CONSTRUCTED RESPONSE <ul style="list-style-type: none"> What about your partner's essay stands out to you? What part isn't yet clear to you? Revise your first draft after considering your partner's or others responses. 	Meets Expectations: Complete second draft of multi-paragraph informational or explanatory essay	Not Provided
1 hr and 30 mins	EDITING: Ability to edit informational or explanatory draft for grammar and spelling conventions.	FINAL LONG CONSTRUCTED RESPONSE Write a final draft of your narrative. Keep in mind that readability is key. Your final work should be neat, double-checked, and clean. Present the writing to a wider audience and receive responses to the work.	Meets Expectations: A complete final draft ready to be scored.	Students should complete a punctuation inquiry to identify the reasons authors use punctuation in their writing. Use "Circus Dad" to study the author's choice of punctuation. Create a chart: Symbol / Name / Purpose (Why its there/What it does) Look at your own draft and review your use of punctuation. Does it serve a purpose? Does it do it well? Make changes as needed. Use teacher's text to find subjects and predicates that agree and don't agree. Discuss changes that should be made. In pairs, look at drafts and analyze subjects and predicates. Make changes as needed.

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

- **Teacher Resource for Seminar Requirements : <https://s ldc.org/u/5z6b0sa16mhyw887p8xur7j4>**
- **Student Resource- Recipe : <https://s ldc.org/u/iz6cldmbyaba3emfjb5szsn>**
- **Student Resource- Recipe : <https://s ldc.org/u/aucfpxt7zioglroxcg2y3sv7f>**
- **Student Resource- Recipe : <https://s ldc.org/u/efkd6mfvzkhjeunjjae5oz37n>**