

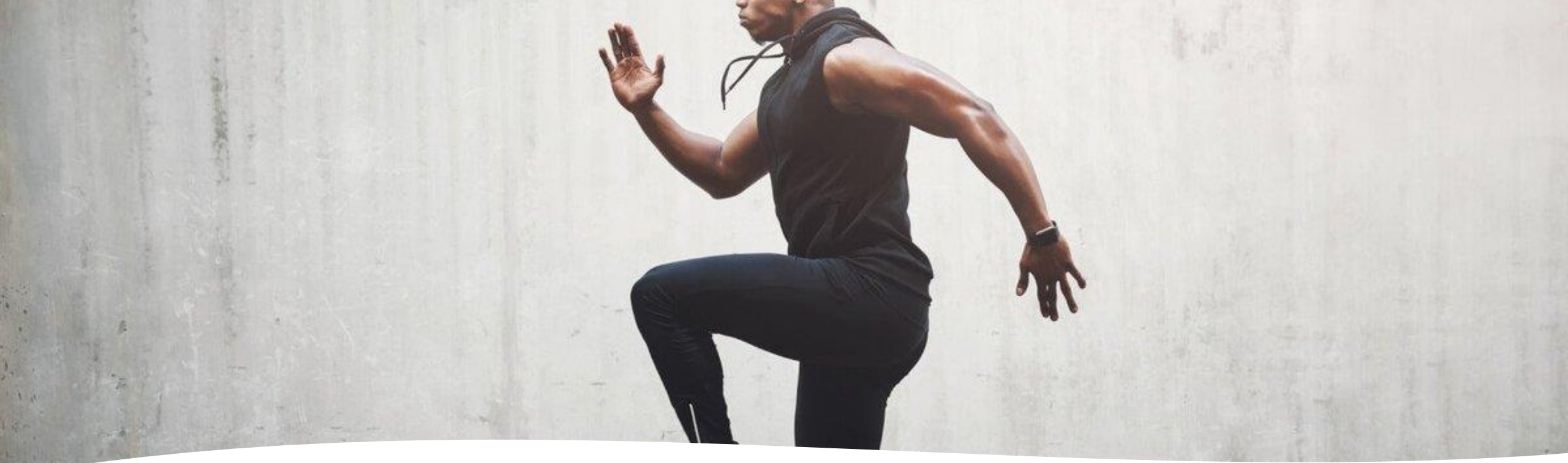
Normalize Poetry

Use poetry in every ELA
unit of instruction!




Write this paragraph in verse form

The old lady settled herself comfortably, removing her white cotton gloves and putting them up with her purse on the shelf in front of the back window. The children's mother still had on slacks and still had her head tied up in a green kerchief, but the grandmother had on a navy blue straw sailor hat with a bunch of white violets on the brim and a navy blue dress with a small white dot in the print. Her collars and cuffs were white organdy trimmed with lace and at her neckline she had pinned a purple spray of cloth violets containing a sachet. In case of an accident, anyone seeing her dead on the highway would know at once that she was a lady.



Warm up

- In small groups, discuss the poem you created using the sentences sent to you.
 - How did you determine a verse form?
 - How did you decide where to break lines?
 - What is the overall effect of seeing those sentences written in verse form rather than prose form?



Why “normalize” poetry?

Normal: usual, typical, expected





Poetry is often taught as a stand alone unit

- Focus on literary terms
- Have students write applying those terms
- Study a period of time
- Included as a thematic relative



What do we need to address and improve?

Student achievement levels
– reading, writing, and
speaking

4/14/2022



Accelerate literacy learning

Build strength



Build stamina



Building Strength

No text too complex!



Waterfall Protocol

Write your response in the chat box
but DON'T hit SEND until directed.



What makes this text complex?

You asked us, "Why do we love junk food?"

A lot of money, strategy and effort go into designing junk food.

The goal is to make it cheap, convenient, and -- despite having little to no nutritional value -- to keep you wanting more.

It's typically high in things like salt, sugar and fat, which trigger pleasure centers in our brains, making us feel oh-so-yummy-good and encouraging us to keep eating.

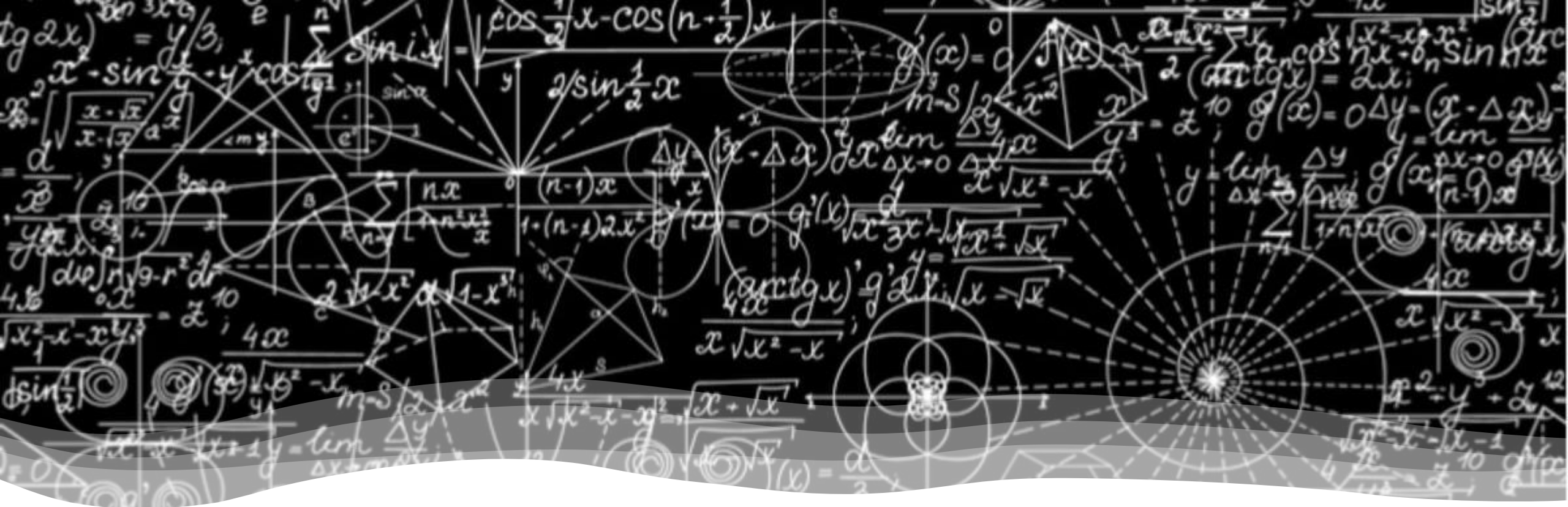
What makes this text complex?

You asked us a question. "Why do we love junk food?"

A lot of money goes into making junk food. A lot of strategy goes into making junk good too. Effort also is a big part of making junk food.

The goal is to make it cheap. It needs to be easy. And even though it has little to no nutritional value it keeps you wanting more.

It is often high in things like salt and sugar. It also has a lot of fat. They start pleasure centers in our brains. Those make us feel oh-so-yummy-good. And they make us want to keep eating.



HOW COMPLEX ARE THESE TWO TEXTS?

Factors of complexity

- Number of words in a sentence (ASL)
- Punctuation
- Vocabulary
- Allusion
- Imagery/figurative language
- Topic
- Content
- Context

Quantitative Complexity

- Often measured with a computer
- Provides an objective beginning to determine use

Poll

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So What's
the
Problem?

Reading level

Instructional level

Frustration level

So What's the Problem?

Reading level

Where the students can comfortably read on their own and understand at least 75% of the text

or

the complexity level of the text.

So What's the Problem?

Instructional level

Target level of complexity for support; one factor in what makes a text worthy of close reading and full of “juicy” instructional opportunity.
This is where we build strength.

So What's the Problem?

Frustration level

We all advance with a little challenge. Frustration is healthy when it is accompanied by strategies for addressing the frustration. Fluency will not develop without some occasional frustration – a.k.a. growth.



Complex texts in
the classroom

Students who never engage with
complex texts will not grow as readers,
writers, and critical thinkers.

Small Group Discussion

- What do you find frustrating about teaching reading and writing in your classroom?
- What have you done or tried to address the things that frustrate you?



Strategy

- Start with the lowest level of complexity
 - [Smithsonian Tween Tribune](#)
 - [Newsela](#)
- Have students read an article and map the relationship of information within the article. What transition words might they use?
- Rewrite the article by combining sentences using specific punctuation or conjunctions.
 - Post a word wall of subordinating and coordinating conjunctions.
- Check for understanding. Did any of the combinations change the meaning of the content?

Quantitative complexity

The objective analysis provides a roadmap of the shortest route.

What you did for homework

Complex or juicy sentences in
literature.

The old lady settled herself comfortably, removing her white cotton gloves and putting them up with her purse on the shelf in front of the back window. The children's mother still had on slacks and still had her head tied up in a green kerchief, but the grandmother had on a navy blue straw sailor hat with a bunch of white violets on the brim and a navy blue dress with a small white dot in the print. Her collars and cuffs were white organdy trimmed with lace and at her neckline she had pinned a purple spray of cloth violets containing a sachet. In case of an accident, anyone seeing her dead on the highway would know at once that she was a lady.

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The old lady settled herself comfortably, removing her white cotton gloves and putting them up with her **purse** on the shelf in front of the back window. The children's mother still had on **slacks** and still had her head tied up in a green **kerchief**, but the grandmother had on a navy blue straw sailor hat with a bunch of white violets on the brim and a navy blue dress with a small white dot in the print. Her collars and cuffs were white **organdy** trimmed with lace and at her neckline she had pinned a purple **spray** of cloth violets containing a **sachet**. In case of an accident, anyone seeing her dead on the highway would know at once that she was a lady.

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on the shelf in front of the back window.

The children's mother still had on slacks and still had her head tied up in a green kerchief, but the grandmother had on a navy-blue straw sailor hat with a bunch of white violets on the brim and a navy-blue dress with a small white dot in the print. Her collars and cuffs were white organdy trimmed with lace and at her neckline she had pinned a purple spray of cloth violets containing a sachet.

In case of an accident,
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4/14/2022



40

Describe this object

Now do it without using these words:

Red

White

Stop

Sign

Octagon



Describe this object

Guardian of the crossroad
Standing at attention

The crimson demand
Brings us to a standstill



Taboo Poems

- Describe a common object
- Determine 5 words or phrases to replace
- Describe again
- Use a thesaurus
- Consider images or allusions

Mentor Texts

- Those texts you can read repeatedly.
- In this case, poems that can inspire rearranging long sentences or complex texts.



DRESSED IN RED

Husna Quinn

The tapping of her scarlet
pin heels
fills the family room.
Her radiant red
dress illuminates
the faded gray shapes
of objects surrounding her.
My gaze
from just outside the door
follows her coal black eyes.



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The tapping of her **scarlet**
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Glimpsing at the art
attached to the wall
she halts her steps,
ambling toward a conflicting frame.
Unlike the others,
neat rows of traditional prints—
drummers, dancers, and artists—
the family portrait
scarcely hangs onto the wall.



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attached to the wall
she halts her steps,
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The left side of her faint red lip

tugs upward

as she observes the smiling faces

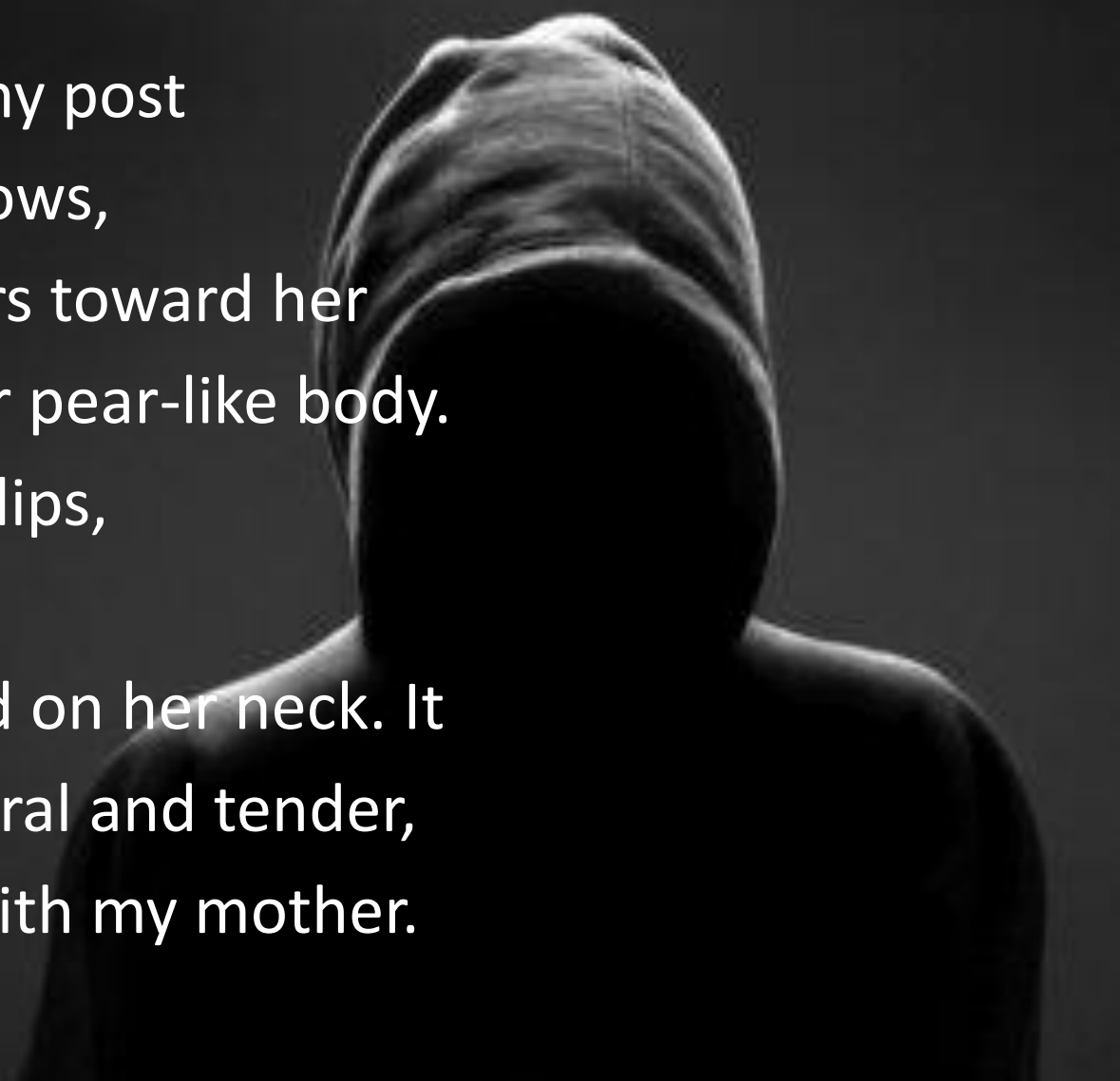
trapped in the photograph.

Her aura breathes “vile stepmother”

but her attire screams “fleeing lover.”



As I watch from my post
in the black shadows,
my father saunters toward her
and embraces her pear-like body.
He pecks her red lips,
hugs her,
and rests his head on her neck. It
is a scene so natural and tender,
yet it has failed with my mother.



CLOSE READING

POETRY

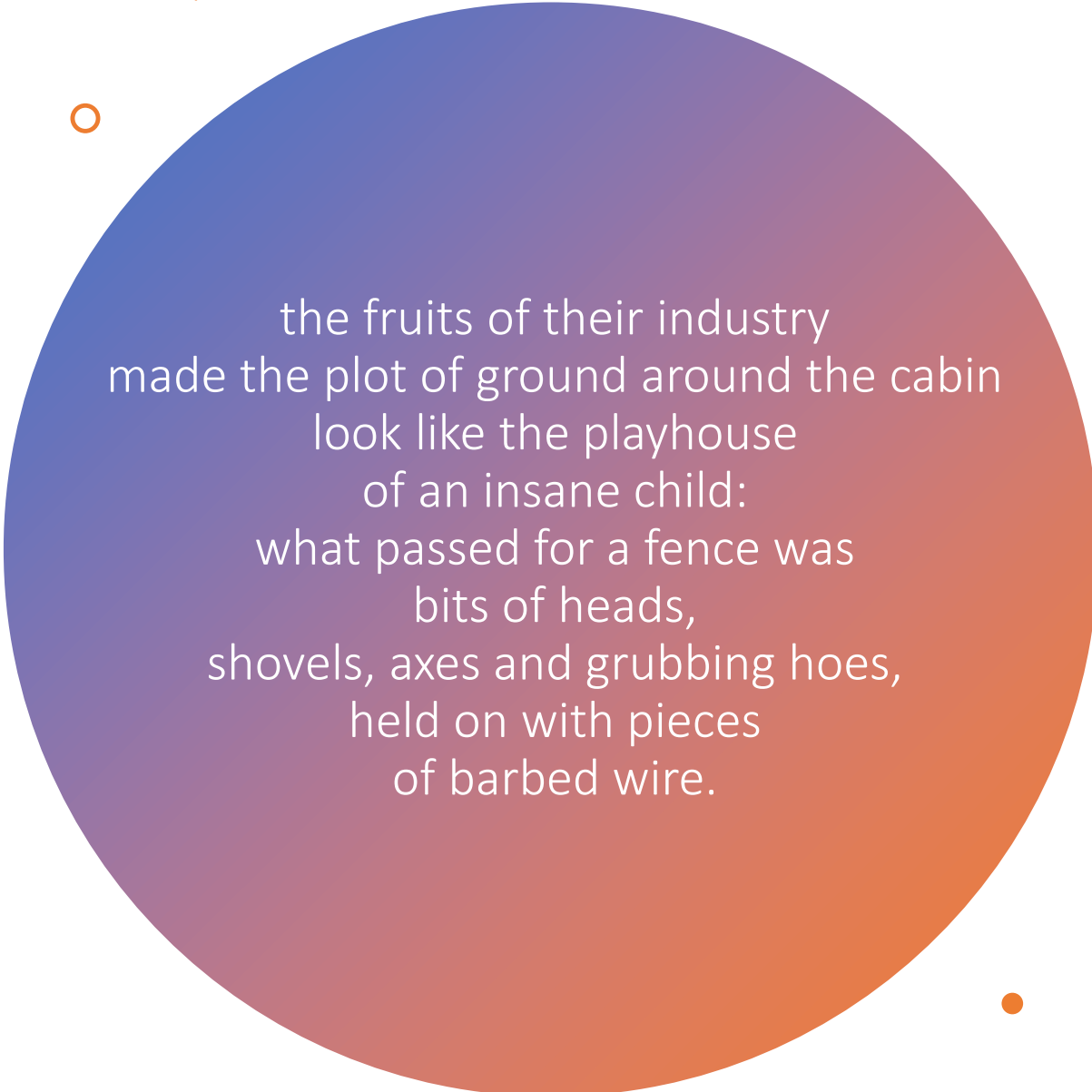


PROSE

Maycomb's Ewells lived behind the town garbage dump in what was once a Negro cabin. The cabin's plank walls were supplemented with sheets of corrugated iron, its roof shingled with tin cans hammered flat, so only its general shape suggested its original design: square, with four tiny rooms opening onto a shotgun hall, the cabin rested uneasily upon four irregular lumps of limestone. Its windows were merely open spaces in the walls, which in the summertime were covered with greasy strips of cheesecloth to keep out the varmints that feasted on Maycomb's refuse. The varmints had a lean time of it, for the Ewells gave the dump a thorough gleaning every day, and the fruits of their industry (those that were not eaten) made the plot of ground around the cabin look like the playhouse of an insane child: what passed for a fence was bits of heads, shovels, axes and grubbing hoes, held on with pieces of barbed wire. Enclosed by this barricade was a dirty yard containing the remains of a Model-T Ford (on blocks), a discarded dentist's chair, an ancient icebox, plus lesser items: old shoes, worn-out table radios, picture frames, and fruit jars, under which scrawny chickens pecked hopefully. One corner of the yard, though, bewildered Maycomb. Against the fence, in a line, were six chipped-enamel slop jars holding brilliant red geraniums, cared for as tenderly as if they belong to Miss Maudie Atkinson, had Miss Maudie deigned to permit a geranium on her premises. People said they were Mayella Ewell's.

Why this passage or this chapter?

- Voice of adult narrator represents more complex sections of the story
- Punctuation
 - Comma, apostrophe, period, dash, parentheses, colon, semi-colon
- Vocabulary
 - Supplemented, industry, corrugated, shotgun hall, varmints, gleaning, fruits of their industry, icebox, slop jars, deigned
- Much longer sentences in this section
 - Other sections of text have more short dialog segments



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made the plot of ground around the cabin
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barbed wire.

Accessing Complex Texts

Quantitative

- Start with the objective elements: Lexile or other computer generated analysis, ASL, punctuation variety and type, vocabulary (especially common words used in an uncommon way)

Qualitative

- Figurative language, topic, content, cultural context, instructional context

Task and purpose

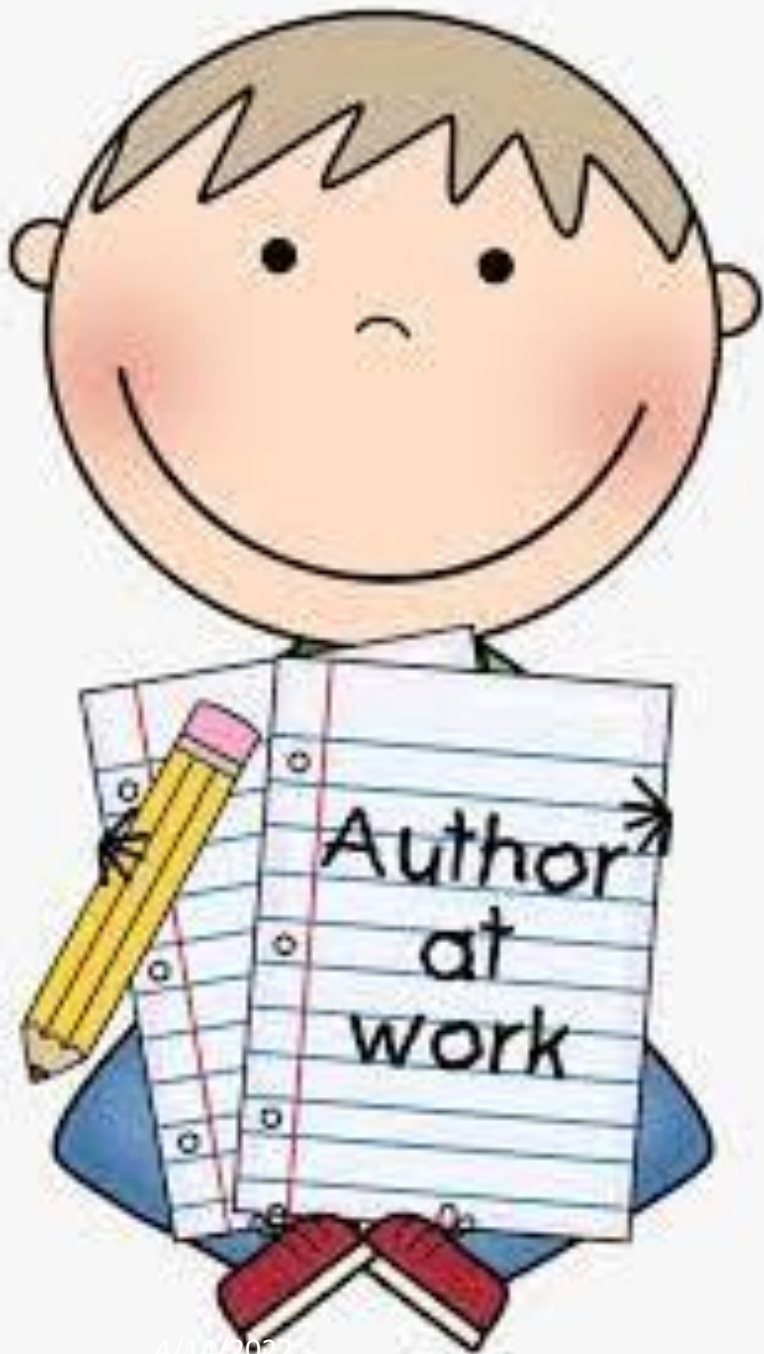
- What do you want students to do as a result of close reading?

Task and Purpose: Common Expectations in Writing Rubrics

- Use varied sentence structures
 - Punctuation will indicate varied sentences
 - Conjunctions, subordinating and coordinating, indicate varied structures
 - Practice sentence combining
- Use vivid descriptive language
 - eliminate the mundane and tired
- Demonstrates sophisticated expression of ideas
 - Description or supporting evidence is purposeful and makes an impact
 - Organization and development indicate control of the craft



Close
reading
makes
students
better
readers



Close reading
makes students
better writers

Close reading
makes
students
better
speakers



Study poetry regularly
