



Level Up Learning with Multitasking Mentor Texts Grades 6-12



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Objectives

- Engage in a process for creating lessons that leverage a mentor text while integrating reading, writing, speaking and listening across all English Language Arts (ELA) strands and the ELA Expectations.
- Evaluate and refine a lesson in an instructional sequence built around a poem on the B.E.S.T. ELA booklist.
- Identify one action step for implementing new learning.

What?

“Sonnet 18”

by William Shakespeare

Shall I compare thee to a summer’s day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer’s lease hath all too short a date;
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm’d;
And every fair from fair sometime declines,
By chance or nature’s changing course untrimm’d;
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow’st;
Nor shall death brag thou wander’st in his shade,
When in eternal lines to time thou grow’st:
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.



different
aspects of
literacy

greater
transfer of
skills

model

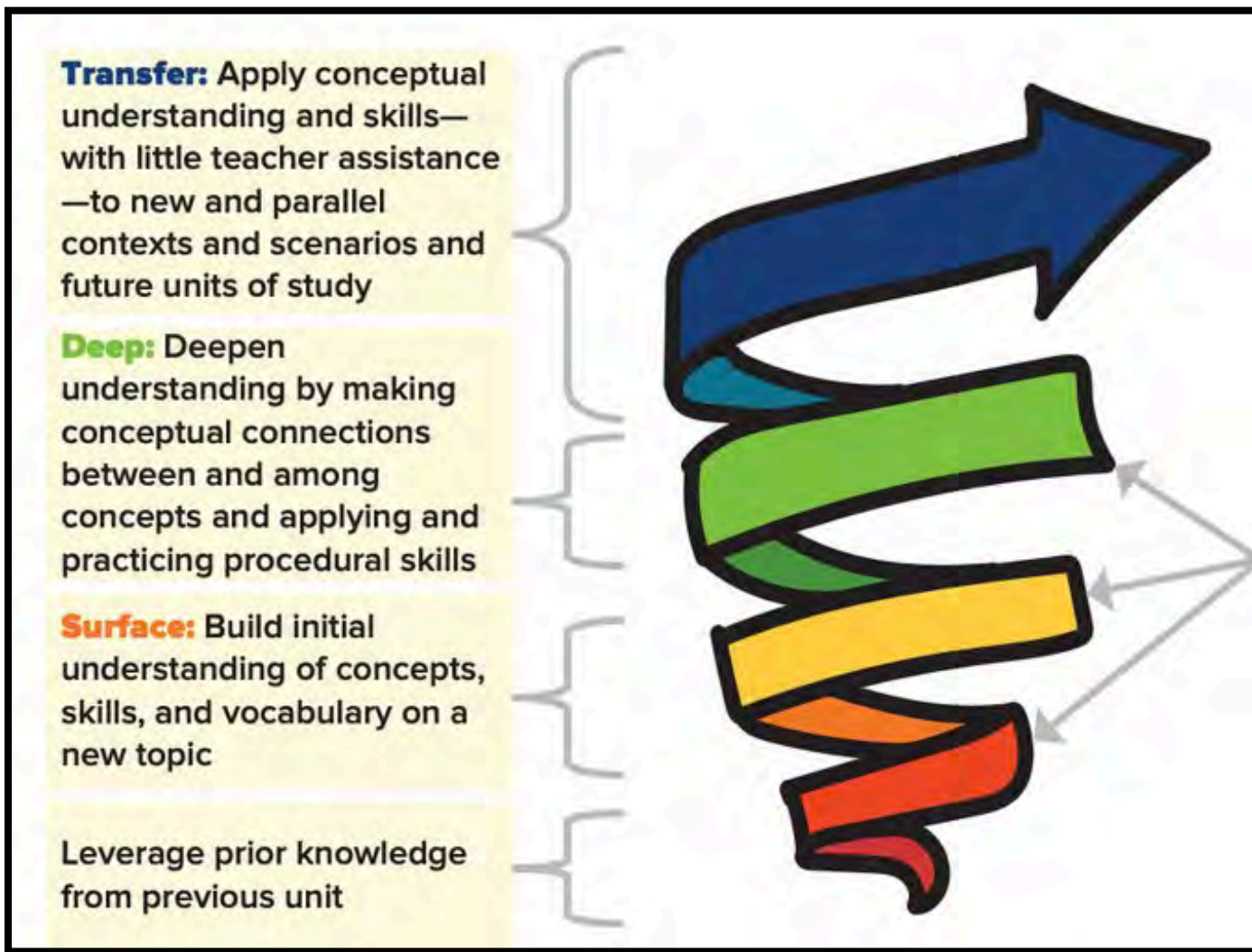
used multiple
times

greater
intention and
flexibility

across the day

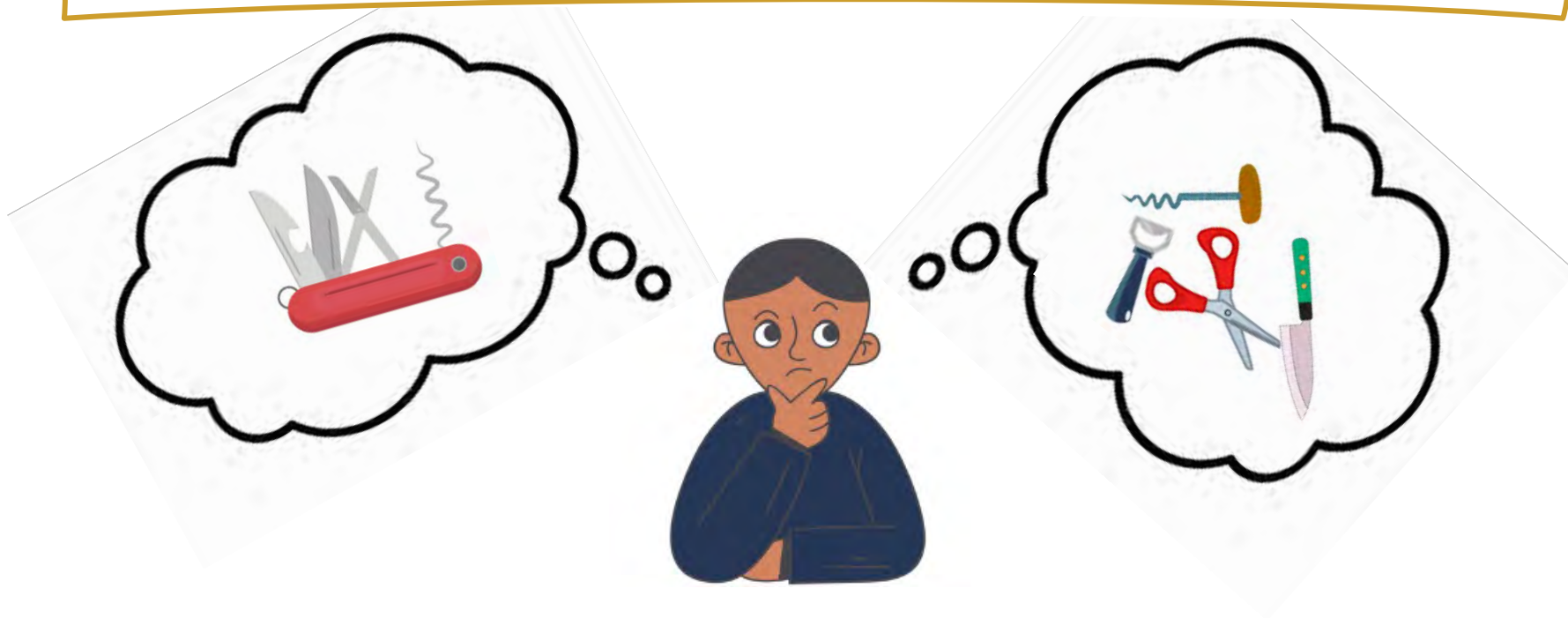


Phases of Learning



So What?

What are the benefits to students and teachers when a text is used as a multitasking tool?



How?

Experience the text thoroughly.

Identify instructional priorities (spotlight benchmarks).

Identify opportunities for integration (accompanying benchmarks).

Create an instructional sequence that supports learning transfer.

Evaluate and refine your instructional sequence.

Step 1: Experience the Text

What did I do as a skilled reader to comprehend this text?

What did I notice about the author's craft?

What questions come to mind for the students to discuss?

What benchmark does this text help students master?

Let's Try It!

What did I do as a skilled reader to comprehend this text?

What did I notice about the author's craft?

What questions come to mind for the students to discuss?

What other instructional implications come to mind?





FLORIDA'S B.E.S.T. STANDARDS
**ENGLISH
LANGUAGE
ARTS**

Foundations

Reading

**ELA
Expectations**

Communication

Vocabulary

Step 2: Identify Spotlight Benchmarks

	ELA.7. R.1.1	ELA.7. R.1.2	ELA.7. R.1.3	ELA.7. R.1.4	ELA.7. R.2.1	ELA.7. R.2.2	ELA.7. R.2.3	ELA.7. R.2.4	ELA.7. R.3.1	ELA.7. R.3.2	ELA.7. R.3.3	ELA.7. R.3.4
	Analyze the impact of setting on character development and plot in a literary text.	Compare two or more themes and their development throughout a literary text.	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	Analyze the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey a purpose in texts.	Compare two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through diction and syntax.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness.	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors with differing perspectives address the same or related topics or themes.	Explain the meaning and/or significance of rhetorical devices in a text.
“On Women's Right to Vote” by Susan B. Anthony							•	•		•		•
“Sonnet 18” by William Shakespeare		•		•					•	•		•

Which benchmarks does this text support?

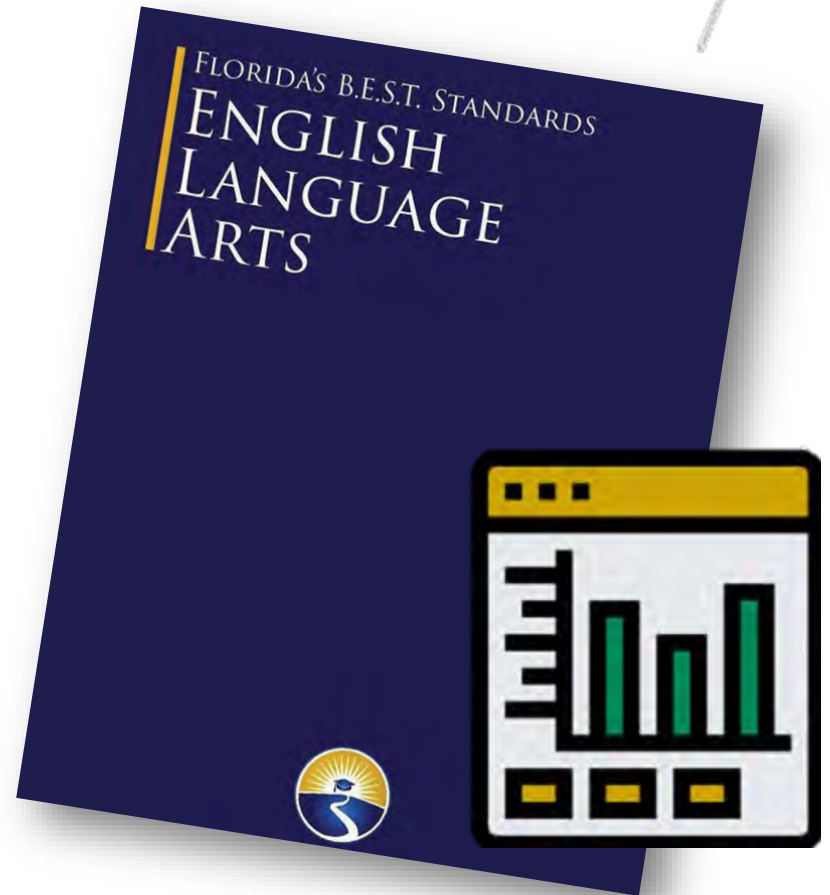
Step 2 Continued...

What do I know about these learners?

Where do I see opportunities to prepare instruction around current class and curricular priorities?

What next steps make sense?

Which benchmarks will I address whole-class? Small group? Individually?



Let's Try It!

Classroom Data for Teacher – Grade 7

It is October and Mr. Nye's students are just beginning their study of sonnets. They have successfully read and analyzed other poetic forms this year. Most students can summarize text, but many struggle to effectively paraphrase, especially when text includes figurative language. Most students are able to identify multiple themes in a text, but many cannot analyze a theme's development. Data from last year and this fall indicates that comparative reading is a growth opportunity for all except a small percentage of students. A survey of students and grade 6 teachers reveals that students did not read Shakespeare as a class last year but read some about him in grade 5. He is concerned about a student who is just beginning to learn English, though the student demonstrates literacy in Spanish.

Teachers

Where do you see opportunities to prepare instruction around current class and curricular priorities?

Coaches

How would you support this teacher in choosing benchmarks for explicit and systematic instruction?

Administrators

Which benchmarks would you expect to see being taught explicitly during Tier 1 instruction if you did a walkthrough?

Step 3: Identify Accompanying Benchmarks

Where do I see opportunities to **integrate** relevant learning experiences?

Which parts could support
...readers?
...writers?
...word and language explorers?
...conversationalists?



Let's Try It!

Communication

■ ELA.7.C.1 Communicating Through Writing

Narrative Writing

ELA.7.C.1.2: Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#) and [Narrative Techniques](#).

Clarification 2: See [Secondary Figurative Language](#).

Argumentative Writing

ELA.7.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#) and [Elaborative Techniques](#).

Expository Writing

ELA.7.C.1.4: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#).

Improving Writing

ELA.7.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers.

■ ELA.7.C.2 Communicating Orally

Oral Presentation

ELA.7.C.2.1: Present information orally, in a logical sequence, emphasizing key points that support the central idea.

Benchmark Clarifications:

Clarification 1: For further guidance, see the [Secondary Oral Communication Rubric](#).

How could this poem support instruction that connects reading with writing and/or speaking?

■ ELA.7.C.3 Following Conventions

Conventions

ELA.7.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Appropriately use colons.
- Appropriately use dangling modifiers.
- Appropriately use ellipses.
- Appropriately use hyphens.
- Vary sentence structure.

Skills to be implemented but not yet mastered are as follows:

- Appropriately use passive and active voice.
- Use semicolons to form sentences.
- Use verbs with attention to voice and mood.
- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

Clarification 2: See [Convention Progression by Grade Level](#) for more information.



Step 4: Maximize the Instructional Sequence

Consider your text and students.

How do I envision my students interacting with the text as a learning community?

What instructional sequence(s) will facilitate that vision, foster independence and lead to mastery of the benchmarks with evidence of transfer?



Interactive Read-Aloud

Shared Reading and Shared Writing

Interactive Writing

Whole-Class, Small-Group and Conferencing

Partner and Club Work

Independent Practice

Heavier Scaffold

Lighter Scaffold

Turn and Talk

Scenario – Grade 7

Mr. Nye tells his students they will be learning about sonnets. He lists the characteristics of sonnets on the board and tells students that “Sonnet 18” is one of Shakespeare’s most well-known poems. He reads the poem aloud to the class and then summarizes it, taking time to paraphrase the lines in modern English. The students are then instructed to reread the poem with a partner and identify two themes. The next day, Mr. Nye reveals the poem’s themes and instructs students to independently write a response explaining how the themes are developed.

Guiding Questions

Are there adequate opportunities for practice?

Does the instructional sequence progress from guided practice and scaffolding to students engaging in productive struggle and developing interdependence among themselves?

Are students well positioned for independent practice?

Step 5: Evaluate and Refine

Have I intentionally connected reading, writing, listening & speaking?

Have I incorporated ELA Expectations in all parts of my plan?

Are my instructional tasks aligned with the benchmarks?

Are there ample opportunities for practice and transfer?



Sample Lesson

Lesson 1 – Interactive Read Aloud: Building Interest Through Inquiry

Frame the lesson by introducing Shakespeare as a prolific writer of sonnets, letting the students know they will be exploring this poetic form in depth.

Read the poem aloud once through, instructing students to simply experience the poem and make mental images evoked by the words.

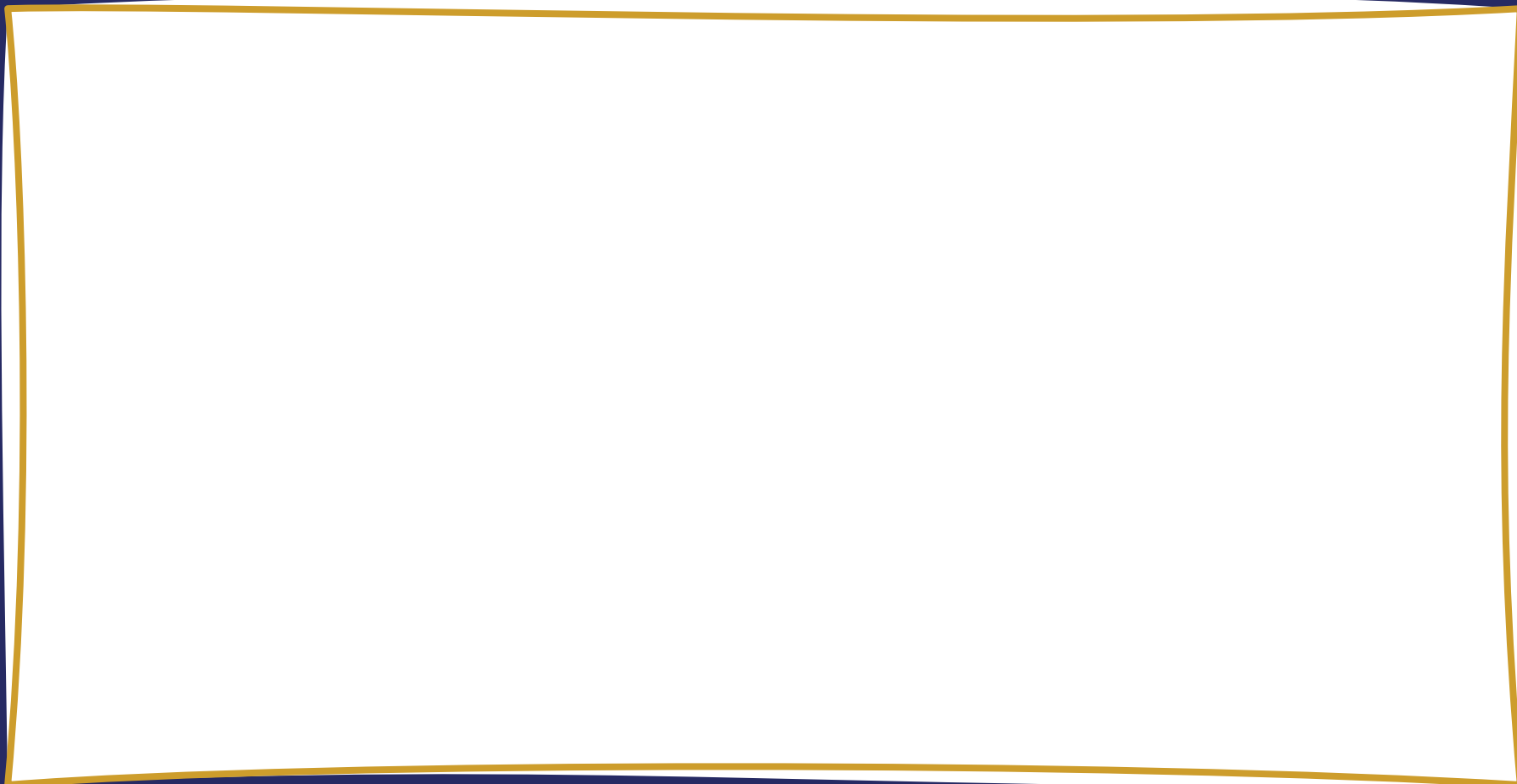
Read the poem aloud a second time, instructing students to make note of word choice.

What words do you notice? Why do they stand out? What impact does the language have on the reader/listener? What questions do you have about the language of the poem?

Have students read the poem again and instruct them to make note of Shakespeare’s word choice. Record student thinking on an anchor chart.

Provide time for students to write in response to the following questions: What was the initial impact of the language of “Sonnet 18” on you as a listener and reader? How did this impact change over the course of several readings?

Your Turn!



Integrations and Possible Refinements

Have I intentionally connected reading, writing, listening & speaking?

Have I incorporated ELA Expectations in all parts of my plan?

Are my instructional tasks aligned with the benchmarks?

Are there ample opportunities for practice and transfer?

Language Skills

- Reading
- Writing
- Speaking
- Listening

Benchmarks

- Foundations
612.F.1.4
- Reading
- Communication
- Vocabulary
7.V.1.1

Other

- ELA
Expectations
EE.2.1
- Other
Content Areas

- Integrate with **history**. Begin the lesson by evaluating and building background knowledge of the time and literary period (end of Renaissance – beginning of Restoration in England).
 - Note: These literary periods are not a focus until 9th grade, but a brief introduction in this context will help build a foundation and facilitate comprehension.
- Add an opportunity for **speaking** and incorporation of additional **ELA Expectations** by allowing for student-led discussion over the inquiry questions prior to writing. **(EE.1.1, EE.4.1)**
 - This also adds time for **practice** that will lead to **transfer**.
- Include an opportunity for peer feedback and revision following the writing task to integrate a **Communication** benchmark. **(7.C.1.5)**

Review of Session Objectives

- Engage in a process for creating lessons that leverage a mentor text while integrating reading, writing, speaking and listening across all ELA strands and the ELA Expectations.
- Evaluate and refine a lesson in an instructional sequence built around a poem on the B.E.S.T. ELA booklist.
- Identify one action step for implementing new learning.

Now What?

Teachers	Coaches	Administrators
<p>How can you use this process to elevate the lessons provided for texts in your adopted curriculum?</p>	<p>How can you use this process to guide PLCs, grade-level planning sessions and/or individual coaching cycles?</p>	<p>How might understanding this process influence conversations you have with teachers before and/or after classroom walkthroughs?</p>
<p>What is one thing you will do to implement your new learning?</p> <p>Write your action step at the bottom of Handout #1 in the Now What? section.</p>		

Survey

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