

Lesson 4: Analyzing Poetry: Pages 6–7 of *Love That Dog* and “Stopping by Woods on a Snowy Evening”



CCS Standards

- **RL.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- **RL.4.5:** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.



Daily Learning Targets

- I can describe what happens in pages 6–7 of *Love That Dog* and how Jack feels about it. (RL.4.3)
- I can determine the theme of “Stopping by Woods on a Snowy Evening” from details in the text and summarize it. (RL.4.2, RL.4.5)
- I can identify the characteristics of poetry in “Stopping by Woods on a Snowy Evening.” (RL.4.1, RL.4.5)

Ongoing Assessment

- Gist of pages 6–7 on sticky notes in *Love That Dog*
- I Notice/I Wonder Note-catcher: “Stopping by Woods on a Snowy Evening” (RL.4.2, RL.4.5)
- Exit Ticket: Summarizing the Poem (RL.4.2)

Agenda

1. Opening

- A. Engaging the Reader: *Love That Dog*, Pages 6–7 (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Analyzing What Happened: *Love That Dog*, Pages 6–7 (5 minutes)
- B. Close Reading: “Stopping by Woods on a Snowy Evening” (30 minutes)
- C. Determining Theme and Supporting Details: “Stopping by Woods on a Snowy Evening” (10 minutes)

3. Closing and Assessment

- A. Exit Ticket: Summarizing the Poem (5 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students continue reading *Love That Dog* to analyze what happened in those pages and how Jack felt about it (RL.4.1, RL.4.3). Students then closely read “Stopping by Woods on a Snowy Evening” by Robert Frost to identify characteristics of poetry (RL.4.5) and to determine a theme from details in the text (RL.4.2). At the end of the lesson, students write a summary on an exit ticket (RL.4.2).
- Note that although people may see many different themes in poems, the theme that has been identified in these materials is one that most students of this age will understand. If students suggest other themes for the poem, listen to their ideas and consider whether these are viable themes based on the supporting details students choose.
- This lesson is the second in a series of three that include built-out instruction for the use of Goal 1 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O’Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O’Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). As the modules progress, Goal 2, 3, and 4 Conversation Cues will be gradually introduced. Goal 1 Conversation Cues encourage all students to talk and be understood. Consider providing students with a thinking journal or scrap paper.
- Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads “Stopping by Woods on a Snowy Evening” aloud during Work Time B.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to poetry and creative writing. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In Lessons 2 and 3, students were introduced to the routine of reading pages of *Love That Dog* and analyzing what happens and how Jack feels about it, which they repeat in this lesson with new pages of *Love That Dog*.
- In Lesson 3, students analyzed a famous poem that Jack references in *Love That Dog* for theme, supporting details, and characteristics of poetry, which is a routine they repeat in this lesson with a new famous poem.

Areas in which students may need additional support:

- Students may need additional support with determining a theme, particularly if they come up with different ideas for the theme within their triads. In this situation, remind students that everyone can interpret poetry differently, and there is no right or wrong answer; however, for their theme to be possible, they must be able to find supporting details.
- Students may need additional support with writing their summaries on exit tickets. Consider using technology to support this (see Technology and Multimedia).

Assessment guidance:

- Read students' I Notice/I Wonder Note-catcher: "Stopping by Woods on a Snowy Evening" to determine which of the characteristics of poetry introduced so far students are struggling with and make this a focus in the next lesson.
- Read student summaries on exit tickets to determine where students are struggling with writing summaries.

Down the road:

- In the next lesson, students will revise the summaries they write in this lesson after a mini lesson on writing a summary.
- In the next lesson, students will continue to read *Love That Dog* and analyze another famous poem referenced by Jack.

In advance:

- Strategically form triads for work during this lesson, with at least one strong reader per pair.
- Preview the Close Reading Guide: "Stopping by Woods on a Snowy Evening" to familiarize yourself with what will be required of students.
- Review the Think-Pair-Share and Thumb-O-Meter protocols. See Classroom Protocols.
- Post: Learning targets, What Happens and How Does Jack Feel about It? anchor chart, What Makes a Poem a Poem? anchor chart, and Close Readers Do These Things anchor chart.

Technology & Multimedia

- Work Time B and C: Students complete I Notice/I Wonder Note-catcher: "Stopping by Woods on a Snowy Evening" using a word-processing tool—for example, a Google Doc.
- Work Time B and C: Students complete their note-catchers in a word-processing document—for example, a Google Doc—using Speech to Text facilities activated on devices, or using an app or software such as Dictation.io (<https://dictation.io/speech>).
- Closing and Assessment A: Students complete exit tickets online in a Google Form, for example.
- Closing and Assessment A: Students complete their exit tickets in a word-processing document—for example, a Google Doc—using Speech to Text facilities activated on devices, or using an app or software such as Dictation.io (<https://dictation.io/speech>).

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.B.6, 4.I.B.8, 4.II.A.1, and 4.II.A.2

Important points in the lesson itself

- The basic design of this lesson supports ELLs with a close read of "Stopping by Woods on a Snowy Evening," a longer but somewhat less complex poem than "The Red Wheelbarrow," which will help ELLs discuss the meaning and characteristics of the poem line by line. Students also practice determining the theme and summarizing.

- ELLs may find it challenging to read between the lines of *Love That Dog*. Help them by discussing the cohesive elements of the poem and what they mean—for example, when Jack refers to “the person” in “Stopping by Woods on a Snowy Evening” and the blue car from the previous day. They may also find the style of English confusing in “Stopping by Woods on a Snowy Evening” (see Meeting Students’ Needs column).

Levels of support

For lighter support:

- Invite students to create a graphic organizer that tracks the use of cohesive elements in *Love That Dog*. For example, students can enter “the snowy woods poem” and note that the poem appears in the back of *Love That Dog* and that the teacher read it aloud. They can enter synonyms and pronouns such as “the person” and note that the person is “I,” the rider in “Stopping by Woods on a Snowy Evening.”
- Throughout the close read, display the stanzas from “Stopping by Woods on a Snowy Evening.” Record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their vocabulary log.

For heavier support:

- During Work Time C, distribute a partially completed copy of the I Notice/I Wonder Note-catcher: “Stopping by Woods on a Snowy Evening.” This will provide students with models for the kind of information they should enter, while relieving the volume of writing required.
- Be aware that some students may lack the background experience to fully understand “Stopping by Woods on a Snowy Evening.” For example, they may be unfamiliar with the concepts of a village, snow, farmhouse, frozen, harness bells, and downy flake. Consider showing a brief video or a series of photographs to set the stage for the reading. (Example: Display photos of a person riding a harnessed horse through snowy village life, including a farmhouse, a snowflake, and a frozen lake. Briefly discuss the similarities and differences between this context and the communities students have experienced.) During the close read, provide heavier support by encouraging students to participate in the parts that allow acting out. Dictate lines for them to recite so that they practice using verbal language (see the Meeting Students’ Needs column).
- Display, repeat, and rephrase all questions (see Meeting Students’ Needs column).

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Because this is the first time students will be exposed to poetry characteristics, it is important to think about how to provide multiple means of representation to facilitate comprehension. One option is to review the What Makes a Poem a Poem? anchor chart before reading “Stopping by Woods on a Snowy Evening.” Be explicit with students that they are looking for these characteristics as you read the poem to them. Another means of representation is to review the characteristics of a poem using the kinesthetic activity from the previous lesson.

- **Multiple Means of Action and Expression (MMAE):** In this lesson, students work on their summarizing skills. The exit ticket asks them to apply these skills using written expression. Help eliminate barriers to summarizing that may arise from the task of writing, particularly around organization, by providing students with a checklist designed to match the elements of a summary introduced in the previous lesson's supports. Ask students to check off items on the list as they include the elements in their writing. Additionally, have students color-code the different elements to add another method for tracking their own work.
- **Multiple Means of Engagement (MME):** Because summarizing and poetry are new to students, they may not feel comfortable sharing their progress with the learning targets publicly. Consider offering an anonymous option to tell you their comfort level. Continue to emphasize that these are novel skills and knowledge that everyone is developing. Emphasize growth rather than relative performance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- theme, characteristics, supporting details (L)
- queer (T)

Materials

- ✓ *Love That Dog* (from Lesson 2; one per student)
- ✓ Sticky notes (one per student)
- ✓ Close Readers Do These Things anchor chart (begun in Lesson 2)
- ✓ Vocabulary logs (from Lesson 3; one per student)
- ✓ Academic Word Wall (begun in Lesson 1)
- ✓ Domain-Specific Word Wall (begun in Lesson 3)
- ✓ What Happens and How Does Jack Feel about It? anchor chart (begun in Lesson 2; added to during Work Time A; see supporting materials)
- ✓ What Happens and How Does Jack Feel about It? anchor chart (example, for teacher reference)
- ✓ Equity sticks (class set; one per student)
- ✓ Paper (blank; one piece per student)
- ✓ What Makes a Poem a Poem? anchor chart (begun in Lesson 3; added to during Work Time B; see supporting materials)
- ✓ What Makes a Poem a Poem? anchor chart (example, for teacher reference)
- ✓ I Notice/I Wonder Note-catcher: "Stopping by Woods on a Snowy Evening" (one per student)

- ✓ I Notice/I Wonder Note-catcher: “Stopping by Woods on a Snowy Evening” (example, for teacher reference)
- ✓ Close Reading Guide: “Stopping by Woods on a Snowy Evening” (for teacher reference)
- ✓ Exit Ticket: Summarizing the Poem (one per student)

Opening

A. Engaging the Reader: *Love That Dog*, Pages 6–7 (5 minutes)

- Invite students to retrieve their copies of *Love That Dog* and to turn to page 6.
- Invite students to follow along, reading silently in their heads as you read pages 6–7 aloud.
- Invite students to turn and talk to an elbow partner, and cold call students to share out:

“What happened?” (Responses may vary, but could include that Jack has written another entry about poetry in his journal.)
- Reread pages 6–7 aloud, inviting students to chorally read with you. Invite students to turn and talk to an elbow partner, and cold call students to share out:

“What is the gist of this entry in Jack’s journal? What is it mostly about?” (Jack doesn’t understand the snowy woods poem, and he doesn’t want to write anything else about the blue car.)
- Distribute **sticky notes** and invite students to record the gist (in key words or sketches) on a sticky note.
- Model identifying unfamiliar words and phrases and using the vocabulary strategies listed on the **Close Readers Do These Things anchor chart** to identify the most effective strategy to determine the meaning of the unknown words. Invite students to record new vocabulary in their **vocabulary logs**. Add any new words to the **academic word wall** and **domain-specific word wall** and invite students to add translations in native languages.

Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: Some students may benefit from more scaffolded questions to find the gist than those written in the basic lesson plan. Ask students about the meaning of the lines in pages 6–7 of *Love That Dog*. Write and display student responses next to the lines. (MMR; MMAE) Examples:

“Place your finger on the person. Who is the person? What, in the text, makes you think so?” (The person in the snowy woods poem. Jack begins the day talking about the snowy woods poem. The person refers to the snowy woods poem.)

“Place your finger on why do I have to tell more? I wonder why Jack asks this question.” Tell students you will give them time to think and discuss with their partner. (The text refers to the blue car poem Jack wrote on October 4. Miss Stretchberry read Jack’s poem and wants to find out what happened with the blue car. She asks Jack to tell, or write, more about the blue car. Jack says, “I don’t want to write about that blue car ...”)

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

“I can describe what happens in pages 6–7 of Love That Dog and how Jack feels about it.”

“I can determine the theme of ‘Stopping by Woods on a Snowy Evening’ from details in the text and summarize it.”

“I can identify the characteristics of poetry in ‘Stopping by Woods on a Snowy Evening.’”

- Remind students that they have seen each of these targets before, but this time the pages of *Love That Dog* are different and the poem they will be analyzing is different.
- Review what *theme* and *characteristics* mean.

Meeting Students' Needs

- For ELLs and students who may need additional support with memory: To activate prior knowledge and generalize learning across lessons, invite students to recall and describe one way that they worked toward similar learning targets in the last two lessons. (MMR)

Work Time

A. Analyzing What Happened: Love That Dog, Pages 6–7 (5 minutes)

- Move students into triads and invite them to label themselves A, B, and C.
- Refocus students on pages 6–7 of *Love That Dog* and reread these pages aloud again.
- Focus students on the **What Happens and How Does Jack Feel about It? anchor chart**.
- Invite students to Think-Triad-Share, leaving adequate time for each student to think, repeat the question to a group member, and share. Then use **equity sticks** to select students to share out:

“What happens on these pages?” (Jack reads a poem about snowy woods and is told to write more about the blue car.)

“How does Jack feel about it? What can you infer from what he says?” (Jack doesn’t understand the snowy woods poem, and he doesn’t want to write more about the blue car.)

“How do you know?” (He writes, “What was up with the snowy woods poem?” and “I don’t want to write about that blue car.”)

- As students share out, capture their responses on the What Happens and How Does Jack Feel about It? anchor chart. Refer to **What Happens and How Does Jack Feel about It? anchor chart (example, for teacher reference)** as necessary.
- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in Lesson 2 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the Thumb-O-Meter protocol using the first learning target. Scan student responses and make a note of students who may need more support with this moving forward.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Tell students that “What’s up with ____?” is an idiom to use when you are feeling confused or critical about something. Tell them the idiom is informal language and should be used carefully as it may be considered impolite. Ask:
“What is Jack feeling confused or critical about?” (why the person in snowy woods stops) (MMR)
- Provide differentiated mentors by purposefully pre-selecting student triads. Consider coaching the mentor to engage with their partner and share their thought process. (MMAE)

B. Close Reading: “Stopping by Woods on a Snowy Evening” (30 minutes)

- Direct students to turn to the back of their copy of *Love That Dog* to find “Some of the poems used by Miss Stretchberry.” “Stopping by Woods on a Snowy Evening” is the second of these poems. Tell students that it is by a poet named Robert Frost, another famous poet from the United States who lived from 1874 to 1963.
- To model fluent reading, read “Stopping by Woods on a Snowy Evening” aloud as students follow along, reading silently in their heads.
- Tell students you are going to read the poem for a second time. This time, you would like them to close their eyes to picture what they are hearing in their minds.
- Read the poem aloud for a second time.
- Distribute **paper** and invite students to sketch what they heard.
- After 2 minutes, refocus whole group. Invite students to Think-Triad-Share:
“We are going to dig into the content of the poem and what it means more in a moment, but what do you notice about the poem just by looking at it?” (Responses will vary.)
- As students share out, capture their responses in the second column of the **What Makes a Poem a Poem? anchor chart**. As you record, categorize student notices into three groups: structure, imagery, and rhyme and meter. Remind students that you did this in the previous lesson as well. Refer to **What Makes a Poem a Poem? anchor chart (example, for teacher reference)** as necessary.
 - Note: If students did not identify rhyme and meter in the previous lesson, group these ideas separately and explain that you will revisit this later.
- Distribute the **I Notice/I Wonder Note-catcher: “Stopping by Woods on a Snowy Evening”** and point out that this time there are four rows. Explain to students that they will add more ideas about what they notice and wonder to this note-catcher as they work through the poem. Invite students to use the rows to group their notices and wonders on their note-catcher using the characteristics of poetry, and if they have ideas that don’t fall into any of those categories, record them in a separate group.
- Guide students through **Close Reading Guide: “Stopping by Woods on a Snowy Evening” (for teacher reference)**.
- After the close read, invite students to popcorn out notices and record them on the What Makes a Poem a Poem? anchor chart in the same categories. Refer to What Makes a Poem a Poem? anchor chart (example, for teacher reference) as necessary.

- Note: If repetition comes up from the final two lines of the poem, add this as a separate group.
- Remind students of the characteristics of poetry recorded in the previous lesson.
- Invite students to turn and talk to their triad:
 - “Which groups of ideas from today are about structure?” Refer to What Makes a Poem a Poem? anchor chart (example, for teacher reference).*
 - “Which groups of ideas from today are about imagery?” Refer to What Makes a Poem a Poem? anchor chart (example, for teacher reference).*
 - “Which groups of ideas from today are about rhyme and meter?” Refer to What Makes a Poem a Poem? anchor chart (example, for teacher reference).*
- Use equity sticks to select students to share out. As students share out, capture their responses in the third column on the What Makes a Poem a Poem? anchor chart. Refer to What Makes a Poem a Poem? anchor chart (example, for teacher reference) as necessary.
 - Note: If repetition has come up in this lesson, note that this is another characteristic of poetry.
- Direct students’ attention to the Close Readers Do These Things anchor chart. Tell students they have just read a poem closely.
- Invite students to turn and talk to their triad:
 - “What did you do when you were closely reading the poem? What strategies did you use?” (Responses will vary, but may include: looking back at the text to find the answer.)*
 - “How did that strategy help you to better understand the poem?” (Responses will vary.)*
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the strategies conversation:
 - “Can you give an example?” (Responses will vary.)*
- Use equity sticks to select students to share out. As students share out, connect their responses to the strategies on the Close Readers Do These Things anchor chart.
- Invite students to share their wonderings about the poem and record them on the board. If questions are about word or phrase meaning, help students identify the meaning before moving on. If questions cannot be answered from the content, explain that sometimes poems and stories leave us with questions intentionally because authors want us to keep thinking about their work.
- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the final learning target. Remind them that they used this protocol earlier in the lesson and review as necessary.
- Guide students through the Thumb-O-Meter protocol using the final learning target.

Meeting Students’ Needs

- For ELLs: Invite students to discuss the techniques that Jack uses to learn to write poetry, and in turn, to learn to use language more proficiently. Ask students to compare these techniques to their experience as language learners. (Example: Jack copies phrases and sentences from famous poets and alters them to fit his own experience. This is a similar technique to the sentence and paragraph frames that many language learners use.)

- For students who may feel uncomfortable sharing their progress on meeting the learning targets publicly: Minimize risk by providing students with a sheet of paper where they can select a color for each learning target in private. This provides you with useful data for future instruction and helps students monitor their own learning. (MME)

C. Determining Theme and Supporting Details: “Stopping by Woods on a Snowy Evening” (10 minutes)

- Focus students on the “Theme” box at the bottom of the I Notice/I Wonder Note-catcher: “Stopping by Woods on a Snowy Evening.” Remind students that a *theme* is the message or main idea relevant to the real world that the author wants the reader to take away and that there can be many themes, and different readers may interpret different themes in the same poem. Remind students that the characteristics of poetry can sometimes help them to determine a theme.
- Emphasize the difference between a theme and a subject. Example: “The subject that the poet has written about is stopping by woods on a snowy evening, but the theme is what the author wants us to understand by reading about how someone stopped by woods on a snowy evening.”
- Invite students to turn and talk to their triad:

“What is a theme in this poem? Record it at the bottom of your note-catcher.”
- Focus students on the “Supporting Details” boxes on the I Notice/I Wonder Note-catcher: “Stopping by Woods on a Snowy Evening” Remind students that *supporting details* help them to determine the theme and that the characteristics of poetry can sometimes help them determine supporting details.
- Invite students to work with their triad to find at least two details in the poem that helped them identify their theme, and to record them in the boxes.
- Cold call students to share out:

“What is the theme of this poem? What is the main idea or message the poet wants you to take away?” (When you can, take the time to stop and appreciate the beauty around you.)

“What details support this?” (The rhythm of the poem and the pattern of rhymes in each stanza [know/though/snow; queer/near/year] are predictable and soothing, as though taking the time to stop and appreciate beauty can be a peaceful and relaxing thing, even when in a rush. The imagery also helps the reader understand that the woods were beautiful and worth stopping for when he describes them as “lovely, dark and deep.”)
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the theme and supporting details:

“Can you say more about that?” (Responses will vary.)
- Remind students that summaries give us a brief idea of what a text is about so we can determine whether or not we want or need to read it, and that when we summarize a text (give a brief statement of the main points), we usually provide the title and author and briefly describe what happened, including the theme and the supporting details, to give an idea of what the text is about.
- Invite students to spend 30 seconds each orally summarizing the poem to their triad.

- Select volunteers to share their summaries with the whole group. Listen for students to say something like: “‘Stopping by Woods on a Snowy Evening’ by Robert Frost is a poem about a person who stops, with his horse, to watch the snow fall in the woods on a dark winter evening. A theme of the poem is to take time to stop and appreciate the beauty around you. The rhythm of the poem and the pattern of rhymes in each stanza (know/though/snow; queer/near/year) are predictable and soothing, which makes it seem like even if you’re in a rush, stopping is a peaceful and relaxing experience. The imagery and the rhythm help the reader understand that the speaker thinks the woods are beautiful when he describes them as “lovely, dark and deep.” Refer to **I Notice/I Wonder Note-catcher: “Stopping by Woods on a Snowy Evening” (example, for teacher reference)** as necessary. Model this if student summaries did not include the correct information.

Meeting Students' Needs

- For ELLs and students who may need additional support with expressive language: To provide heavier support, print the “Stopping by Woods on a Snowy Evening” summary and cut it into strips. Scramble the strips and discuss the meaning of each one. Invite students to sequence them correctly, giving rationale if they come up with more than one correct version. (MMAE)
- For ELLs and students who may need additional support with comprehension: If students need additional support adding supporting details, display one good detail and one weak or incorrect detail. Ask them to select the best supporting detail and discuss how they selected it. (MMAE)
- Some students may benefit from multiple examples to highlight the difference between theme and subject. Consider referring to another class reading and ask the students to name the subject (what the book was about) and the theme (the message that the author wanted to teach you). Additionally, consider providing sentences that represent both subjects and themes and have students mark them with an “S” or a “T.” Example sentences: “The girls got in an argument, but then they had a discussion and forgave each other.” (S) and “We should forgive our friends even when they hurt our feelings.” (T) (MMR, MMAE)

Closing and Assessment

A. Exit Ticket: Summarizing the Poem (5 minutes)

- Distribute **Exit Ticket: Summarizing the Poem**.
- Invite students to write the summaries they said aloud on their exit ticket.
- Reassure students that they will return to this in the next lesson, so if they feel unsure about writing a summary, they should give it their best shot, and they will have a chance to improve as they learn more about writing summaries.
- Collect exit tickets.
- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the second learning target. Remind them that they used this protocol earlier in the lesson and review as necessary.
- Guide students through the Thumb-O-Meter protocol using the second learning target.

Meeting Students' Needs

- For students who may need additional support with writing: Create a checklist based on the summary elements used in the supports from the previous lesson. Have students check off each element as they use it in their writing. (MMAE, MME)
- For ELLs and students who may need additional support with writing: Encourage them to color-code and check off the elements of a summary as they write theirs: title, author, describe what happened, theme, supporting details. (MMAE)

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)