Lesson 12 Guide

This Lesson Guide can help you teach students to interpret a topical poem of your choice by examining the language and annotating the text.

**Tackle THE Meaning OF Language**

**Infer beyond the literal meaning**

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<th>TEACHING MOVES</th>
<th>TEACHING LANGUAGE</th>
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<td><strong>Discuss the idea that poems can be nonfiction. Share background knowledge about the topic.</strong></td>
<td><strong>CONNECT &amp; ENGAGE</strong></td>
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<tr>
<td>■ Poems are nonfiction, too. Often poems inspire us to view familiar topics in new ways.</td>
<td>■ We’ll be reading and responding to a poem about…today. Turn and talk about what you already know, or your thoughts and feelings about…</td>
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<tr>
<td>■ We’ll be reading and responding to a poem about…today. Turn and talk about what you already know, or your thoughts and feelings about…</td>
<td>■ Great comments! Your experiences and background knowledge will help us understand this poem.</td>
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<td>■ When we’re reading poetry, we often have to infer the meaning of words and phrases and sentences to really understand the poet’s ideas. When we infer, we merge our thinking with the text to make meaning.</td>
<td>■ Often when we read, we are pretty sure we know what the individual words mean. But we want to understand the meaning behind the poet’s (author’s) words, lines, and phrases.</td>
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<tr>
<td>■ When we’infer the meaning of words and phrases and sentences to really understand the poet’s ideas. When we infer, we merge our thinking with the text to make meaning.</td>
<td>■ So we’ll read more slowly. We’ll stop and discuss a word, phrase, or a line and merge the information and ideas in the poem with our thinking.</td>
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<tr>
<td>■ We’ll be reading and responding to a poem about…today. Turn and talk about what you already know, or your thoughts and feelings about…</td>
<td>■ As we interpret the poem in light of our own understanding and knowledge, we’ll surface the bigger ideas.</td>
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<td>■ When we’re reading poetry, we often have to infer the meaning of words and phrases and sentences to really understand the poet’s ideas. When we infer, we merge our thinking with the text to make meaning.</td>
<td>■ Let’s begin by reading the poem out loud. I’ll start and you chime in. Poems have beautiful language and are meant to be read aloud.</td>
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**Ask a question and infer meaning using background knowledge.**

**MODEL**

| ■ I’m going to reread the text slowly, a few lines at a time. You’ll see me stop to think carefully about each line or two. I’ll be writing my thoughts right next to the words I’m trying to figure out on our large version of the poem. We’ve talked about this before and called it “coding the text.” | ■ When I read these words, I immediately ask myself a question. I don’t have an answer right now, so I’ll write the question here on the chart. |
| ■ When I read these words, I immediately ask myself a question. I don’t have an answer right now, so I’ll write the question here on the chart. | ■ Here’s a word I’m not sure about. The context doesn’t really help me here. But I think the word means…because I have some background knowledge. |
| ■ When we’re reading poetry, we often have to infer the meaning of words and phrases and sentences to really understand the poet’s ideas. When we infer, we merge our thinking with the text to make meaning. | ■ When we comprehend the specific words and vocabulary in a text, it helps our understanding of the text as a whole. |

**Think back to answer the original question.**

| ■ I think I’ve found an answer to my question. I’m going to draw an arrow from this line back to the beginning where I wrote that question. | ■ I answered my question and I’m thinking more deeply about the poem. |
| ■ I think I’ve found an answer to my question. I’m going to draw an arrow from this line back to the beginning where I wrote that question. | ■ Perhaps poems are a little like mysteries—they have different levels of meaning you have to try to understand. |
The Teaching Moves outline your instructional sequence and the Teaching Language gives you an idea about what to say to your students.

### TEACHING LANGUAGE

**GUIDE**

- Let’s think through the rest of the poem together. I’ll leave tracks of my thinking on our large chart. You can write your thoughts on your copy.
- Turn to each other and talk about what you inferred from this part. Can you use the context to figure out unfamiliar words or use background knowledge to infer the poem’s meaning?
- Let’s come back together and share our thinking. Who would like to start?
- Let’s tie your thinking to the words in the poem. You are using your background knowledge to understand the poem’s words.
- Great thinking! I hadn’t thought about the poem in quite the same way and this interpretation added to our understanding. I’ll add this to the chart.
- Let’s sum up what the poem is about. Turn and talk about something you learned from listening.

**PRACTICE INDEPENDENTLY**

- Here is another poem for you to read and interpret on your own. Remember to jot your inferences, questions, or connections next to the poem.
- After you read and respond independently, I’ll ask you to get in groups of four to share your thinking.

**SHARE THE LEARNING**

- Now, let’s get together in groups of four and share. Make sure everyone in your group has a chance to share.
- What interesting ideas! You each came up with your own interpretation using your background knowledge and the clues in the text. And you have done a good job of inferring to surface the big ideas.

### TEACHING MOVES

- **Think through the poem together.**
- **Record thinking on the Comments/Strategies chart.**
- **Sum up big ideas and share.**
- **Provide another poem for students to interpret on their own.**
- **Share thinking and interpretations in small groups.**
- **Small groups share their thinking and interpretations with the entire class.**

### DID YOUR STUDENTS:

- use the context and background knowledge to infer meaning from the poem’s words, lines, and phrases?
- gain an understanding of how to move beyond a literal interpretation using the strategy of inferring?
- articulate their understanding by sharing their inferences, questions, and interpretations of the poem’s deeper meaning?