

# **Level Up Learning with Multitasking Mentor Texts Grades 6-12**



## What?



A *multitasking mentor text* is one text that can be used multiple times and for a variety of purposes, weaving together different aspects of literacy. By using these superstar teacher tools with greater intention and flexibility, we model and foster greater transfer of skills across the literacy block and across the day.

- Pam Koutrakos



## So What?



## Now what?



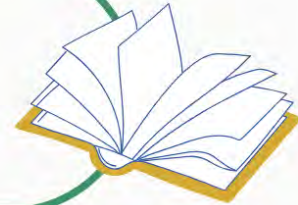




# HOW TO MAKE THE MOST OF YOUR MENTOR TEXT

## EXPERIENCE THE TEXT THOROUGHLY

- 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 as I read?



## IDENTIFY INSTRUCTIONAL PRIORITIES (SPOTLIGHT BENCHMARKS)

- What do I know about these learners?
- Which benchmarks does this text support?
- What next steps make sense?
- What will I address whole-class? Small group? Individually?

## IDENTIFY OPPORTUNITIES FOR INTEGRATION (ACCOMPANYING BENCHMARKS)

- Where can I include opportunities for conversations, writing, vocabulary, language conventions, research, foundational skills?
- Which of the ELA Expectations can I highlight?
- How can I connect content areas?



## CREATE AN INSTRUCTIONAL SEQUENCE

- Which skills and concepts will I prioritize?
- Which instructional structures will I use?
- How can I foster regular practice?
- How can I promote consistent application and transfer of learning?

## EVALUATE AND REFINE YOUR PLAN

- 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?

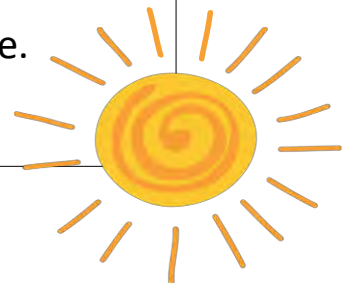






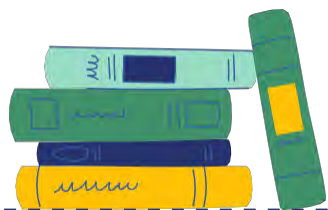
## "Sonnet 18" by William Shakespeare

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.









## STEP 1: EXPERIENCE THE TEXT

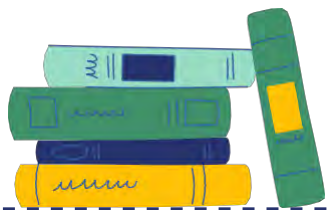
What did I do as a skilled reader to comprehend this text?

What did I notice about the author's craft?

What questions come to mind for the students to discuss?

What other instructional implications come to mind?





## STEP 2: IDENTIFY SPOTLIGHT BENCHMARKS

- 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?

### 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?

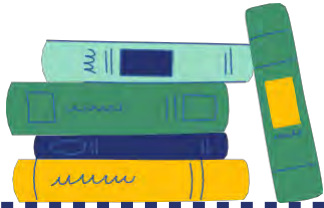
#### Coaches

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

## ELA B.E.S.T. Standards pages 88-89

### 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](#).

#### 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.

Where do I see opportunities to integrate relevant learning experiences?

How could “Sonnet 18” support instruction that connects reading with writing and/or speaking?



**R.1.2**  
theme  
↓  
development,  
universal  
theme  
↓  
inevitable  
passage of time/death  
deep love & devotion  
art & nature  
immortality (through art)

**R.1.4**  
poetry  
sonnet  
analyze  
impact of  
form on  
meaning

**R.3.1**  
figurative  
language  
↓  
contributes  
to tone  
and meaning

**R.3.2.a**  
summarize  
and paraphrase

**R.3.4**  
rhetorical  
devices  
↓  
rhetorical?

**Sonnet (Shakespearean)**  
- 14 lines  
- iambic pentameter  
- 10 beats  
- unstressed/stressed  
- melodic  
- "little song"  
- expresses thought  
- rhyme scheme  
- 2 parts  
- line 9 = volta  
- problem/solution  
- question/answer  
- proposition / reinterpretation

**Sonnet 18**  
Sonnets 1-17 = live on through heirs  
By William Shakespeare  
(1609 - cusp of Renaissance  
& Restoration, but characteristic  
of Renaissance)

- metaphor  
youth/summer day

**rhetorical question** - Shall I compare thee to a summer's day? **A**

**subject** - Should I compare you to a summer's day?  
Thou art more lovely and more temperate: **B**  
You are more beautiful and more pleasant;

**opposite common feeling about summer** - **Rough** winds do **shake** the darling buds of May, **A** - imagery  
Summer winds disturb the pretty, little spring buds,  
And summer's lease hath all too short a date; **B**  
and summer doesn't last long enough;

**powerful sun is flawed** - **Sometime** too hot the **eye** of heaven shines, **C** - imagery  
Sometimes the sun is too hot, **personification of sun**  
And often is his **gold complexion dimm'd**; **D** - imagery  
and many times his golden face is dulled;  
And every fair from fair sometime declines, **C**  
and everyone beautiful eventually fades,  
By chance or nature's changing course untrimm'd; **D**  
because of fate or the passing of time;

**develop theme** - **But** thy eternal summer shall not fade, **E**  
but your youth will not disappear,  
Nor lose possession of that fair thou ow'st; **F**  
And you will not lose your beauty. **allusion to Hades, "the shades"**

**powerful death can't conquer you** - Nor shall **death brag** thou wander'st in his **shade**; **E** - imagery  
Death won't be able to boast about having you near.  
When in **eternal lines** to time thou grow'st; **F** - allusion to "lives of life" spun by the Fates  
when you live forever in the lines of this poem.

**conclusion** - So long as men can breathe or eyes can see, **G**  
As long as people are alive and can see,  
So long lives this, and this gives life to thee. **G**  
this poem will keep you alive. - common trope in Sonnets - poet will make love immortal by writing about them

**Other ideas**  
**7.C.3.1** - conventions - semicolons  
- syntax - sentence structure of period  
- semantics - old English  
- verbs w/ attention to mood/voice  
**7.V.1.3** - context & connotation vs. denotation  
**6.2.F.14** - Fluency - prosody & expression







## STEP 4: MAXIMIZE THE INSTRUCTIONAL SEQUENCE

### Instructional 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.

**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?**

**Are students well-positioned for independent practice?**





## STEP 5: EVALUATE AND REFINE

### 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.

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?

### What integrations are present in this lesson?

Language Skills	Benchmarks	Other
<input type="checkbox"/> Reading	<input type="checkbox"/> Foundations	<input type="checkbox"/> ELA Expectations
<input type="checkbox"/> Writing	<input type="checkbox"/> Reading	
<input type="checkbox"/> Speaking	<input type="checkbox"/> Communication	<input type="checkbox"/> Other Content Areas
<input type="checkbox"/> Listening	<input type="checkbox"/> Vocabulary	

**Based on what you have learned about multitasking mentor texts, what is one way you could refine this lesson?**