



Reaching New Heights: Systematically Elevating Verbal Reasoning Through Poetry



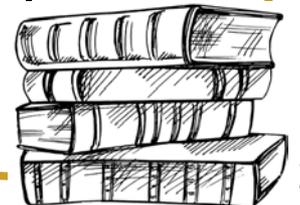
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Objectives



- Define verbal reasoning and identify related skills that contribute to skilled reading.
- Participate in a poetry analysis using an evidence-based framework for verbal reasoning.
- Use an evidence-based framework for verbal reasoning to develop benchmark-based questions for a poem on the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards booklist.





SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

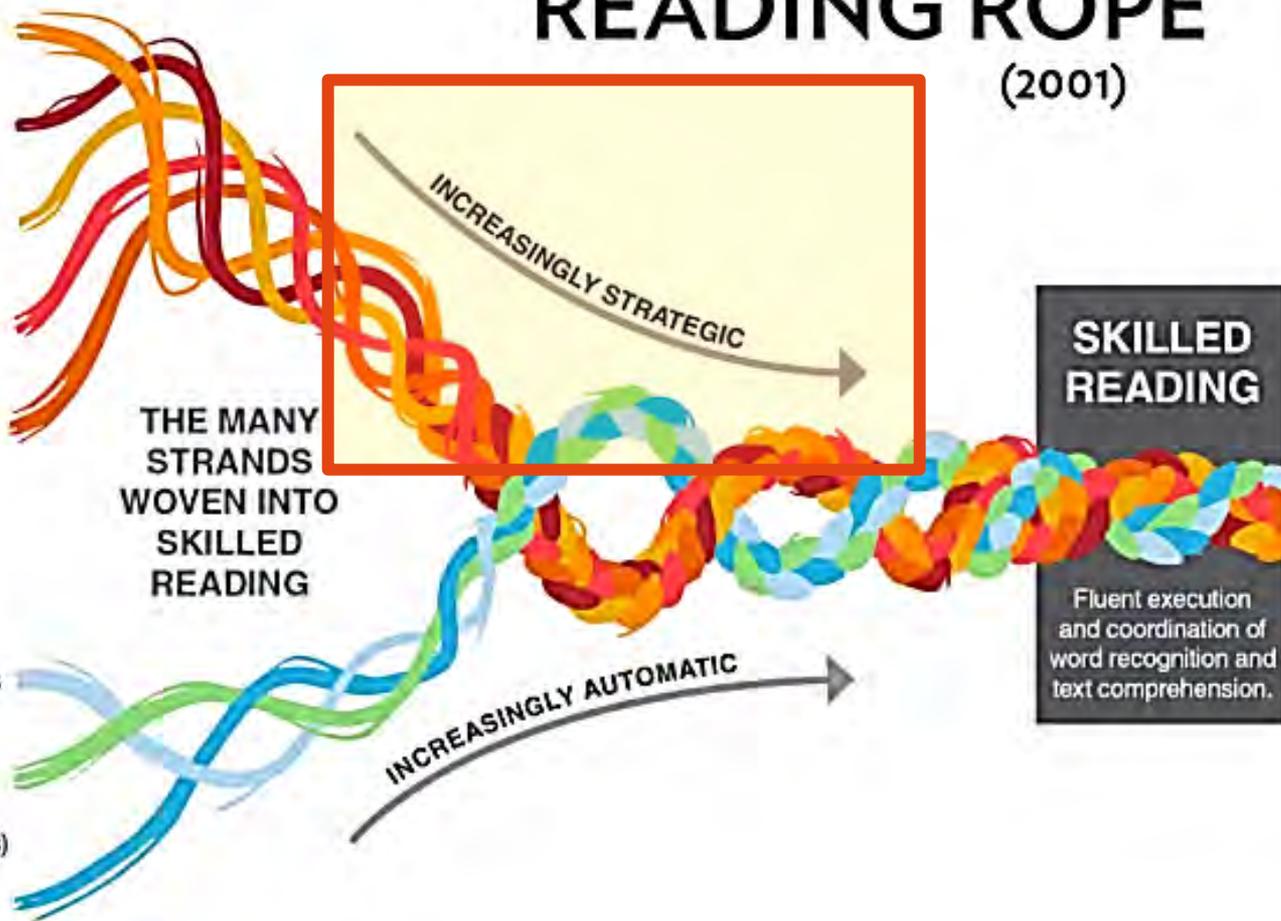
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



How is Verbal Reasoning Defined?

1. **Jot** down 3-5 words or phrases related to verbal reasoning.
2. **Use** the words and phrases on your sticky note to **write** a working definition of verbal reasoning on a separate sticky note.



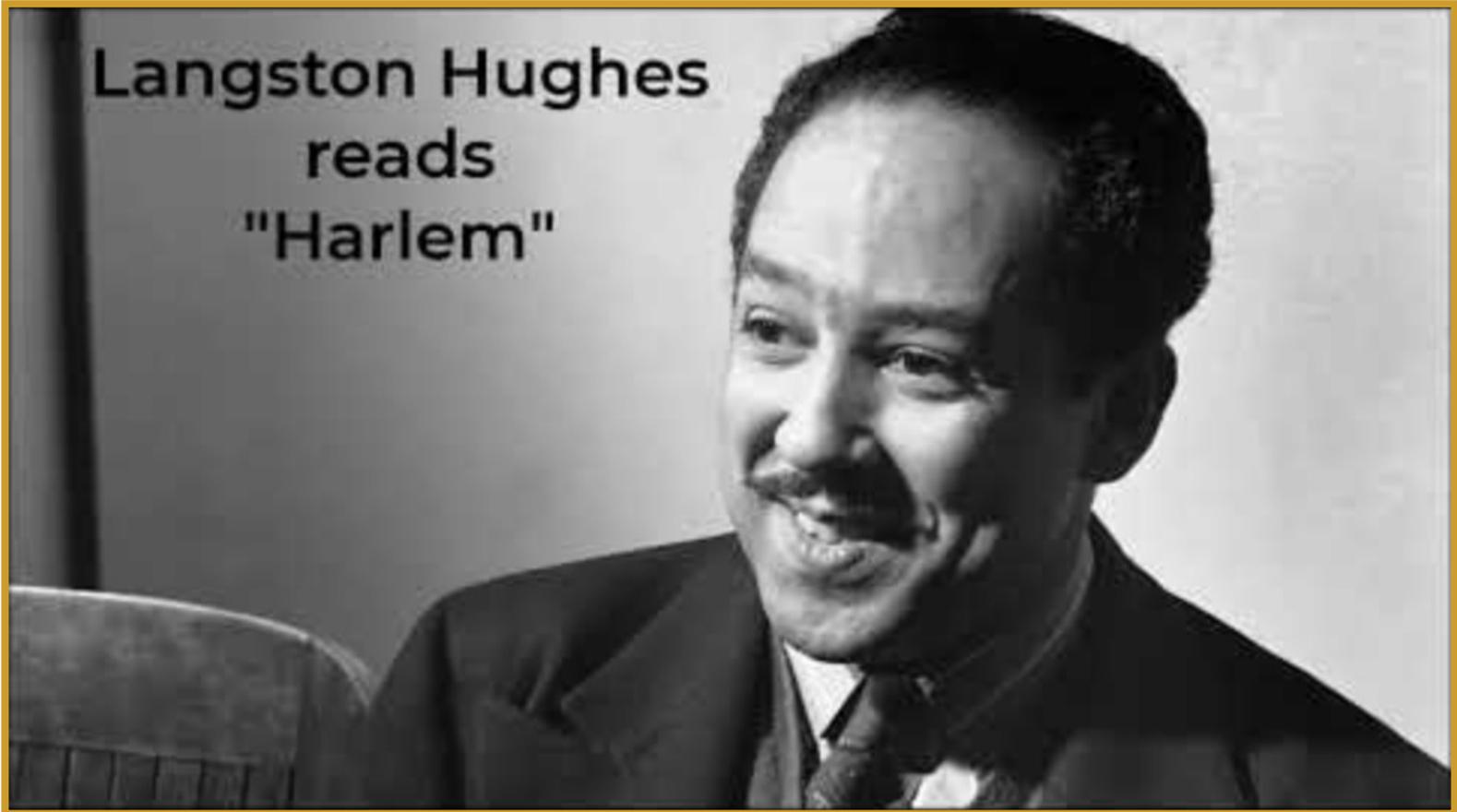


What role does verbal reasoning play in skilled reading?

Building Background



“Harlem” by Langston Hughes



“Harlem” by Langston Hughes, Continued

Harlem

By Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?

Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

Collaborative Analysis & Reasoning

- **4 Rounds of Discussion**

- Each round is three minutes long.
- Each round promotes progressively more complex layers of reasoning.

- **Talking Chips**

- Take two chips from the center.
- Place one chip in the center each time you respond.
- When no one in the group has chips left, take two and continue the conversation.

- **Conversation**

- Begin with the card marked with a ★. Read the card aloud.
- After group members have responded, move to another card that makes sense to discuss next.
- Let the cards **facilitate**, not **dictate** the conversation.

- **Resources**

- Refer to Handout #1 Building Background for “Harlem.”
- Use Handout #2 “Harlem.”
 - Use the blank space under the poem to take relevant notes.

Is there something hindering your comprehension? What strategy can you use? **EE.2.1**

In what ways can you use your background knowledge with the text to make inferences? **EE.3.1**

Round 1

- **Talking Chips**
 - Take two chips from the center.
 - Place one chip in the center each time you respond. (Posing a question does not require a chip.)
 - When no one in the group has chips left, take two and continue the conversation.
- **Conversation**
 - Begin with the card marked with a ★.
 - After group members have responded, move to another card that makes sense to discuss next.
 - Let the cards **facilitate**, not **dictate** the conversation.
- **Resources**
 - Refer to Handout #1 Building Background for “Harlem.”
 - Use Handout #2 “Harlem.”
 - Use the blank space under the poem to take relevant notes.

Gold Cards

Define *deferred*.



How would it feel to have a dream deferred? Why?

V.1.3



3:00

Round 2

- **Talking Chips**
 - Take two chips from the center.
 - Place one chip in the center each time you respond. (Posing a question does not require a chip.)
 - When no one in the group has chips left, take two and continue the conversation.
- **Conversation**
 - Begin with the card marked with a ★.
 - After group members have responded, move to another card that makes sense to discuss next.
 - Let the cards **facilitate**, not **dictate** the conversation.
- **Resources**
 - Refer to Handout #1 Building Background for “Harlem.”
 - Use Handout #2 “Harlem.”
 - Use the blank space under the poem to take relevant notes.

Blue Cards

Langston Hughes ★
begins this poem with a
rhetorical question.

How does the first line
impact the rest? R.3.4



3:00

Round 3

- **Talking Chips**
 - Take two chips from the center.
 - Place one chip in the center each time you respond. (Posing a question does not require a chip.)
 - When no one in the group has chips left, take two and continue the conversation.
- **Conversation**
 - Begin with the card marked with a ★.
 - After group members have responded, move to another card that makes sense to discuss next.
 - Let the cards **facilitate**, not **dictate** the conversation.
- **Resources**
 - Refer to Handout #1 Building Background for “Harlem.”
 - Use Handout #2 “Harlem.”
 - Use the blank space under the poem to take relevant notes.

Green Cards

Who do you  believe the speaker is?
Could it be someone else?
Why or why not? R.1.4



3:00

Round 4

- **Talking Chips**
 - Take two chips from the center.
 - Place one chip in the center each time you respond. (Posing a question does not require a chip.)
 - When no one in the group has chips left, take two and continue the conversation.
- **Conversation**
 - Begin with the card marked with a ★.
 - After group members have responded, move to another card that makes sense to discuss next.
 - Let the cards **facilitate**, not **dictate** the conversation.
- **Resources**
 - Refer to Handout #1 Building Background for “Harlem.”
 - Use Handout #2 “Harlem.”
 - Use the blank space under the poem to take relevant notes.

Teal Cards

How did this poem ★
add to your understanding
of the Harlem Renaissance?

R.1.4

3:00

Culminating Writing Task



How confident do you think students would feel in their ability to independently respond in a way that demonstrates mastery with this text and task?

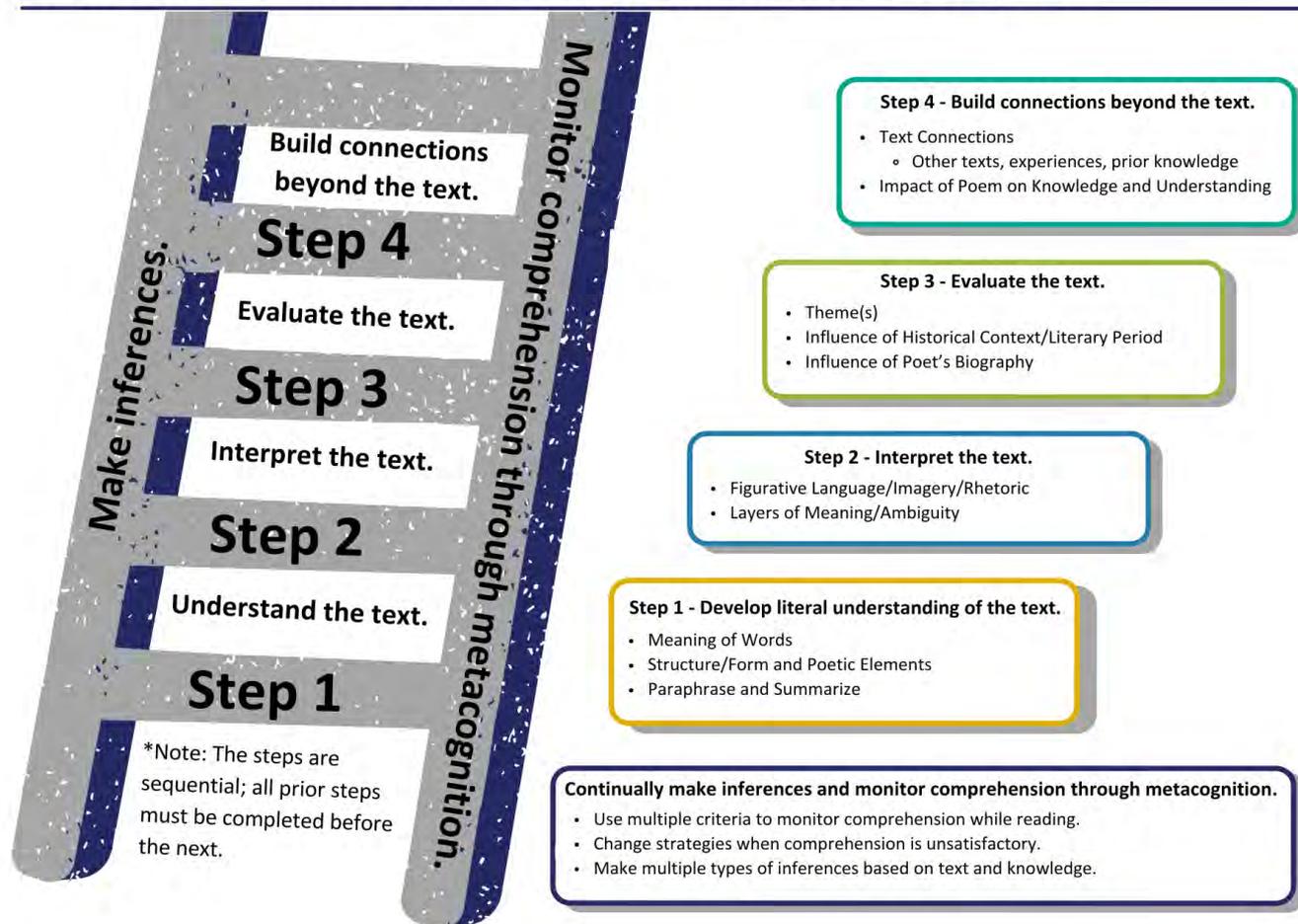
Imagine this is a group of students in your school or district. How confident do you feel?



Evaluate the effectiveness of the Langston Hughes poem, “Harlem,” in reflecting on the **historical context** in which it was written.

Framework for Verbal Reasoning

Framework for Building Verbal Reasoning Skills - Poetry 6-12



Framework for Verbal Reasoning

What is the connotation of the words *deferred, dry up, fester, sore, stink, rotten, crust, sags, heavy, load* and

Step 1 *explode?* V.1.3

Notice the spaces between lines.

What impact does this have?

R.1.4

Paraphrase line 1 and lines 9-11.

R.3.2

Step 1 - Develop literal understanding of the text.

- Meaning of Words
- Structure/Form and Poetic Elements
- Paraphrase and Summarize

Framework for Verbal Reasoning

This poem is a list of rhetorical questions.

How does this impact the reader?

R.3.4

What other examples of figurative language or poetic elements do you notice?

What is the impact?

R.3.1

What do you think Langston Hughes was suggesting with the last line?

EE.3.1

Step 2 - Interpret the text.

- Figurative Language/Imagery/Rhetoric
- Layers of Meaning/Ambiguity

Framework for Verbal Reasoning

In “Harlem,” how does Langston Hughes develop the themes?

R.1.4

How does this poem reflect the feelings of society during the Harlem Renaissance?

R.1.4

What elements of the Modernist literary period are present in the poem?

Justify your reasoning.

R.1.4

Step 3 - Evaluate the text.

- Theme(s)
- Influence of Historical Context/Literary Period
- Influence of Poet’s Biography

Framework for Verbal Reasoning

What connections can you make between this poem and the Civil Rights Movement?

R.1.4

How does “Harlem” build upon or echo the messages of other Langston Hughes poems?

R.1.4

In what ways do the themes of “Harlem” apply to the world today?

R.1.4

Step 4 - Build connections beyond the text.

- Text Connections
 - Other texts, experiences, prior knowledge
- Impact of Poem on Knowledge and Understanding

Activate Metacognition Through Inferences

Is there something hindering your comprehension? What strategy can you use? EE.2.1

In what ways can you use your background knowledge with the text to make inferences? EE.3.1

Continually make inferences and monitor comprehension through metacognition.

- Use multiple criteria to monitor comprehension while reading.
- Change strategies when comprehension is unsatisfactory.
- Make multiple types of inferences based on text and knowledge.

What does planning with verbal reasoning in mind look, feel and sound like?

“Do Not Go Gentle into That Good Night”

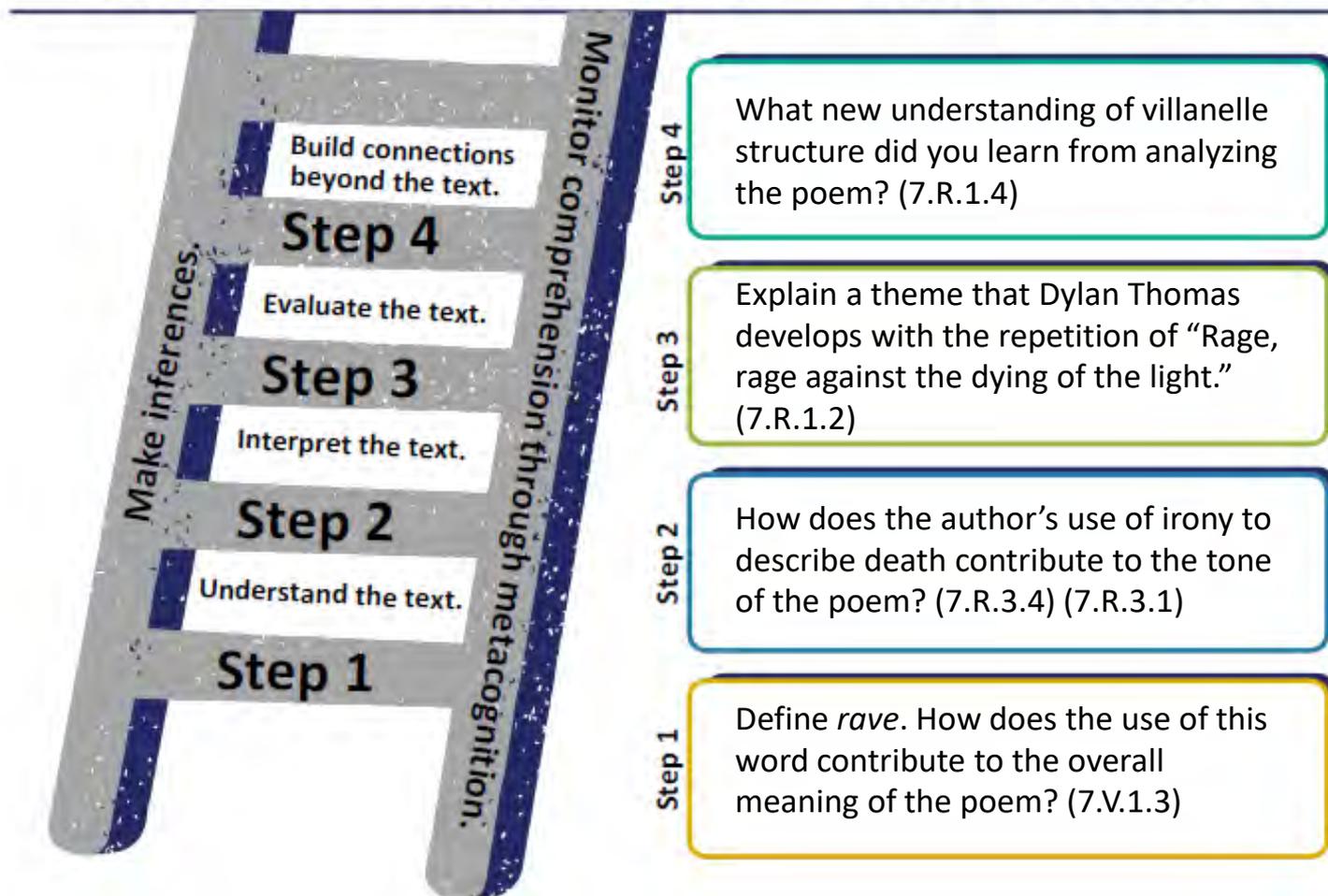
by Dylan Thomas





Framework for Verbal Reasoning

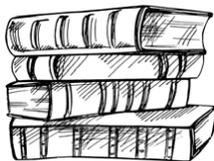
Create one or two benchmark-based questions for each step. Use Handout #4, Framework for Verbal Reasoning Skills - Poetry 6-12 as a guide.



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Refine & Reflect

- How might you **refine** your original definition based on your experience during this session?
- What is one practice you might **implement** based on your learning?





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