Name of Text: “Oranges” by Gary Soto (Grade 9)  
Complexity Level: Middle Low

Text Challenges to Address:  
X_Meaning/Purpose  X_Text Structure  X_Language Features  X_Knowledge Demands
What specifically will students struggle with?
- Free verse –the end of a line is not the end of a thought (look at punctuation)
- Syntax- modifiers after the noun

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<td>RL 2 (theme) 5 (structure conveys tone, mood)</td>
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<td>W 3, 4</td>
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Learning Objective:
Students will analyze the development of the theme and demonstrate understanding of figurative language.

Academic Language:
weighted down
rouge
bleachers

Language Objective:
Students will work in pairs to share ideas and write original poems using the free verse structure.

Targeted Language Function:
Students will learn about free verse and how punctuation helps guide the meaning, and look at the placement of modifiers in the poem.

Meaningful & Relevant:
Students discuss first dates and generate figurative language in pairs related to the idea of first dates.
(what does it look & feel like?)

Background Knowledge:
Handout 1:
- Text Prediction- students make a prediction based on words related to the story.(boy, store, money, girl, first, love, impress, kindness, stranger)
- Quickwrite: describe winter. What does it feel like? What images does it evoke?
- Discussion: What’s a 5 and Dime? (Show picture and discuss)

Strategies for Interaction/Collaboration
*Think-pair-write-share  *Jigsaw Reading/Expert Groups
*Talk to the Text

Evidence of Learning
Completed handouts  Discussion
Original poem  Group Presentations
**Lesson Procedure**

### Anticipatory Set:
Distribute **Handout 1**. Complete text predictions and share in partners. Debrief whole group, discussing which words were clues to their prediction.

Think about first dates. In pairs, discuss what comes to mind when you think about the idea of a first date. Generate a list of words and phrases that describe how it looks and feels. Debrief whole group, charting so the list can be used later in writing original poems.

Quickwrite: Write 5 sentences that describe winter. What does it feel like? Look like? Debrief whole group. (Some students in CA may not know about winter cold)

### Direct Instruction:
Ask students: What is a 5 and Dime? Show photo. Discuss, using provided sentence frames (The picture portrays a______________, which reminds me of______________.)

Distribute Poems.
1st Read: Have students read silently to themselves.

2nd Read: Teacher reads aloud, not stopping. Ask: So what did you get from the reading? What is this about, any ideas? Discuss.

3rd Read: Teacher says: I’m going to read the first few lines again, and do a think aloud as I read, of how I’m understanding what I’m reading. (Do this for 11 lines and highlight the structure of the free verse and how the commas and periods help guide the thought, rather than the end of the line.)

Have students read the next set of 10 lines and Talk to the Text, marking ideas, connections and questions as they go. Debrief whole group, to see what they are picking up on.

Either model more (if needed) or have students finish the poem, talking to the text as they go. Debrief, discussing emerging themes, and having students cite specific lines that lead to the theme.

### Guided Practice:
**Handout 2:** Divide the class into 4 groups and the poem into 4 sections. Assign each group a section. Reread, this time cite examples of figurative language and tell how it impacts the mood or tone of the poem in column 2. Debrief, having each group present their examples.

Go back to the poem to line 5. Ask students what is being described here. (December) what is unusual about this description? Explain a modifier and how it is being used here to describe the noun after it’s named, instead of before. (like in line 19, “newly planted trees”)What impact does this have on the tone and mood of the poem? See if they can find another example (Direct them to lines, 9, 13, 25) Discuss.

### Closure:
**Handout 3: Short Constructed Response:**
Students address the question: What is the theme of the poem, citing evidence and explaining how the evidence demonstrates the theme. Debrief.
**Independent Practice / Assessment:**
Students will create original free verse poems about a first date, referring to the list of words and phrases previously generated as well as any others that come to mind. Students will include one example of a noun followed by modifiers.

**Differentiation for Students w/ Disabilities**
Modify the poem handout to include more space and numbered lines. Provide a writing frame for the Short Constructed Response.