



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 1: Lesson 12

Examining How Word Choice Contributes to Tone and Meaning: Close Reading of “Wet and Crying”



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)
- I can analyze the impact of word choice on meaning and tone. (RL.8.4)
- I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

Supporting Learning Targets

- I can make inferences to deepen my understanding of *Inside Out & Back Again*.
- I can explain how nuances in word meanings contribute to the overall tone of the poem.
- I can participate in discussions about the text with a partner, small group, and whole class.

Ongoing Assessment

- QuickWrite 6 (from homework)
- Write-Pair-Share note-catcher with text-dependent questions

Agenda

1. Opening
 - A. Engaging the Reader and Review Learning Targets (5 minutes)
2. Work Time
 - A. Write-Pair-Share about “Wet and Crying” (10 minutes)
 - B. Guided Practice: How Word Choice Contributes to Tone and Meaning (20 minutes)
3. Closing and Assessment
 - A. Debrief and Discussion: What Happens to Hope? (10 minutes)
4. Homework
 - A. Read pages 61–69 and complete QuickWrite 7

Teaching Notes

- Review: Write-Pair-Share protocol (Appendix 1).
- Choose strategic partnerships ahead of time. For this lesson, consider grouping a few of your strongest students together while you work directly with other students. On the other hand, heterogeneous pairs might be best. You know the composition of your class.
- This lesson introduces the “Word Choice, Tone, and Meaning” note-catcher, which serves as a scaffold toward the End of Unit Assessment. Here, students use this note-catcher to help them carefully analyze a single poem. In the next lesson, they use this same note-catcher as they analyze a second poem as well as a new informational text.
- In advance: Review Work Time Part B carefully for the explanation of the word tone as it relates to literary analysis. Students have been informally exposed to this concept in previous lessons, but this is the first lesson in which students work with a specific definition.



Lesson Vocabulary	Materials
symbol/symbolize, inferences, nuance, convey, tone; flecked, clusters (60)	<ul style="list-style-type: none"> • <i>Inside Out & Back Again</i> (book; one per student) • Write-Pair-Share Note-catcher with text-dependent questions (one per student) • Word Choice, Tone, and Meaning Note-catcher (one per student) • Document camera • Things Close Readers Do anchor chart (begun in Lesson 2; added to in this lesson)—today’s focus: think about how the author’s word choice contributes to tone and meaning • QuickWrite 7 (one per student; for homework)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to share with a partner their QuickWrite 6 from their homework about Ha’s family’s possessions and what they might <i>symbolize</i>. <ul style="list-style-type: none"> * “What might the objects described in the poem represent for each person? What evidence supports your ideas?” • Collect students’ QuickWrites to gauge their ability to infer symbolism. Remind them that thinking about symbolism is challenging, and they will keep practicing throughout the year. • Have learning targets displayed for students. Focus students on the second target and read it aloud: <ul style="list-style-type: none"> * “I can explain how <i>nuances</i> in word meanings contribute to the overall meaning of the poem.” • Have students think, then turn and talk, about the word <i>nuance</i>. Students likely will need this word defined: subtle differences in meaning. If needed, provide an example: the words “argue” and “bicker” both mean to disagree, or the words “sprint” and “jog” both mean to run, or the words “chuckle” and “snicker” both mean to laugh, but they each have slightly different meaning and feeling (or tone). <i>Argue</i>, for example, is strong; it means you are really into it with someone. <i>Bicker</i>, on the other hand, is like “light” arguing. It’s something low-level and ongoing. Ask students to discuss the differences in the other words, and cold call on pairs to respond. • Tell students that today’s work will be to examine how subtle nuances in the words in the poem “Wet and Crying” affect the tone (feeling) and the overall meaning of the text. As they look at how Ha’s tone changes in the poem “Wet and Crying,” they will come to understand more about how she is feeling about the events happening around her. Remind students that they will continue to make inferences and discuss their thinking with partners, small groups, and the class. 	<ul style="list-style-type: none"> • Reviewing academic vocabulary words benefits all students developing academic language. • ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know.



Work Time	Meeting Students' Needs
<p>A. Write-Pair-Share about “Wet and Crying” (10 minutes)</p> <ul style="list-style-type: none">• Be sure students have their texts, Inside Out & Back Again. Ask students to arrange their seating to work with the partnerships you have defined. Remind students that they have been developing their skills with close reading throughout this unit. Today, they will have an opportunity to read closely more on their own and with a partner.• Ask them to silently and independently reread the poem “Wet and Crying” on page 60. Remind students that this reread is to refresh their memory and that they are reading for the gist.• Invite students to talk with partners about the gist of the poem.• Distribute the Write-Pair-Share Note-catcher. Explain the Write-Pair-Share protocol with these basic directions:<ol style="list-style-type: none">1. Listen to the text-dependent question.2. Think about your answer. Use the novel as a resource, and look for details from the text.3. Write your answer, making sure to refer to details from the text.4. When given a signal, share your writing with your partner. (Pairs decide who will share first and who will listen.)5. After both people have shared, write down any new thinking.6. Repeat with the next question; let the other partner share first.• Each round/question will take 3 minutes.• Begin. Circulate to observe students' work and support as needed.• Model a sample response to one or both of the tone questions on the note-catcher. For example, in the fourth stanza, invite students to partner up and share words or phrases that strike them as creating a powerful image. Listen for students to share words like “chops,” “head falls,” “silver blade slices.” Next, invite students to think about these images and describe the feeling the author is creating using these words. Give students time to talk with a partner, then cold call on several partnerships to share words such as: deadly, cruel, final, etc.• After this Write-Pair-Share experience, ask for volunteers to share their thinking about this last question. Call on two or three students. Next, introduce the independent writing prompt.	<ul style="list-style-type: none">• Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.• For students who struggle with following multiple-step directions, consider displaying these directions using a document camera or Smartboard. Another option is to type up these instructions for students to have in hand.• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.



Work Time	Meeting Students’ Needs
<p>B. Guided Practice: How Word Choice Contributes to Tone and Meaning (20 minutes)</p> <ul style="list-style-type: none"> Distribute and explain the Word Choice, Tone, and Meaning note-catcher, which students will use to record their thinking and discussion. Tell students that they will use this note-catcher with the poem and the audio text today. If possible, display the note-catcher on a document camera to orient students to the layout. On the note-catcher, read aloud the left-hand column “Word Choice/Text Details” question: <ul style="list-style-type: none"> * “What are some specific <i>images, words, and phrases</i> the author uses that strike you emotionally and give you a feeling of the events described in the text?” Tell students that since this is their first time using this note-catcher, they will do some practice together. Focus students on the “Practice” row for stanza 4. Ask students to independently think about the question, and reread this stanza of the poem, focusing on the three words in italics: <i>chops, falls, slices</i> Ask students to think, then talk with a partner, about the middle column, “Labeling the Feeling”: <ul style="list-style-type: none"> * “What emotion or feeling does each of these words convey?” Be sure students understand that <i>convey</i> means “to give” the reader. Listen for students to recognize that these three words all have a violent feeling (which makes sense, since Ha’s brother is using a knife). Ask students to add these feeling words notes to the middle column. Then focus them on the right-hand column, “Tone.” Ask students if they are familiar with the word <i>tone</i>. Many may know this word as it is used in other contexts. Distinguish that in this context, it is a noun (not a verb like “to tone your muscles”). It is closely related to the general use of the word in everyday speech (e.g., many students have heard adults tell them, “Please speak in a respectful tone” or “Don’t use that tone of voice with me!”). Point out that in the context of literary analysis, <i>tone</i> has a related but more precise meaning: it means the feeling a text brings out in a reader, or the attitude an author has toward a subject. Tell students that they will work with this important concept in many lessons this year. Move students on to the task in the right-hand column: <ul style="list-style-type: none"> * “Based on the words and phrases you have selected, label the tone of the poem with one word.” They can choose one of these words, or a new related word, to describe the overall tone of stanza 4. Invite them to, once again, think and write independently, then share with their partners small group, and add to their notes. 	<ul style="list-style-type: none"> To further support students who are struggling, consider adding additional scaffolds to the “How Word Choice Contributes to Tone and Meaning” note-catcher by adding additional examples, prompts, or sentence frames. To further support students in identifying the tone, consider providing a word bank of emotion words that could be used to describe literary tone (cynical, hopeful, nostalgic, indignant, frantic, reserved, sarcastic, somber, sentimental, etc.). It could be helpful to organize these words conceptually, to help students understand less familiar academic vocabulary. For example, group words that denote a positive tone or negative tone together. This will also push to expand students’ vocabulary beyond typical words used to describe tone (i.e., happy, sad, mad, excited).



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Do a quick go round, asking one person from each group to share his/her best word to describe the tone. It is fine if words repeat; this will reinforce the patterns for students. (Plausible responses include “angry,” “violent,” and “harsh.”)• Then ask students to consider the “Meaning” question:<ul style="list-style-type: none">* “How do those specific word choices and tone contribute to the meaning?”• Paraphrase for students:<ul style="list-style-type: none">* “In other words, how does the author’s choice to use these words help us understand the point she is trying to make in this poem?”• Invite students to turn and talk. Call on a numbered head to share out. Model if needed (e.g., “By using these violent words, the author creates a harsh tone that helps me understand how upset Ha is about the violence going on around her”).• Ask students to take about 5 minutes to work in pairs on the remaining rows of the note-catcher. (Tell them that they will discuss the question in the “Meaning box” all together during the closing.)• Listen in to gauge how well students are connecting the author’s word choice with tone, and then how tone contributes to meaning. Remind them they have been attending to word choice throughout this unit; this note-catcher just pushes them to be much more precise in their analysis of an author’s craft.• Refocus students whole group to check for understanding for all. Remind them that they will practice more with this note-catcher in the next lesson.• Display the Things Close Readers Do anchor chart. Add the following:<ul style="list-style-type: none">* Think about how the author’s word choice contributes to tone and meaning	<ul style="list-style-type: none">• To further support ELL students, consider providing definitions of challenging vocabulary in students’ home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Discussion: What Happens to Hope? (10 minutes)</p> <ul style="list-style-type: none"> • Preview homework. • Focus students on the specific question in the “Meaning” box of the Word Choice, Tone, and Meaning note-catcher: <ul style="list-style-type: none"> * “In the poem ‘Wet and Crying,’ what happens to hope?” • Tell students that this will be their QuickWrite prompt for homework. Because it is a challenging question, they will take a few minutes to discuss as a class. • Invite students to take 2 minutes on their own to quietly think or write an initial response to this question. • Then ask students to stand up, find a new partner, and take 2 minutes to share their thinking. • Then ask each pair to join another pair, so that they form groups of four. Invite them again to share their thinking. As students are sharing, find a student willing for you to share his or her response with the whole class on the document camera. • Ask students to settle back into their seats. Focus them on the volunteer student’s sample response. Read it aloud or, if the student is willing, have him/her read it to the class. Highlight how the student-author has used evidence in his or her writing. • Talk with students about their interpretations of what happened to hope (fades, is destroyed, is forgotten). Point out how the author uses specific words (<i>cut, chops, head falls, slices, spill, clusters of eyes, wet and crying</i>) to develop a tone or feeling of death/destruction versus merely loss. • Ask students to hold on to their note-catchers and journals to use as resources for their homework QuickWrite. 	<ul style="list-style-type: none"> • Conversation serves as “oral rehearsal” for writing and is a helpful scaffold for struggling writers.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Please complete a first reading of pages 61–69, from “Sour Backs” through “Saigon is Gone,” and complete QuickWrite 7. 	<ul style="list-style-type: none"> • Some students may benefit from having paragraph frames as a scaffold for QuickWrites.



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Supporting Materials



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Name:	
Date:	

Question	Write	Pair-Share (additional thoughts after sharing)
Why does Brother Vu want to cut down the ripening fruit rather than let the Communists have it?		
Why is Brother Vu the brother most likely to cut down the papaya? Use evidence from throughout the novel to support your answer.		



Text:		
Word Choice/Text Details What are some specific images, words, and phrases the author uses that strike you emotionally and give you a feeling of the events described in the text?	Labeling the Feeling For each word or phrase, label the emotion or feeling it conveys.	Tone Based on the images, words, and phrases you have selected, describe the tone of the text with one word.
(Practice with stanza 4) “Brother Vu chops; the head falls; a silver blade slices.”		
(Practice with last stanza)		Hint: What is another word for “cluster”? For “spill”? For “wet”? If the author had used those words, would the tone have changed? Why or why not?
(Choose another stanza and try on your own!)		

Meaning: How do those specific word choices and tone contribute to the meaning?

In the end of the poem “Wet and Crying,” what has happened to hope? How does the author’s specific word choice help us understand the main message of this poem?



- Get the gist - figure out what the text is mostly about
- Reread
- Cite evidence
- Use details from the text to make inferences
- Use context clues to figure out word meanings
- Talk with others about the text
- Notice details
- Answer questions based on the text
- Pay attention to text structure: titles and headings (in informational text)
- Consider author's purpose/perspective
- Think about how the author's word choice contributes to tone and meaning



Throughout our reading of *Inside Out & Back Again*, we have discussed that the papaya is a symbol of hope. At the end of the poem “Wet and Crying,” what has happened to hope? How does the author’s specific word choice help us understand the main message of this poem? Use specific evidence from the text to write a paragraph that answers this question.

- Answer the prompt completely
- Provide relevant and complete evidence
- Paragraph includes the following:
 - * A focus statement
 - * At least three pieces of specific evidence from the text
 - * For each piece of evidence, an analysis or explanation: what does this evidence mean?
 - * A concluding sentence