

Fundamentals - Reading Poetry

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **6 weeks**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

The poet Julia Cunningham says, “Poetry is, to me, a place to be. Walk with your words into these secret, mysterious, and magic places where poems lead you.” Poetry is a rich and engaging genre that invites readers to study and appreciate the beauty and functions of language. It awakens their sense of the many extraordinary things they can notice in their everyday world. The genre of poetry allows readers to create new and surprising images while also uncovering meaning and exploring emotions. Through the use of rhyme, imagery, and figurative language, readers are exposed to literary devices that remain in our thoughts and create opportunities for reflection and celebration. Poetry offers something for readers of all ages and interests, and it exercises all of our imaginations. What greater joy can young readers experience than discovering something new about themselves, or their world, through reading? Poetry does this. It is the natural bridge between cognitive learning and personal expression.

Part of the magic in any unit of study is exposing students to possibilities within the genre. By listening to and reading a variety of poems, students will understand, interpret, appreciate, and enjoy the genre of poetry. Free verse, rhymes, haiku, odes—poetry provides readers and listeners with a chance to experience lyrical musicality. The varying lengths of poems, from just a few lines to many stanzas, make them accessible to people of all ages. The short nature of poetry also makes it a genre that invites reading for pleasure and understanding. Poems are the perfect vehicle for young children to make connections, think deeply, and analyze literature for purpose and message.

This unit will help readers learn and apply specific reading skills and strategies that will help unlock the meaning of poems while building their understanding of poetry as a genre. It will also address strategies that readers use when reading poetry, as well as ways to work through unfamiliar text, infer meaning, and build a deeper understanding of the messages, moods, images, and feelings that are shared in poems.

Transfer

Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

- Interpret a variety of poems and their structural elements;
- Use their senses and create mental images to understand poems;
- Make connections with various poems and use background knowledge or schema to determine meaning;
- Question how the words in a poem make them feel and understand that those feelings help them better understand poems;

- Ask and answer questions to clarify thinking and deepen understanding;
- Use strategies before, during, and after reading to aid comprehension;
- Apply self-monitoring skills and strategies to interpret vocabulary;
- Recognize and use text clues to uncover a poem's big idea;
- Explore how poets build their poems to create meaning;
- Compare and contrast poems to draw conclusions about how a poet's observations of the world affect the poem he or she writes;
- Discover how sound impacts the reading of a poem;
- Apply self-monitoring skills and employ fix-up strategies when meaning breaks down;
- Analyze poems for a variety of literary elements, including elements of structure (stanzas, verse), figurative language, and other crafting techniques, such as line breaks and white space;
- Deepen their understanding of author's purpose;
- Interpret words and phrases in order to notice and/or discuss how these words and phrases shape meaning and enhance mood and tone;
- Recognize qualities that enhance poetry, such as shared observations of the world, messages or big ideas that are revealed, and opportunities to infer purpose and inspiration;
- Recognize that putting the pieces of a poem together (images, rhythm, text features, etc.) can build understanding of the message;
- React to a poem using drawings, movements, and/or performances; and
- Uncover themes and big ideas within and across poems through making inferences and synthesizing thoughts and ideas.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- there are various types of poems with different structural elements

Essential Questions

Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

- What is the poem about?
- What connections can I make to this poem?
- What crafting techniques did the author use?
- How is figurative language used?
- What might be challenging for my students?
- How do I deal with my own confusion?

Application of Knowledge and Skill

Students will know...

Students will know...

What facts and basic concepts should students know and be able to recall?

- text and genre features/structures of poems (stanza, etc.)
- understand why we read and analyze poetry
- determine self awareness
- techniques of communication
- make connections
- questioning and answering techniques
- important details to make an inference/drawing conclusions
- definition of types of poetry (sonnet, haiku, limerick, etc.)
- definition of poem elements (stanza, refrain, etc.)
- definition of mood and tone
- elements of visualization
- definition of context clues
- various types of written responses to text
- definition of point of view
- elements of comparing and contrasting texts

Students will be skilled at...

Students will be skilled at...

What discrete skills and processes should students be able to use?

- Identifying text and genre features/structures
- Using Schema
- Speaking to communicate
- Listening and responding
- Engaging in discussion/collaborating
- Questioning
- Using strategies before, during, and after reading to aid comprehension
- Making inferences
- Drawing conclusions
- Determining a poem's big idea and/or theme
- Discovering how sound impacts the reading of poem
- Analyzing poems for a variety of literary elements, including elements of structure (stanza, verse), figurative language, and other crafting techniques, such as line breaks and white space
- Interpreting words and phrases in order to notice and/or discuss how these words and phrases shape meaning and enhance mood or tone
- Visualizing
- Synthesizing
- Recognizing images, rhythm, text features, etc. can build understanding of the message
- Reacting to a poem using drawings, movements, and/or performances
- Using context clues to determine meaning of unknown words
- Writing a response to text
- Determining author's purpose
- Comparing and contrasting

Academic Vocabulary

Instructional Vocabulary: The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

	inference	purpose
	inform	recognize
alliteration	inspiration	repetition
anthologies	language	rhythm
background	line breaks	senses
knowledge	lines	sensory

clues	literary devices	similes
collections	message	stanza
common elements	metaphors	structured
communicate	monitoring strategies	style
compare	mood	techniques
connection	observe	text placement
descriptive details	onomatopoeia	text support
discuss	organize	white space
emotions	pause	word choice
entertain	personification	
explore	persuade	
focusing	punctuation marks	
font		
images		

Tier 2 and 3 Vocabulary - Mentor Texts

Mentor Text	Every Second Something Happens	Falling Down the Page	The Hound Dog's Haiku	Reading, Rhyming, and 'Rithmetic	The Underwear Salesman	A Whiff of Pine, a Hint of Skunk
Tier 2	chores intercoastal pleasant porch proud quiet second secrets speak spirit symbol tickles true twilight whispers	canceled chorus collect decorate forever guests history label menu millions pebbles photograph recess tossed treasures tumbled voice	grinning human noon outstretched paws scent warming	disappear enough groan kid moment praise rule shy welcome	celebration chore collector comes to terms destination dictionary duration elevator exercise experiment extraordinary garbage gazing genius heights hosts improvise initial level marathon motivation nervous occupation official operator	account argument eyewitness feud glances guests humble lazy nerve obey pour pride raise remark reply shallow simple spoiled sturdy tease wise

Tier 3	beckon	arrowheads				
	cheetah	attic				
	chime	brook				
	creaking	charm				
	dragon	comb				bicker
	flutters	constellations			adjectives	boulder
	gust	do-si-do			adverbs	bunk
	honking	dust bunnies			bind	chickadees
	inhalation	flint			blurt	eaves
	lace	fossil			crud	energizing
	lap	geodes			gardener	furious
	lip	junk	antler		girders	gleaming
	lump	ker-plum	Dachshund	business	herbs	hide
	nodding	knit	dozing	ease	lightning bolt	hotheaded
	overhead	lava	Great	league	meddles	leash
	pin	meteor	Pyrenees	plate	nouns	lotion
	rays	mica	Old English Sheepdog	spotlight	ovation	orioles
	roughed	mold	Pembroke Welsh Corgi	strikes	perspiration	pace
	run aground	multiply	robe	teammates	phrase	ripples
	scuffed	nook	superhero		quench	saddle
	sherbet	patio			ratings	shingles
	shipwreck	planets			rinds	shrieks
	shutters	pudding			rock ‘n’ roll	sleeves
	sip	ribbet			skinny	slime
	snap	rotting			stench	snail
	soaring	shale			suds	soggy
	soles	stain			verbs	wrens
	surf	stale				
	wedges	stones				

Shared Text	“Birds by My Window”	“Dance”	“I’m So Hungry After School!”	“Summer Senses”	“A Winter Wish”
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Tier 2

	owning wonder	leap special	delicious fill	crisp crowds senses solving	beneath disappointed frost gradually sulk
Tier 3	soaring swooping	pirouetting swirl twirl whirl	munch tasty	grainy jimmied jostled rumbling salty shoulder swift	snoring snug windowpane

Learning Goal 1

Students will build schema, identify key genre features and identify reading strategies.

IRA 1 Target: What Do We Notice About Poetry?

Readers of poetry need to understand the features of the genre.

- Students will be introduced to the mentor poems and notice the structural elements of poetry in order to recognize and read in the genre.

LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Appendix- "What Do You See?"

IRA 2 Target: What Does Poetry Sound Like?

Readers of poetry understand the importance of sound in poems.

- Students will discover how sound impacts the reading of a poem and that paying attention to the element of sound can help readers interpret the meaning of a poem.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

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Appendix- "I Hear It!"

IRA 3 Target: : What Do You See?

: Readers understand the importance of sensory details in poems.

- Students will use their five senses to create mental images that aid in understanding the poems they read.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

- Preteach vocabulary

- Differentiate texts by student reading level
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- Small group to assess students reading and comprehension of selected stories
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IRA 4 Target: Where Did You Get That Idea?

Readers know that they can better understand a poem if they know the author's inspiration.

- Figuring out a poet's interests and inspiration will help students understand the big idea hidden inside a poem.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
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Appendix-" Inspire Me!"

IRA 5 Target: How Do You Feel?

Poetry is written to evoke feelings.

- Students will question how the words in a poem make them feel and understand that those feelings help them better understand the poems they read.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain

	how their actions contribute to the plot.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
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Appendix- "I Feel..."

IRA 6 Target: What Does It Mean?

Readers know that using their schema and a poem's contents will help them understand unfamiliar words.

- Students will use background knowledge and the contents of a poem to determine the meaning of unfamiliar and multiple-meaning words and phrases.

LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

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Appendix- "What I Know-What I Don't Know"

IRA 7 Target: What's Up With This Poem?

Readers understand that fix-up strategies are important to their comprehension of poems.

- Students will recognize when meaning starts to break down and then stop, reread, and use one of several monitoring strategies to help them continue to read with understanding.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal

relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
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Appendix- "Monitoring Meaning"

Learning Goal 2

Students will independently apply reading strategies and skills to demonstrate an understanding of the poetry genre and its key features.

Mini-Lesson 1 Target: Start to Finish

Readers build comprehension by reading through a text in its entirety.

- Students will understand how reading a poem from beginning to end helps readers get a sense of what the words are telling them.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

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one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

What does the first stanza talk about? How about the next one?

Was there something revealed in the last stanza that was very new or different from the others in the poem?

What words in the last stanza give you the real meaning of the poem?

What did you think the poem was going to be about when you read the first stanza? How is your understanding different now that you have read the whole poem?

Appendix- "From Start to Finish"

Mini-Lesson 2 Target: Direction Signals: Line Breaks and White Space

Readers know that poets' use of line breaks and white space helps readers make sense of the words.

- Students will learn that line breaks and white space are the punctuation of poetry.

LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Accommodations & Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

Where are the line breaks occurring? Why do you think the poet wants us to pause at these particular points in the poem?

Do you see white space in this poem? Where? Why would the poet want us to stop here? What's the new idea being presented?

Mini-Lesson 3 Target: I Can Sense It

Readers use sensory details to help them interpret texts.

- Students will learn how using sensory details helps them determine the meaning of unfamiliar words and/or phrases.

LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

Which word is new to you? How do the sensory details create a picture in your mind that might help you define the new word?

If an illustration accompanies a poem, does the illustration help you define the word? How?

Appendix- "I Can See It"

Mini-Lesson 4 Target: Follow the Clues

Recognizing and using text clues within poems can help readers uncover the big idea of a poem.

- Students will learn about the kinds of text clues in poems that help them recognize big ideas.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

- Preteach vocabulary

- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

Does the title connect directly to the poem? Does it add to the meaning? What might the title tell us?

Are there words or phrases that are repeated? Which ones? Why do you think the poet decided to use this technique? How does it add to your ideas about the poem?

Does the opening line or closing line give you a clue as to what the poem will be about or why it matters to the poet?

Appendix- "Follow the Clues"

Mini-Lesson 5 Target: Line by Line

Readers of poetry better understand poems by considering how they are constructed.

- Students will explore how poets create meaning by building their poems line by line or stanza by stanza.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

What did you think the poem was going to be about when you read the first stanza? How is your

understanding different now that you have read the whole poem?

What does the first stanza mean to you? How about the next one?

Was there something revealed in the last stanza that was very new or different from the others you read? What was it?

What words in the last stanza give you the real meaning of the poem?

Mini-Lesson 6 Target: In the Mood

Readers know that poets enhance understanding and mood by carefully choosing their words.

- Students will focus on and recognize how poets carefully select the words that will create a mood for the readers.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Accommodations & Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

Which words did you highlight in the poem? How did they help you recognize the mood?

Were the words you highlighted verbs? Adjectives? How did those particular parts of speech help you figure out the mood?

What do you think the mood of this poem is? Which words point to that mood?

Appendix- "In the Mood"

Mini-Lesson 7 Target: Sifting Through a Poem

Readers use textual evidence to help determine how a poem makes them feel.

- Students will understand that they need to sift through the words of a poem, looking for evidence to support the feelings they infer from the words.

	of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

Is this a joyful poem? A sad poem? An angry poem? Which words make you think that?

Are there literary devices used that help support your idea? Which ones?

Appendix- "Sitting Through My Poem"

Mini-Lesson 8 Target: The Poet's Purpose

Readers build meaning by understanding the author's purpose for writing a poem.

- Students will infer the poet's purpose for writing a poem in order to help determine the meaning behind the words.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or

listening.

LA.L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

What literary devices does this poet use? How does that clue you in to why she may have written this poem?

What words in the poem make you think the poet wants to entertain us? Persuade us? Teach or inform us?

Appendix- "What's the Purpose?"

Mini-Lesson 9 Target: What Comes First?

Readers know when to slow down in order to make meaning of poetry.

- Students will recognize that they must stop, review, and rethink as they read because poets build meaning line by line and stanza by stanza.

LA.RL.3.1

Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine

	the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

Is there a place in the poem where you realized that you didn't understand the message? Point out that place for me. Let's reread from the beginning up to that place.

Which lines at the beginning of the poem do you already understand? How can you use that to help you understand the rest of the poem?

Appendix- "What Comes First?"

Mini-Lesson 10 Target: Piece by Piece

Readers better understand a poem when they synthesize all of its features and content.

- Students will recognize that putting all of the pieces of a poem together (images, rhythm, text features, etc.) can build understanding around the author's purpose for writing a poem and the message the author wants the readers to understand.

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Conference Questions

How does the illustration give you clues as to the meaning of the poem?

Does the title help you understand the poet's message? How?

What literary devices does the poet use to give you a better understanding of her message?

What in the poem helps you determine the author's purpose?

Appendix- "Piece by Piece"

Summative Assessment

poems "Coming Arm in Arm" and "What Happened to Winter?" by Shelley Karlen

21st Century Life and Careers

Discuss how we learn to read and analyze a variety of texts at the elementary level, which lays the foundation for academic/career success.

CAEP.9.2.4.A.4

Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Formative Assessment and Performance Opportunities

- Approximately 2 weeks into the unit, administer the Poetry Reading Assessment for “Clara’s Closet.”
- As you approach the completion of the unit (after approximately 4 weeks), administer the Poetry Reading Assessment for “Last Summer.”

Accommodations/Modifications

Please see lesson-specific accommodations listed within each target above.

Unit Resources

[A Winter Wish by Stephanie Morseburg](#)

[A Whiff of Pine, a Hint of Skunk: A Forest of Poems by Deborah Ruddell](#)

[Birds by My Window by Robin Cohen](#)

[Summer Senses by Julie Spreckels](#)

[Dance by Patricia Robey](#)

[I'm So Hungry After School! by Karen Smith](#)

[Falling Down the Page: A Book of List Poems by Georgia Heard \(Ed.\)](#)

[Every Second Something Happens: Poems for the Mind and Senses by Christine San José and Bill Johnson \(Eds.\)](#)

[Dogku by Andrew Clements](#)

[The Underwear Salesman: And Other Jobs for Better or Verse by J. Patrick Lewis](#)

[Reading, Rhyming, and 'Rithmetic by Dave Crawley](#)

[The Hound Dog's Haiku and Other Poems for Dog Lovers \(Out of Print\) by Michael J. Rosen](#)

Schoolwide Running List of Independent Titles - Skill/Strategy Based

Brain Pop, Jr. Videos:

- Poems
- Rhyming Words
- Similes
- Writing with Senses
- Make Inferences
- Compare/Contrast
- Theme

Interdisciplinary Connections
