



**DISTRICT 75: ELEMENTARY SCHOOL UNITS OF  
STUDY**



WHO WE ARE  
AS READERS AND WRITERS  
**IN POETRY AND OTHER GENRES**

## ***Acknowledgments***

The ***District 75 Units of Study for Grades K-12*** were created as a guideline for teachers implementing the Reader's and Writer's Workshop within their classrooms.

The mission of the District 75 Literacy Team is to enhance literacy programs in all District 75 schools so that students may become lifelong readers and writers. The District Literacy Team supports the implementation of the New York City Performance Standards in English Language Arts, the Department of Education's Scope and Sequence K-8 as well as the Balanced Literacy Initiative.

This ***District 75 Units of Study for Grades K-12*** were produced under the auspices of Superintendent Bonnie Brown, Deputy Superintendent Gary Hecht, and Director of Curriculum and Assessment Lorraine Boyhan. Literacy Instructional Specialists who spearheaded this endeavor were Donna Dimino, Ana Gomez, Carmen Amador and Raizel Blau.

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**High School –*Amy Kriveloff, Aubry Threlkeld***

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## Introduction to the April and May Units of Study

District 75 is pleased to present to our schools the revised version of the Units of Study for the months of April and May. The aim of the Units of Study is to support early childhood and elementary learners Grades K-5 in making and conveying meaning in their reading and writing. Additionally, the units are designed to foster the capacity and the desire toward independent learning. Flexibility is an absolute factor in effective implementation of these units to meet the needs of our district's diverse population of students. The units are designed based on a four week calendar outline of teaching points which can be modified to implement the instruction over a six week period.

These particular units focus on the following: poetry, comprehension and fluency, writing for many purposes, author study, writing nonfiction 'all about' books, mystery study, fiction writing, reading projects, historical fiction and memoir writing. The teaching points are designed to address discreet skills and strategies for students in both reading and writing across the genres. You will notice within the units the teaching points may be procedural or process in nature for guiding instruction. An Addendum is included in this document about immersing students in the genre of poetry. You will also find some sample lessons that serve as a model as to how you may wish to proceed when presenting the teaching points.

The units are clearly aligned with the New York State Learning Standards and the New York City Performance Standards in English Language Arts. The framework of the Units of Study is based on the Reader's and Writer's workshop Model and is designed to support at least 90 minutes of literacy instruction. Embedded within these units are suggested texts such as picture books/nonfiction picture books, short stories, magazines, and books in a series. By no means are you limited to using the suggested supporting texts. If you choose to use

your own selection of texts, be sure they meet the need of the specific teaching point. The lessons used must provide the students with opportunities to practice the strategies and skills being taught.

An addendum on the topic of poetry is presented within these units as well. You will find sample lessons that serve as models as to how you may wish to proceed when presenting the teaching points. Several graphic organizers for enhancing the poetry unit are enclosed as well.

## DEVELOPING AN APPRECIATION OF THE SOUND AND IMAGERY OF LANGUAGE BY IMMERSING STUDENTS IN THE GENRE OF POETRY

Poetry is a powerful genre that provides students an opportunity to highlight their creativity and express their feelings. Teachers will guide students in deepening their understanding of how poets put their hearts on the page.

IT CAN HELP TO:	WAYS TO PROCEED
Canvas your library beforehand to gather materials	<ul style="list-style-type: none"> <li>▪ Look at the poetry books available in your classroom</li> <li>▪ Take inventory of poetry anthologies in your library</li> <li>▪ Begin to make poetry packets of varied poems</li> <li>▪ Think about which poems/poet will mentor the work you do in poetry</li> </ul>
Immerse students in the sound of poetry	<ul style="list-style-type: none"> <li>▪ Read aloud a variety of poems</li> <li>▪ Have students explore a variety of poetry books</li> <li>▪ Have students perform poems orally to develop an ear for poetry</li> <li>▪ Have students read poetry to develop fluency and expressiveness</li> </ul>
Teach poetry techniques/devices	<ul style="list-style-type: none"> <li>▪ Teach students that poets use many strategies for creating poetry</li> <li>▪ Teach students that poets use line breaks, repetition, and alliteration to influence the sound of their poems</li> <li>▪ Teach students that poets write the small details of a big feeling or topic</li> <li>▪ Get students to pay attention to how poets use comparisons to convey feelings</li> </ul>

<p>Plan a string of reading and writing lessons for the unit</p>	<ul style="list-style-type: none"><li>▪ Read sections of the Units of Study curriculum calendar to support planning</li><li>▪ Think about the purposes of a poetry unit of study</li><li>▪ Reflect upon your overall goals of a poetry unit</li><li>▪ Think about the other components of Balanced Literacy that support this unit</li><li>▪ Anticipate the challenges and adaptations you'll encounter with this unit</li></ul>
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## Kindergarten April Reading: Readers Recognize When Books Have Patterns

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Readers Recognize When Books Have Patterns</b></p> <p>In this unit students will learn to recognize patterns in their reading of 'Just Right' books. They will learn that patterns match the book's pictures and message. They will work in partnerships to talk about, share, and compare the patterns in books.</p> <p>Students will learn to use patterns to help them read with more fluency and accuracy.</p> <p>As students become familiar with the patterns in books, they can concentrate on new words. As they look at new words, they can use strategies they have learned to attempt to read them</p>	<ul style="list-style-type: none"> <li>✓ Recognizing patterns in books</li> <li>✓ How readers can recognize repeating words, rhymes, phrases and lines</li> <li>✓ How readers recognize that sometimes there is a twist at the end of the story</li> <li>✓ How patterns can help readers read with fluency</li> <li>✓ How readers use their voices when reading pattern books with repeating words, rhymes, phrases and lines</li> <li>✓ How readers read with accuracy by reading the words on each page using strategies</li> <li>✓ Discussing patterns with partners</li> <li>✓ Making connections with other pattern books, which are similar in text</li> </ul>	<p>These are a list of suggested texts from Wright Group.</p> <p><i>Huggles Breakfast</i>  <i>Huggles Can Juggle</i>  <i>Huggles Goes Away</i>  <i>Dinner</i>  <i>The Bridge</i>  <i>Mrs. Wishy Washy's Tub</i>  <i>After School</i>  <i>Dan the Flying Man</i>  <i>A Child's Day</i>  <i>A Day at School</i>  <i>Going to School</i></p> <p>Teachers will also want to canvas titles in their library that follow repetitive patterns. The above list is not exclusive to teaching the unit.</p>

## Kindergarten April Reading: Readers Recognize When Books Have Patterns

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Readers use the pattern in a book to help them read.	Teaching Point: Readers notice when a word changes in the pattern and uses the pictures to figure out that word.	Teaching Point: Readers notice when the pattern goes across the page.	Teaching Point: Readers pay attention to how the author uses repeating words and phrases.	Teaching Point: Readers notice the rhyming words or pattern phrases in a text.
<b><u>Week 2</u></b>	Teaching Point: Readers pay attention to when and how a pattern breaks at the end of the book.	Teaching Point: Readers think about the whole story when the pattern breaks to figure out new words.	Teaching Point; Readers talk and share the kind of pattern their book has with a partner.	Teaching Point: Readers take turns with a partner to tell what their book is about.	Teaching Point; Readers read their books with smooth voices.
<b><u>Week 3</u></b>	Teaching Point: Readers notice rhyming pattern and how to read it like a rhyme.	Teaching Point: Readers read all the way to the end of the punctuation.	Teaching Point: Readers read their text using expression.	Teaching Point: Readers use the punctuation in their book as a signal in how to read.	Teaching Point: Readers practice with a partner reading their book using expression.
<b><u>Week 4</u></b>	Teaching Point: Readers go back and fix up the tricky parts by rereading so it sounds smooth and clear.	Teaching Point: Readers look at the beginning letter, sound it out and figure out what makes sense to help them read the word.	Teaching Point: Readers make connections in patterns that are similar.	Teaching Point: Readers share the different patterns they have discovered with a partner.	Teaching Point; Readers work in partnerships to find similarities in a variety of pattern books.

**\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.**

## Kindergarten April Writing: Poetry

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Poetry</b></p> <p>In this unit of study students will explore writing poetry using descriptive words. As poets, the students look at ordinary objects, events, or nonfiction topics in different ways. Students will explore how to write poems with rhymes, onomatopoeia, beautiful language, and voice. Much of the work our young poets will do is focused on building their vocabulary and supporting them to approximate using these in their 'writing'.</p> <p>Students should have familiarity with poetry and poems read because teachers have exposed them to this genre throughout the year. This is a wonderful time to immerse them in the sound and language of poetry.</p>	<ul style="list-style-type: none"> <li>✓ What poetry looks like</li> <li>✓ How poetry sounds</li> <li>✓ How poetry is written</li> <li>✓ How to look at something ordinary and see it differently</li> <li>✓ How to choose a topic</li> <li>✓ How to use descriptive language</li> <li>✓ How to use poetry elements</li> <li>✓ Revising poems</li> <li>✓ Editing poems</li> <li>✓ Celebrating poetry</li> </ul>	<p>Poems listed below demonstrate specific elements in poetry</p> <p><b>Poems that have repetition:</b>  <i>Go Wind</i> by Lillian Moore  <i>After a Bath</i> by Aileen Fisher  <i>Good Books, Good Times</i> by Lee Bennet Hopkins  <i>Inside My Heart</i> by Zoe Ryder White  <i>Cat Kisses</i> by Bobbi Katz  <i>Cow</i> by Valerie Worth</p> <p><b>Conversation/Dialogue</b>  <i>Snail</i> by John Drinkwater  <i>Talking to the Sun</i> by Eve Merriam</p> <p><b>Musical</b>  <i>Honey, I Love</i> by Eloise Greenfield  <i>Things</i> by Eloise Greenfield  <i>Dance</i> by Eve Merriam</p> <p><i>Ears Hear</i> by Lucia M. and James L. Hymes (onomatopoeia)</p>

## Kindergarten April Writing: Poetry

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Writers look at ordinary objects and think of them in different ways.	Teaching Point: Writers write from an object listing what they think.	Teaching Point: Writers use their 5 senses to make observations.	Teaching Point: Writers hear the rhyme/music in poems they read.	Teaching Point: Writers take strong feelings and write poetry from those feelings.
<b><u>Week 2</u></b>	Teaching Point: Writers include descriptive language to describe their feelings.	Teaching Point: Writers close their eyes and hear the voice in poetry.	Teaching Point: Writers try to make their poems more precise by saying what they really want to say.	Teaching Point: Writers create poems from looking at an object.	Teaching Point: Writers create a list of beautiful language to include in their poems.
<b><u>Week 3</u></b>	Teaching Point: Writers use repetition and pattern to create sound in their poems.	Teaching Point: Writers use comparisons to write about strong feelings.	Teaching Point: Writers create shape poems to convey an idea.	Teaching Point: Writers choose a poem/poems to publish.	Teaching Point: Writers revise their poem by remembering to include elements that they learned.
<b><u>Week 4</u></b>	Teaching Point: Writers edit their poems by remembering finger spacing.	Teaching Point: Writers edit their poems by making sure word wall words are spelled correctly.	Teaching Point: Writers practice reading their poems out loud for an audience.	Teaching Point: Writers publish their poems by illustrating them.	Teaching Point: Writers celebrate their poems by reading them to others.

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

**Grade One April Reading: Poetry**

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Poetry</b></p> <p>Readers use the strategies learned to read poetry in ways that capture moods, feelings, and ideas. Students practice reading poetry with fluency. Students learn to listen to poetry being read to them. Paying attention to aspects of style. This includes punctuation, stanzas, voice, syllable structure, rhythm, and rhyme. Students will also be encouraged to develop skills of using imagery to help with understanding the author's meaning in a variety of poems.</p>	<ul style="list-style-type: none"> <li>✓ How to read poetry</li> <li>✓ Rhyming poems</li> <li>✓ Circle poems</li> <li>✓ Non-rhyming poems</li> <li>✓ List poems</li> <li>✓ Imagery (painting a picture in your mind)</li> <li>✓ Interpretation of poems</li> <li>✓ Understanding metaphors</li> <li>✓ Understanding similes</li> <li>✓ Syllabic styles (Haiku)</li> </ul>	<p><i>Where the Sidewalk Ends</i>  <i>A Light in the Attic</i>            By Shel Silverstein</p> <p><i>Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems</i>            By Mary Ann Hoberman</p> <p><i>Sidewalk Chalk Poems of the City</i>            By Carole Boston Weatherford</p>

## Grade One April Reading: Poetry

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching point: Readers state what they already know about poetry by making a list	Teaching point: Readers identify the characteristics of a familiar poem by making a list	Teaching point: Readers share with a partner what they notice about a familiar poem they read together by talking about it	Teaching point: Readers discuss a poem by looking at words to help interpret what the author is trying to say	Teaching point: Readers read and interpret list poems by creating a picture in their mind of all the items named
<b><u>Week 2</u></b>	Teaching point: Readers develop a deeper understanding of a poem by creating illustrations to go with it	Teaching point: Students recognize a circle poem by noticing how it begins and ends with the same phrase	Teaching point: Readers identify rhyming poems by noticing the rhyming words and rhythm of the poem	Teaching point: Readers practice fluency by reading a rhyming poem to a partner	Teaching point: Readers read a poem the way they think the author intended by reading aloud to a partner
<b><u>Week 3</u></b>	Teaching point: Readers practice fluency by reading a non-rhyming poem to a partner	Teaching point: Readers examine the style of poems by looking at how authors use punctuation	Teaching point: Readers practice fluency by reading a circle poem to a partner	Teaching point: Readers identify an authors intent by looking at the use of similes	Teaching point: Readers identify an authors intent by looking at the use of metaphors
<b><u>Week 4</u></b>	Teaching point: Readers recognize how an author separates thoughts by using "white space" in the format of their poem	Teaching point: Readers examine the use of "poetic license" by looking at an authors lack of punctuation	Teaching point: Readers share with a partner the format of a poem by naming the characteristics of that format	Teaching point: Readers indicate a favorite poetry style by listing the reasons they like the style	Teaching point: Readers share with a partner a favorite poem by reading it to them

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

**Grade One April Writing: Poetry**

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Poetry</b></p> <p>This unit of study focuses on allowing writers to experience the genre of poetry writing. Writers will be exposed to a variety of poetry styles through read aloud and perhaps shared reading formats. Writers will write poetry in the variety of styles they are exposed to. This can include, but not be limited to circle poems, list poems, Haiku, rhyming, and non-rhyming poems.</p> <p>Writers will be expected to write poems about nature, people, and meaningful events in their lives. Writers will engage in the process of revision and editing a selection of poems they had written over the course of the month.</p>	<ul style="list-style-type: none"> <li>✓ Creating lists of topics to generate ideas for writing</li> <li>✓ Using sensory language</li> <li>✓ Using beautiful language of writers not typically used when we speak</li> <li>✓ Use of punctuation and "poetic license"</li> <li>✓ How to write list poems</li> <li>✓ How to write circle poems</li> <li>✓ How to write rhyming poems</li> <li>✓ How to write non-rhyming poems</li> <li>✓ How to write Haiku poems</li> </ul>	<p><i>A Pizza the Size of the Sun</i> By Jack Prelutzky</p> <p><i>A Light in the Attic</i> <i>Where the Sidewalk Ends</i> By Shel Silverstein</p>

## Grade One April Writing: Poetry

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Writers examine a variety of poetry styles by looking at mentor texts (list, circle, Haiku, etc.)	Teaching Point: Writers can identify types of poems by knowing the unique characteristics of the different styles	Teaching Point: Writers can generate topics to write about by make lists	Teaching Point: Writers can generate ideas to write about by taking notes about things they see, feel, hear, and experience	Teaching Point: Writers see how ordinary things are written about in extraordinary ways by reading mentor texts
<b><u>Week 2</u></b>	Teaching Point: Writers practice writing list poems by writing a list of words related to one specific object	Teaching Point: Writers enhance writing about objects by paying attention to the descriptive words they choose	Teaching Point: Writers create understanding by using words that help to paint a picture in the readers mind	Teaching Point: Writers can enhance their poem by using beautiful language not ordinarily used by people when speaking	Teaching Point: Writers can enhance their poems by using sensory language to support their ideas and feelings
<b><u>Week 3</u></b>	Teaching Point: Writers write circle poems by having their poems begin and end with the same phrase	Teaching Point: Writers create "line breaks" by writing only a few words on each line to signal the reader to pause and think	Teaching Point: Writers make their poems rhyme by making sure the words at the end of each line rhyme	Teaching Point: Writers develop voice in a poem by using language that speaks directly to the subject or object (i.e. Oh windowpane beside my bed...)	Teaching Point: Writers check for the rhythm of their poem by paying attention to how their poem sounds when read aloud by a partner
<b><u>Week 4</u></b>	Teaching Point: Writers separate thoughts in their poems by creating "white space" between the poem stanzas	Teaching Point: Writers make their poems ready for publication by revising a few selected poems	Teaching Point: Writers make their poems ready for publication by editing their poems using an editing checklist	Teaching Point: Writers can make their poems ready for publication by creating illustrations for selected poems	Teaching Point: Writers make their poems ready for publication by creating a cover and title for their anthology

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Grade Two April Reading: Poetry

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Poetry</b></p> <p>Readers use the strategies learned thus far to read poetry in ways that capture moods, feelings, and ideas. Students practice reading poetry with fluency. Students will be developing skills of oral expression of poetry by reading in partnerships. Students learn to listen to, and read poetry by paying attention to aspects of punctuation, style, stanzas, voice, syllable structure, rhythm, and rhyme. Students will also be encouraged to use envisioning too help with understanding the author's meaning in a variety of poems.</p>	<ul style="list-style-type: none"> <li>✓ Developing an appreciation for poetry</li> <li>✓ Using poetic language</li> <li>✓ How to read poetry</li> <li>✓ Recognizing poetic devices (repetition, comparisons, rhythm and rhyme)</li> <li>✓ Rhyming poems</li> <li>✓ Circle poems</li> <li>✓ Non-rhyming poems</li> <li>✓ List poems</li> <li>✓ Imagery (envisioning with a Poet's eye)</li> </ul>	<p><i>A Pizza the Size of the Sun</i> By Jack Prelutsky</p> <p><i>A Light in the Attic</i> <i>Where the Sidewalk Ends</i> By Shel Silverstein</p> <p><i>Fathers, Mothers, Sisters, Brothers a Collection of Family Poems</i> By Mary Ann Hoberman</p> <p><i>Sidewalk Chalk Poems of the City</i> By Carole Boston Weatherford</p>

## Grade Two April Reading: Poetry

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching point: Readers state what they already know about poetry by making a list	Teaching point: Readers identify the characteristics they know about a familiar poem by naming them	Teaching point: Readers discuss a poem by looking at words to help interpret what the author is trying to say	Teaching point: Readers share with a partner what they notice about a familiar poem they read together	Teaching point: Readers read and interpret list poems by creating a picture in their mind of all the items named
<b><u>Week 2</u></b>	Teaching point: Readers develop a deeper understanding of a poem by creating illustrations to go with it	Teaching point: Students recognize a circle poem by noticing how it begins and ends with the same phrase	Teaching point: Readers identify rhyming poems by noticing the rhyming words and rhythm of the poem	Teaching point: Readers practice fluency by reading a list poem to a partner	Teaching point: Readers read a poem the way they think the author intended by reading aloud to a partner
<b><u>Week 3</u></b>	Teaching point: Readers examine the style of a poem by looking at how authors use punctuation	Teaching point: Readers practice fluency by reading a rhyming poem to a partner	Teaching point: Readers practice fluency by reading a non-rhyming poem to a partner	Teaching point: Readers identify an authors intent by looking at the use of similes	Teaching point: Readers identify an authors intent by looking at the use of metaphors
<b><u>Week 4</u></b>	Teaching point: Readers recognize how an author separates thoughts by using "white space" in the format of their poem	Teaching point: Readers examine the use of "poetic license" by looking at an authors use of, or lack of punctuation	Teaching point: Readers share with a partner the formats of a poem by naming the different characteristics of various formats	Teaching point: Readers indicate a favorite poetry style by listing the reasons they like the style	Teaching point: Readers share with a partner a favorite poem by reading it to them

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

**Grade Two Writing April: Poetry**

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Poetry</b></p> <p>This unit of study focuses on allowing writers to experience the genre of poetry writing. Writers will be exposed to a variety of poetry styles. Writers will write poetry in the variety of styles. This can include, but is not limited to circle poems, list poems, Haiku, rhyming, and non-rhyming poems.</p> <p>Writers will be expected to write poems having a "Poet's eye" using poetic language and devices like repetition, comparisons and rhyming words. Writers will engage in the process of revision and editing a selection of poems they had written over the course of the month.</p>	<ul style="list-style-type: none"> <li>✓ Using sensory language</li> <li>✓ Using beautiful language of writers not typically used when we speak</li> <li>✓ Use of punctuation and "poetic license"</li> <li>✓ Writing list poems, circle poems, rhyming poems, non-rhyming poems, Haiku poems</li> <li>✓ Using poetic devices (comparisons, repetitions, rhythm, rhyme)</li> <li>✓ Having a "Poet's eye"</li> </ul>	<p><i>A Pizza the Size of the Sun</i> By Jack Prelutsky</p> <p><i>A Light in the Attic</i> <i>Where the Sidewalk Ends</i> By Shel Silverstein</p> <p><i>Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems</i> By Mary Ann Hoberman</p> <p><i>Sidewalk Chalk Poems of the City</i> By Carole Boston Weatherford</p>

## Grade Two April Writing: Poetry

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Writers examine a variety of poetry styles by looking at mentor texts (list, circle, Haiku, etc.)	Teaching Point: Writers see how ordinary things are written about in extraordinary ways by reviewing mentor texts	Teaching Point: Writers can generate ideas to write about by taking notes about things they see, feel, hear, and experience	Teaching Point: Writers can enhance their poem by using beautiful language not ordinarily used by people when speaking ("sizzle" for "fry")	Teaching Point: Writers enhance writing by paying attention to the descriptive words they choose
<b><u>Week 2</u></b>	Teaching Point: Writers create understanding by using words that help to paint a picture in the readers mind	Teaching Point: Writers can enhance their poems by using sensory language to support their ideas and feelings (sizzle, fluffy, whisper, stroke)	Teaching Point: Writers develop voice in a poem by using language that speaks directly to the subject or object (i.e. Oh rose beneath my window...)	Teaching Point: Writers can enhance their poems for readers by creating illustrations to go along with it	Teaching Point: Writers can make their poems more effective by using rhyming words sparingly
<b><u>Week 3</u></b>	Teaching Point: Writers enhance their poems by incorporating onomatopoeia ( words that mean an action or sound-Zoom, Bang)	Teaching Point: Writers can develop the rhythm of a poem by using repetition of lines or words	Teaching Point: Writers signal the readers to pause by using "line breaks" (writing only a few words on each line)	Teaching Point: Writers use "white space" in a poems structure to create separations between stanzas to help separate thoughts	Writers check for the rhythm of their poem by paying attention to how their poem sounds when read aloud to them by a partner
<b><u>Week 4</u></b>	Teaching Point: Writers make their poems ready for publication by revising a few selected poems	Teaching Point: Writers make their poems ready for publication by editing for spelling	Teaching Point: Writers make their poems ready for publication by editing for capitalization and punctuation	Teaching Point: Writers can make their poems ready for publication by creating illustrations for selected poems	Teaching Point: Writers can make their poems ready for publication by creating a cover and title for their anthology

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Grade Three April Reading: Poetry

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Poetry</b></p> <p>In a poetry genre unit study, students are immersed in the reading of a variety of poems. They should be saturated with the kind of texts they are expected to write. For many children, all of the year's lessons in word choice, writing with detail, and making mind pictures suddenly make sense. Students will pay attention to the author's craft and notice the different ways the writer conveys messages.</p> <p>Teachers will want students to move beyond just learning about different types of poems that exist in the world. They will encourage them to discover where poets get ideas for writing poetry, how poets say things in new ways, and how deliberate poets are in the choice of words they use. In addition to gathering books, teachers will want to put together small packets of poems to get ready for the unit. This will ensure that students have ample reading.</p>	<ul style="list-style-type: none"> <li>✓ Paying attention to the different topics found in poems</li> <li>✓ Thinking about what poems are</li> <li>✓ Discovering the mind pictures or images that poems evoke</li> <li>✓ Noticing the details in poems</li> <li>✓ Attending to unusual or surprising language</li> <li>✓ Looking at comparisons used in poetry</li> <li>✓ Noticing how poets begin a poem</li> <li>✓ Noticing how poets end a poem</li> <li>✓ Understanding how line breaks help us read poems</li> <li>✓ Identifying the big ideas of poems</li> <li>✓ Paying attention to the poet's message</li> </ul>	<p><i>Night on Neighborhood Street</i> by Eloise Greenfield</p> <p><i>Honey, I Love</i> by Eloise Greenfield</p> <p>The Tree on the Corner Until I Saw the Sea by Lilian Moore</p> <p>What Is a Poem? by Eve Merriam</p> <p>Where Do You Get an Idea for a Poem? by Karla Kushkin</p> <p><b>You may use poems of their choice because you believe the poems suit your instructional/teaching purposes.</b></p>

## Grade Three April Reading: Poetry

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Readers notice that poems hide in everyday things that we do.	Teaching Point: Readers notice the different topics in poems.	Teaching Point: Readers discover the mind pictures or images poems evoke.	Teaching Point: Readers pay attention to the small details in poems.	Teaching Point: Readers use the sound of words to add definition to poems.
<b><u>Week 2</u></b>	Teaching Point: Readers pay attention to the unusual or surprising words to shape poems.	Teaching Point: Readers see how poets say things in new ways.	Teaching Point: Readers notice how poets use comparisons to express thoughts.	Teaching Point: Readers identify how simile is used in poems.	Teaching Point: Readers learn how metaphor is used to express thoughts.
<b><u>Week 3</u></b>	Teaching Point: Readers look at inanimate objects and look at them in new ways.	Teaching Point: Readers identify patterns/repetition in poems to read for emphasis.	Teaching Point: Readers pay attention to the way poets begin a poem.	Teaching Point: Readers pay attention to the way poets end a poem.	Teaching Point: Readers notice how the title of a poem is connected to the meaning.
<b><u>Week 4</u></b>	Teaching Point: Readers use line breaks to help them read the poem the way the poet intended.	Teaching Point: Readers identify the big ideas of their poems.	Teaching Point: Readers find the "story" in the poems they read.	Teaching Point: Readers pay attention to the poet's message.	Teaching Point: Readers think about the poets and the topics they've written about in their poetry.

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students

**Grade Three April Writing: Poetry**

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Poetry</b></p> <p>The main objective of the poetry unit of study is the skillful use of descriptive language. Lessons focus on word choice, writing with detail, and creating imagery.</p> <p>Writers learn how to shape words in a poem so that writing sounds and looks like a poem. They will learn to create line breaks to convey meaning by changing the sound, rhythm, and look. During the revision process, writers will learn how changing the words or the format of a poem can change its meaning and or its mood.</p> <p>In poetry, writers will learn from a variety of mentor authors. Teachers will want to gather poems that will teach students throughout the study.</p>	<ul style="list-style-type: none"> <li>✓ Introducing the genre</li> <li>✓ Opening the poetry door of memories</li> <li>✓ Opening the poetry door of feelings</li> <li>✓ Opening the poetry door of questions and wonderings</li> <li>✓ Writing poetry using the senses</li> <li>✓ Creating imagery through language</li> <li>✓ Using line breaks to evoke meaning</li> <li>✓ Using punctuation to evoke meaning</li> <li>✓ Adding repletion of words, phrases, and sounds</li> <li>✓ Editing for use of punctuation</li> <li>✓ Performing a poem</li> </ul>	<p><b>Poetry books used for imagery, rhythm, and repetition:</b></p> <p><i>Meet Danitra Brown</i> by Nikki Grimes</p> <p><i>Rimshots Basketball Pix, Rolls, and Rhythms</i> by Charles R. Smith Jr.</p> <p><i>Honey I Love and Other Love Poems</i> by Eloise Greenfield</p> <p><i>Fathers, Mothers, Sisters, Brothers</i> A Collection of Family Poems by Mary Ann Hoberman</p> <p><i>In Daddy's Arms I am Tall</i> African Americans Celebrating Fathers- Various Authors</p> <p><i>Sing to the Sun</i> by Ashley Bryan</p> <p><i>Sidewalk Chalk</i> <i>Poems of the City</i> by Carole Boston Weatherford</p> <p><i>Plum</i> by Tony Milton</p>

## Grade Three April Writing: Poetry

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Writers identify and chart the attributes of poems.	Teaching Point: Writers think about special moments in their lives and record the small details.	Teaching Point: Writers collect ideas for poetry by describing strong feelings they've had.	Teaching Point: Writers think about questions or wonderings they've had to gather ideas.	Teaching Point: Writers write with detail when writing poems.
<b><u>Week 2</u></b>	Teaching Point: Writers use the five senses to get ideas for poems.	Teaching Point: Writers use descriptive language to paint a picture.	Teaching Point: Writers say things in unusual ways to create poetry.	Teaching Point: Writers use comparisons to say things in new ways.	Teaching Point: Writers create image boxes that focus on what they see, hear, smell, taste and feel.
<b><u>Week 3</u></b>	Teaching Point: Writers experiment with white space to slow down the pace or tone of a poem.	Teaching Point: Writers look at ordinary things and write about them in unusual ways.	Teaching Point: Writers try out different ways to begin a poem.	Teaching Point: Writers use repetition in poems to create a beat or rhythm.	Teaching Point: Writers begin a draft of their poems.
<b><u>Week 4</u></b>	Teaching Point: Writers revise their poems for descriptive language.	Teaching Point: Writers revise their poems by taking out unnecessary words.	Teaching Point: Writers edit for correct spelling.	Teaching Point: Writers publish by illustrating their poems.	Teaching Point: Writers celebrate with a poetry reading.

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Grade Four April Reading: Poetry

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Poetry</b></p> <p>This unit invites students to study the genre of poetry and learn how poets gather ideas for poetry.</p> <p>Students will be immersed in reading poetry. They will explore a variety of poems and poetry books, build anthologies of their favorite poems, and reread poems to develop fluency and expression.</p> <p>Teachers will want to lean their instruction toward getting students to recognize and appreciate the sound of imagery and language; discover new words and rhythms, and experience how authors use words precisely to convey deep thoughts and feelings.</p> <p>The gathering of materials will take center stage as teachers plan for this unit. Teachers will be sure to have copies of poems, if needed, in order to sustain the reading for the duration of the unit.</p>	<ul style="list-style-type: none"> <li>✓ Investigating the qualities and characteristics of poetry</li> <li>✓ Noticing the varied topics found in poems</li> <li>✓ Discovering the rhythm and repetition of poems</li> <li>✓ Discovering voice and the personality behind poems</li> <li>✓ Locating mind pictures</li> <li>✓ Attending to symbolic language of poems</li> <li>✓ Paying attention to comparisons</li> <li>✓ Identifying the poet's message</li> <li>✓ Identifying the small details</li> <li>✓ Looking at the characteristics of poetry anthologies</li> <li>✓ Learning about line breaks</li> </ul>	<p>Poetry Goes to School by Bob Booth</p> <p>My Black Me: A Beginning of Black Poetry by Arnold Adoff</p> <p>Joyful Noise: Poems for Two Voices</p> <p>A Pocketful of Poems by Nikki Grimes</p> <p>Opening Days: Sports Poems by Bennett Hopkins</p> <p>In Daddy's Arms I am Tall by Javaka Steptoe</p> <p>Street Talk by Ann Turner</p> <p>Falling Up: Poems and Drawings by Shel Silverstein</p> <p>Something Big Has Been Here by Jack Prelutsky</p>

## Grade Four April Reading: Poetry

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b><u>Week 1</u></b>	Teaching Point: Readers investigate the qualities and characteristics of poetry.	Teaching Point: Readers notice that poems center around specific topics.	Teaching Point: Readers learn how poems evoke pictures in the mind.	Teaching Point: Readers discover that poets use repeating words and sentences with a purpose.	Teaching Point: Readers learn that poets often take inanimate objects and bring them to life to create poetry.
<b><u>Week 2</u></b>	Teaching Point: Readers notice that poetry can be written about everyday things.	Teaching Point: Readers notice the poet's voice or personality behind the words in reading different poems.	Teaching Point: Readers pay attention to unusual or surprising words in poems.	Teaching Point: Readers notice the symbolic language of poems they read.	Teaching Point: Readers pay attention to the comparisons made in poems they read.
<b><u>Week 3</u></b>	Teaching Point: Readers pay attention to the poet's message.	Teaching Point: Readers learn the purpose of line breaks which help them read poems the way the poet intended.	Teaching Point: Readers notice the beginnings and endings of poems they read.	Teaching Point: Readers pay attention to the small details found in poems.	Teaching Point: Readers pay attention to word choice and how this language conveys an idea.
<b><u>Week 4</u></b>	Teaching Point: Readers spend time looking at the characteristics of poetry anthologies.	Teaching Point: Readers work in poetry centers to practice reading poems out loud.	Teaching Point: Readers work in partnerships to practice reading poems with two voices.	Teaching Point: Readers decide on ways they can perform their poems.	Teaching Point: Readers work in small groups to celebrate their poems/s through performance.

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Grade Four April Writing: Poetry

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Poetry</b></p> <p>This unit of poetry gives students an opportunity to practice what they are noticing and learning about poetry.</p> <p>Students will learn to write from their hearts and create poems that reflect the small particulars, rhythm and sound, voice, and images that paint pictures in the mind of readers.</p> <p>Teachers will use mentor poets as powerful tools and models. In this way students will gain exposure to the type of writing they are expected to do. This unit addresses techniques of poetry such as imagery, simile, metaphor, voice, alliteration and rhythm. The writing process will continue to guide the writing as the students collect, select/nurture, draft, revise, edit, and publish.</p> <p>Teachers will want to gather poems/anthologies or create poetry packets available for the launch of the unit.</p>	<ul style="list-style-type: none"> <li>✓ Brainstorming ideas for poems</li> <li>✓ Creating lists</li> <li>✓ Creating clear images</li> <li>✓ Jotting images that come to mind</li> <li>✓ Using descriptive language</li> <li>✓ Saying things in new ways</li> <li>✓ Using the five senses to create poetry</li> <li>✓ Experimenting with white space</li> <li>✓ Using the five senses to create poetry</li> <li>✓ Making comparisons</li> <li>✓ Adding small details</li> <li>✓ Experimenting with line breaks</li> <li>✓ Using image boxes</li> <li>✓ Drafting</li> <li>✓ Revising poems</li> <li>✓ Publishing and celebrating</li> </ul>	<p><i>Poetry Goes to School</i> by Bob Booth</p> <p><i>My Black Me: A Beginning of Black Poetry</i> by Arnold Adoff</p> <p><i>Joyful Noise: Poems for Two Voices</i></p> <p><i>A Pocketful of Poems</i> by Nikki Grimes</p> <p><i>Opening Days: Sports Poems</i> by Bennett Hopkins</p> <p><i>In Daddy's Arms I am Tall</i> by Javaka Steptoe</p> <p><i>Street Talk</i> by Ann Turner</p> <p><i>Falling Up: Poems and Drawings</i> by Shel Silverstein</p> <p><i>Something Big Has Been Here</i> by Jack Prelutsky</p>

## Grade Four April Writing: Poetry

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Writers brainstorm ideas for poems by creating a map of all the things they love.	Teaching Point: Writers think about events in their lives they remember well and create a list in their notebooks.	Teaching Point: Writers choose an event from their list and try writing clear images.	Teaching Point: Writers create list poems using ideas they gathered from things they love or are interested in doing.	Teaching Point: Writers continue collecting ideas for poetry writing by observing ordinary objects and jotting thoughts/images down.
<b><u>Week 2</u></b>	Teaching Point: Writers create poems that include descriptive language to paint a picture in the reader's mind.	Teaching Point: Writers try to use language that is powerful. <i>Instead of fry use sizzle, instead of big use gigantic</i>	Teaching Point: Writers experiment with white space in order to change the pace or look of their poem.	Teaching Point: Writers use their five senses as a way to gather descriptive words for poetry writing.	Teaching Point: Writers try out adding words such as, like or as, to make comparisons.
<b><u>Week 3</u></b>	Teaching Point: Writers try different ways to begin and end their poems.	Teaching Point: Writers experiment with line breaks to change the pace of their poem.	Teaching Point: Writers create image boxes that center on what they see, hear, smell, taste, and feel.	Teaching Point: Writers draft their poems.	Teaching Point: Writers revise their poems with a particular purpose. <i>i.e., adding details, line breaks, voice, taking out unnecessary words</i>
<b><u>Week 4</u></b>	Teaching Point: Writers revise their poems replacing boring words w/powerful ones.	Teaching Point: Writers edit their poems to fix up their writing.	Teaching Point: Writers publish their poems by adding illustrations. <i>Teachers may want to create a class anthology</i>	Teaching Point: Writers practice reading their poems aloud to prepare for celebration.	Teaching Point: Writers celebrate their poems.

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Grade Five April Reading: Poetry

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Poetry</b></p> <p>This unit of study will provide opportunities for readers to look at a variety of poetry genres. Readers will spend time learning how to compare and contrast, analyze, and interpret poems by practicing those strategies good readers use for comprehension.</p> <p>Readers will examine how authors use language to create imagery.</p> <p>Readers may also look at some different poets through short studies of their poems to examine their style, use of language, and choice of subject matter. Students can be engaged in doing biographical investigations in order to understand the motivation and influences on a Poet's poetry.</p> <p>Readers will be expected to engage in written responses to poetry as well as engage in partnership conversations around poetry being read.</p>	<ul style="list-style-type: none"> <li>✓ Characteristics of poetry</li> <li>✓ Comparing and contrasting poems</li> <li>✓ Use of poetic language</li> <li>✓ Recognizing the use of voice in a poem</li> <li>✓ Analysis and interpretation of poetry</li> <li>✓ Comprehension of poetry</li> <li>✓ Author (Poets) study</li> <li>✓ Use of language to create imagery</li> <li>✓ Poetry genres</li> <li>✓ Reading poetry fluently</li> </ul>	<p><i>The Same Sky</i> By Naomi Shihab Nye</p> <p><i>101 great American Poems</i> <i>The American Poetry and Literacy Project</i> By Dover Thrift Editions</p> <p><i>The Random House Book of Poetry for Children</i> By Jack Prelutsky and Arnold Lobel</p> <p><i>Looking for your Name: a Collection of Contemporary Poems</i> By Paul Janeczko</p> <p><i>Wing Nuts: Screwy Haikus</i> By Paul B. Janeczko, J. Patrick Lewis, and Tricia Tusa</p> <p><i>Sing to the Sun</i> By Ashley Bryan</p>

## Grade Five April Reading: Poetry

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Writers examine a variety of poetry styles by looking at mentor texts (List, Tanka, Diamonte, Cinquain, Haiku, etc.)	Teaching point: Readers identify the characteristics they know about various styles of poetry by listing them	Teaching point: Readers examine the style of a poem by looking at how authors use punctuation	Teaching point: Readers share what they notice about a familiar poem by reading with a partner	Teaching point: Readers read a poem the way they think the author intended by reading aloud to a partner
<b><u>Week 2</u></b>	Teaching point: Readers interpret what is being said by paying close attention to the words a poet chooses	Teaching point: Readers interpret to the meaning of a poem by attending to the authors use of voice In the poem	Teaching point: Readers identify an authors intent by looking at the use of similes	Teaching point: Readers identify an authors intent by looking at the use of metaphors	Teaching Point: Readers learn about a poets motivation and influences by reading short biographies
<b><u>Week 3</u></b>	Teaching point: Readers identify the style of an author by reading several poems by the same author	Teaching point: Readers better understand a poets intent by creating a picture in their mind from the words the poet uses	Teaching Point: Readers better understand a poems intent by looking at the illustrations that may be included with a poem	Teaching point: Readers examine the use of "poetic license" by looking at an authors use of, or lack of punctuation	Teaching point: Readers respond to poetry by writing responses to prompts (This poem reminds me of..., makes me think..., and makes me feel...)
<b><u>Week 4</u></b>	Teaching point: Readers can develop a deeper understanding of a poem by creating illustrations to go with the poems they read	Teaching point: Readers understand a poem is often interpreted by people differently, by discussing it with a partner or group	Teaching point: Readers practice fluency by reading poems of different styles to a partner	Teaching point: Readers practice fluency by attending to the line breaks and white space when reading to a partner	Teaching point: Readers share with a partner a favorite poem by reading it to them and stating why they prefer it

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

**Grade Five April Writing: Poetry**

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Poetry</b></p> <p>This unit of study will provide opportunities for writers to look at a variety of poetry genres. Writers will learn that a poet is motivated to create through various influences or experiences they have. Writers will examine how authors use language to create imagery. Writers will write poems in a variety of styles. Writers will be expected to use a variety of poetic devices in their poetry writing. Including, but not limited to, repetitions, comparisons, rhyme, similes, and metaphors.</p>	<ul style="list-style-type: none"> <li>✓ How to generate ideas to write poetry</li> <li>✓ Characteristics of poetry styles</li> <li>✓ Using poetic devices (repetition, comparisons, rhythm and rhyme)</li> <li>✓ Using poetic language</li> <li>✓ Using metaphors in poetry</li> <li>✓ Using similes in poetry</li> <li>✓ Reading composed poetry with fluency</li> </ul>	<p><i>The Same Sky</i> By Naomi Shihab Nye</p> <p><i>101 great American Poems</i> <i>The American Poetry and Literacy Project</i> By Dover Thrift Editions</p> <p><i>The Random House Book of Poetry for Children</i> By Jack Prelutsky and Arnold Lobel</p> <p><i>Looking for your Name: a Collection of Contemporary Poems</i> By Paul Janeczko</p> <p><i>Wing Nuts: Screwy Haikus</i> By Paul B. Janeczko, J. Patrick Lewis, and Tricia Tusa</p> <p><i>Sing to the Sun</i> By Ashley Bryan</p>

## Grade Five April Writing: Poetry

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Writers examine a variety of poetry styles by looking at mentor texts (List, Tanka, Diamonte, Cinquain, Haiku, etc.)	Teaching Point: Writers see how ordinary things are written about in extraordinary ways by reviewing mentor texts	Teaching Point: Writers can gather ideas to write about by taking notes on things they see, feel, hear, and experience	Teaching Point: Writers look at how Poets use "poetic Language" by examining mentor texts	Teaching Point: Writers create understanding by using words that help to paint a picture in the readers mind
<b><u>Week 2</u></b>	Teaching Point: Writers gain insight to using more descriptive language by sharing their poem with a partner	Teaching Point: Writers develop their poems by using similes To create images in the readers mind	Teaching Point: Writers develop their poems by using metaphors to create images in the readers mind	Teaching Point: Writers develop their poems by using personification	Teaching Point: Writers revise their poems by replacing ordinary words with "poetic Language"
<b><u>Week 3</u></b>	Teaching Point: Writers can develop the rhythm of a poem by using repetition of lines or rhyming words	Teaching Point: Writers can enhance their poems by incorporating onomatopoeia ( words that mean an action or sound-Zoom, Pop)	Teaching Point: Writers create "Line breaks" by writing only a few words on each line to signal the reader to pause	Teaching Point: Writers develop voice in a poem by using language that speaks directly to the subject or object (i.e. Oh empty vase....)	Teaching Point: Writers can enhance their poems for readers by creating illustrations to go along with it
<b><u>Week 4</u></b>	Teaching Point: Writers make their poems ready for publication by revising a few selected poems	Teaching Point: Writers make their poems ready for publication by editing their selected poems using an editing checklist	Teaching Point: Writers can make their poems ready for publication by creating illustrations for selected poems	Teaching Point: Writers can make their poems ready for publication by creating a cover and title for their anthology	Teaching Point: Writers make their poems ready for presentation by reading aloud to a partner to practice

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Kindergarten May Reading: Readers Can Read and Talk About Related Books in Reading Centers

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Readers Can Read and Talk About Books in Reading Centers</b></p> <p>This unit provides the opportunity for students to work with books focused around a familiar theme. The students also have an opportunity to work in partnerships (small groups) to explore books in a center. In centers, students will have a basket of books that have related topics. Teachers will want to orchestrate books and the areas and or centers in the room where there are book baskets or pots for kids to explore and talk. Simply stated, each partnership will work within a basket of books gathered on a topic.</p> <p>The underlying purpose of this unit is to support kids in becoming thoughtful when engaging with books. Teachers will want to consider familiar themes and topics of interest to support the unit.</p>	<ul style="list-style-type: none"> <li>✓ Learning routines for reading centers</li> <li>✓ Learning to share time with books</li> <li>✓ Practicing private reading</li> <li>✓ Practicing talk time with partners</li> <li>✓ Taking turns when speaking</li> <li>✓ Learning purposeful browsing</li> <li>✓ Looking for similar things</li> <li>✓ Looking for differences</li> <li>✓ Looking for things that are new</li> <li>✓ Finding and making connections</li> <li>✓ Noticing surprising things</li> <li>✓ Thinking and talking about what we already know</li> </ul>	<p><b>Topics to Consider for Centers:</b></p> <p>Poetry            Family            Friendship            Animals            School            Transportation            Seasons            Homes            Birthdays            Color and Shapes</p>

## Kindergarten May Reading: Readers Read and Talk About Books in Reading Centers

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Readers learn the routines of the reading centers	Teaching Point: Readers must stay in the center with other members of the center.	Teaching Point: Readers are matched with a talk partner in a reading center.	Teaching Point: Readers in a center meet in the same place every time.	Teaching Point: Readers browse and talk about books in their center.
<b><u>Week 2</u></b>	Teaching Point: Readers in centers have reasons to read.	Teaching Point: Readers notice that books in a center have the same topic or idea.	Teaching Point: Readers can talk about the pictures in the books they 'read'.	Teaching Point: Readers can talk about the characters in their books.	Teaching Point: Readers can talk about funny parts they want to discuss.
<b><u>Week 3</u></b>	Teaching Point: Readers can think and talk about a section in the book that reminds them of their life.	Teaching Point: Readers identify and talk about the pattern found in their book.	Teaching Point: Readers think and talk about how their book is like another they have read.	Teaching Point: Readers can talk about what they know about a particular topic.	Teaching Point: Readers think and talk about how the pattern breaks in their book.
<b><u>Week 4</u></b>	Teaching Point: Readers think and talk about what's going on in their book.	Teaching Point: Readers think and talk about confusing parts in their book.	Teaching Point: Readers ask questions to figure out what's going on in the book.	Teaching Point: Readers reread the pictures to help them retell what's happening.	Teaching Point: Readers can think and talk about interesting parts in their book.

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Kindergarten May Writing: Writing for Many Purposes

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Writing for Many Purposes</b></p> <p>This unit focuses on the ways writers write for many purposes across the day. Children will be taught that writing carries an intended message for particular and real purposes.</p> <p>Teachers will want to focus the attention on the reasons for signage we see all around us, the messages that symbols carry, the ways in which writing is used for communication in and around the school community, etc.</p> <p>This is a great opportunity for taking a school walk and locating places to hang signs, post lists, and label places that are helpful.</p> <p>Teachers may also want to teach students the purpose of greeting cards, signs and labels. Ultimately, teachers want to encourage the understanding that writers do their best writing so that others can read what is written. Students may now be ready to increase the use of sight words, get more letters down on paper by stretching out sounds, and putting spaces between words.</p>	<ul style="list-style-type: none"> <li>✓ Writing as a way to convey message</li> <li>✓ Looking at different signs</li> <li>✓ Exploring invitation cards</li> <li>✓ Exploring restaurant menus</li> <li>✓ Looking at environmental signs</li> <li>✓ Looking at advertisements</li> <li>✓ Paying attention to formats and purposes</li> <li>✓ Making paper choices</li> <li>✓ Getting more sounds written down</li> <li>✓ Paying attention to spacing</li> <li>✓ Getting the spelling better</li> </ul>	<p>Different samples of invitations, cards, letters, restaurant menus, advertisements, environmental signs, labels, commercial symbols, and notices may be used.</p> <p>The invitation is open to teachers to be creative in the samples they use.</p> <p>The Sign Maker's Assistant by Ted Arnold</p>

## Kindergarten May Writing: Writers Write for Many Purposes

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Writers notice the many jobs that writing has in the world. (labels, signs, poems)	Teaching Point: Writers make a label that will help their classroom or school community.	Teaching Point: Writers explore environmental signs and their purposes.	Teaching Point: Writers create a purposeful sign and sketches that convey a message.	Teaching Point: Writers explore different paper choices to match a particular purpose.
<b><u>Week 2</u></b>	Teaching Point: Writers look at greeting cards and talk about purposes.	Teaching Point: Writers choose a purpose and make a card that matches.	Teaching Point: Writers learn the purpose of a post card and compose one together.	Teaching Point: Writers write a post card to a friend to tell about something that happened.	Teaching Point: Writers revisit their writing and look for places to write more.
<b><u>Week 3</u></b>	Teaching Point: Writers identify different lists that they know.	Teaching Point: Writers write a list of things to do that would be helpful to somebody.	Teaching Point: Writers write a list of how to do something that would be helpful to somebody.	Teaching Point: Writers listen for more sounds in their words and get them down on paper.	Teaching Point: Writers write a list of things that's needed in order to accomplish something.
<b><u>Week 4</u></b>	Teaching Point: Writers make sure that others can read their important messages.	Teaching Point: Writers make name labels.	Teaching Point: Writers learn how letters convey someone's thoughts.	Teaching Point: Writers compose a class letter together.	Teaching Point: Writers celebrate by delivering the letter to person intended.

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

**Grade One May Reading: Deeper Comprehension and Fluency**

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Deeper Comprehension and Fluency</b></p> <p>At this time Grade One readers are working towards deeper comprehension and fluency in reading. This unit is defined by the level at which the class is performing. The intent of the unit is to move children into deeper comprehension of text and reading text smoothly. Students will gain a sense of what reading fluently looks like through teacher modeling.</p> <p>Students will learn to attend to the voice and dialogue of the characters in the stories. Students will also spend time building and practicing those strategies readers use to make meaning from text.</p>	<ul style="list-style-type: none"> <li>✓ Rereading text for understanding</li> <li>✓ Use of punctuation to help with fluency</li> <li>✓ Setting goals for reading</li> <li>✓ Story elements( setting, problem, solution, movement through time)</li> <li>✓ Highlighting important parts of text with sticky notes</li> <li>✓ Text-to-self, text-to-world, and text-to-text connections</li> <li>✓ Using context clues to figure out unfamiliar words</li> <li>✓ Reading past unfamiliar words then coming back to them</li> <li>✓ Looking at beginnings and endings of words to help with decoding</li> </ul>	<p><i>Hatti and the Fox</i>  <i>A Particular Cow</i>  <i>By Mem Fox</i></p> <p><i>Henry and Mudge</i>  <i>Mr. Putter and Tabby</i>  <i>By Cynthia Rylant</i></p> <p><i>Tico and the Golden Wings</i>  <i>A Color of His Own</i>  <i>An Extraordinary Egg</i>  <i>By Leo Lionni</i></p>

## Grade One May Reading: Deeper Comprehension and Fluency

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Readers set goals for amount they read by using a bookmarker to mark their stopping point	Teaching Point: Readers decode words by attending to the beginnings and endings of the words	Teaching Point: Readers stay focused on their story by trying to envision what is happening as they read	Teaching Point: Readers stay focused on reading fluently by reading past unknown words then coming back to them	Teaching Point: Readers read more fluently by attending to the punctuation when reading
<b><u>Week 2</u></b>	Teaching Point: Readers make sense of what they are reading by slowing down and rereading	Teaching Point: Readers better comprehend what is happening in a story by making their voice match the characters in the story	Teaching Point: Readers mark important ideas from a story by placing a sticky note in the section(s) they want to highlight	Teaching Point: Readers better understand text by making connections to familiar texts already read	Teaching Point: Readers attend to and comprehend significant parts of a story by retelling events to a partner
<b><u>Week 3</u></b>	Teaching Point: Readers better understand text by making connections from the text to their own lives	Teaching Point: Readers better understand text by making connections to the world around them	Teaching Point: Readers better understand their reading by identifying the problems faced by the characters	Teaching Point: Readers think about what is happening in the text by stopping and summarizing parts before reading on (chunking)	Teaching Point: Readers comprehend by making notes on sticky notes about what they think and know about text
<b><u>Week 4</u></b>	Teaching Point: Readers gather meaning by attending to scene descriptions (setting)	Teaching Point: Readers gain meaning by attending to the language and images that show the passage of time	Teaching Point: Readers gain meaning by looking at the illustrations that support the text	Teaching Point: Readers work with a partner and make predictions on how a conflict/problem might be resolved	Teaching Point: Readers work with a partner to find the text evidence that supports their ideas and thoughts about a story

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Grade One May Writing: Writers Write for Many Purposes

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Writers Write for Many Purposes</b></p> <p>This unit reviews with student the concept that writers write for many purposes. To share information (non-fiction), to make a request, write letters, as a way to respond to reading (book review), and for fictional purposes (make up stories).</p> <p>The unit will focus on letter writing and book reviews (response to reading) They will learn how to write a friendly letter and a book review. Writers will use elements such as giving an opinion, using details, and giving a recommendation. Students will continue to be expected to engage in the writing process, with a focus at the end of the unit on revising and editing their work.</p>	<ul style="list-style-type: none"> <li>✓ Format of a friendly letter</li> <li>✓ What the body of a friendly letter includes</li> <li>✓ Greetings and sign off of a friendly letter</li> <li>✓ Format of a book review</li> <li>✓ Elements of a book review (author, title, summary, likes/dislikes, recommendations</li> <li>✓ Keeping a reader interested in what you have to say</li> <li>✓ Using graphic organizers</li> <li>✓ Aspects of revision</li> <li>✓ Aspects of editing</li> </ul>	<p><i>Sample Letters for Students</i></p> <p><i>Sample Book Reviews for Students</i></p>

## Grade One May Writing: Writers Write for Many Purposes

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Writers explore real world writing by looking at mentor texts ( letters, book reviews)	Teaching Point: Writers write friendly letters by following a specific format	Teaching Point: Writers generate possible greetings for a friendly letter by making a list	Teaching Point: Writers begin their friendly letters by starting with a greeting	Teaching Point: Writers build the body of their letter by telling something about themselves to the reader
<b><u>Week 2</u></b>	Teaching Point: Writers build the body of their letter by asking questions of the reader for them to respond to	Teaching Point: Writers build the body of their letter by telling reader about something they did	Teaching Point: Writers generate ways to sign off (end a letter) by making a list	Teaching Point: Writers make their letter longer or more interesting by revising it to add details	Teaching Point: Writers make their letter ready for publication by editing for punctuation, capitalization, and spelling
<b><u>Week 3</u></b>	Teaching Point: Writers explore how Writers write their opinion of a book by examining book reviews	Teaching Point: Writers write book reviews by following a specific format for knowing what to include	Teaching Point: Writers engage in process of writing a book review by using graphic organizers	Teaching Point: Writers begin to write their book review by including the title and the author	Teaching Point: Writers write their book review by writing a summary of what the book is about
<b><u>Week 4</u></b>	Teaching Point: Writers write their book review by writing what they liked or disliked about the book	Teaching Point: Writers write a book review by including a recommendation to others	Teaching Point: Writers make their book review more interesting to the reader by revising it	Teaching Point: Writers make their book review ready for publication by editing for punctuation, capitalization, and spelling	Teaching Point: Writers make their book review ready for publication by adding illustrations

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

**Grade Two May Reading: Author Study**

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Author Study</b></p> <p>In this unit the students will be engaged in the study of the works of a particular author of interest to the students.</p> <p>The purpose is to develop within our young readers' ways to look at one particular author's work. Readers will be expected to make connections across books as well as connections to themselves and the world around them. Students will build upon basic things they notice about the author and the text. They will begin to add their own opinions and grow ideas about the authors' style and purpose.</p>	<ul style="list-style-type: none"> <li>✓ Making connections across books</li> <li>✓ Making connections from books to self</li> <li>✓ Making connections from books to the world</li> <li>✓ Noticing recurring themes</li> <li>✓ Ideas about an authors purpose</li> <li>✓ Developing opinions about an authors books</li> <li>✓ Comparing books of one author to another</li> </ul>	<p><i>Goggles!</i>  <i>Apt.3</i>  <i>Maggie and the Pirates</i>  <i>Regards to the Man in the Moon</i>  <i>The Trip</i>  <i>Whistle For Willie</i>                      By Ezra Jack Keats</p> <p><i>A House for Hermit Crab</i>  <i>The Very Lonely Firefly</i>  <i>The Very Busy Spider</i>  <i>The Very Quiet Cricket</i>  <i>Do You Want to Be My Friend?</i>                      By Eric Carle</p> <p><i>A Flea Story</i>  <i>Matthew's Dream</i>  <i>On My Beach There are Many Pebbles</i>  <i>Swimmy</i>  <i>A Color of His Own</i>  <i>Six Crows</i>                      By Leo Lionni</p>

## Grade Two May Reading: Author Study

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Readers explore books by the same author by listing the similarities and differences across several books	Teaching Point: Readers explore books by authors by noticing how they use a similar style of illustrations across several books	Teaching Point: Readers explore books by an author by noticing how they use a similar style of language across several books	Teaching Point: Readers discuss similarities of books by reading several books by the same author with a partner	Teaching Point: Readers discuss differences of books by reading several books by the same author with a partner
<b><u>Week 2</u></b>	Teaching Point: Readers can learn more about the author by reading their biographies	Teaching Point: Readers can think about an authors book by using the information they read about the author	Teaching Point: Readers can develop theories about where an author gets their ideas by reading their biographies	Teaching Point: Readers can compare the books of an author by writing about the books they read	Teaching Point: Readers can compare books of an author by comparing the characters across books
<b><u>Week 3</u></b>	Teaching Point: Readers can look for the similarities and differences of authors by comparing their books	Teaching Point: Readers compare and comprehend stories by making text-to-text connections	Teaching Point: Readers compare books by using graphic organizers to show information	Teaching Point: Readers engage in an author study by writing on sticky notes when they notice recurring themes	Teaching Point: readers compare and contrast books by making a Venn diagram with their partner
<b><u>Week 4</u></b>	Teaching Point: Readers can engage in an author study by comparing authors who write about similar themes	Teaching Point: Readers share their opinions about an author by writing about the books of an author	Teaching Point: Readers engage in an author study by writing like the author	Teaching Point: Readers comprehend the stories read better by retelling the stories to a partner	Teaching Point: Readers engage in an author study by reading to their partner books by the author of their choice

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Grade Two May Writing: Nonfiction "All About" Writing

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Nonfiction "all about" Writing</b></p> <p>Writers will explore text examples of "all about" writing. Students will examine ways they can decide what topics to write about. They will practice talking 'long' with a partner about something they know. This will support the development of knowing that something that can be spoken about at length, is a good topic to write about.</p> <p>Students will add clarity to their "all about" text by adding illustrations and diagrams. Writers will examine their writing for revision to add details, remove irrelevant details, and to check for proper sequencing of steps. Writers will be expected to engage in the editing of their piece for punctuation, capitalization, and spelling.</p>	<ul style="list-style-type: none"> <li>✓ Exploring writing style of "All About" nonfiction texts</li> <li>✓ Talking at length with a partner "All About" a topic they know</li> <li>✓ Organizing thoughts with graphic organizers</li> <li>✓ Adding facts of information about a topic</li> <li>✓ Including illustrations with captions</li> <li>✓ Including diagrams with labels</li> <li>✓ Revising through the elimination of irrelevant details</li> <li>✓ Editing for punctuation, capitalization, and spelling</li> </ul>	<p><i>"All About Books..."</i></p> <p><i>The Pumpkin Book</i></p> <p><i>Apples</i></p> <p><i>Horses</i></p> <p><i>Chicks and Chickens</i></p> <p><i>Ducks</i></p> <p><i>Dogs</i></p> <p><i>By Gail Gibbons</i></p>

## Grade Two May Writing: Nonfiction "All About" Writing

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Writers know what "all about" non-fiction Text is supposed to look like by exploring examples	Teaching Point: Writers prepare to write by knowing "all about" writing is about the same topic or subject ( i.e. sharks, cooking, tigers)	Teaching Point: Writers prepare to write "all about" non-fiction by making a list of topics that interest them	Teaching Point: Writers figure out what to write about by writing what they already know " all about" a topic	Teaching Point: Writers prepare to write "all about" non-fiction by reading books on topics that interest them
<b><u>Week 2</u></b>	Teaching Point: Writers figure out what to write about by talking to a partner at length about one thing/topic they know "all about"	Teaching Point: Writers write all about text by writing about what they learned from their reading	Teaching Point: Writers organize their thoughts about what to write by using graphic organizers	Teaching Point: Writers write on a topic by beginning with telling readers what they are writing about	Teaching Point: Writers write "all about" a topic by staying on that topic throughout their writing
<b><u>Week 3</u></b>	Teaching Point: Writers write their "all about" books by including facts about their topic/subject	Teaching Point: Writers add to their "all about" books by adding illustrations with captions	Teaching Point: Writers enhance their "all about" books by adding labeled diagrams	Teaching Point: Writers check for clarity by rereading text for missing elements	Teaching Point: Writers revise their work by checking for and eliminating irrelevant details
<b><u>Week 4</u></b>	Teaching Point: Writers edit their work by rereading to check for proper use of capitalization	Teaching Point: Writers edit their work by rereading to check punctuation	Teaching Point: Writers edit their work by rereading to check for spelling	Teaching Point: Writers share their writing with a partner for feedback before writing final piece	Teaching point: Writers celebrate by sharing their work with a larger audience

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Grade Three May Reading: Reading Projects

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Reading Projects</b></p> <p>The agenda during this unit call for students to work with personal direction on a reading project of their own choice. Readers will use this time to weave reading into the projects they develop or design and target their reading goals. Students will make a reading life for themselves by strengthening the muscles they have exercised in the reader's workshop throughout the year.</p> <p>It provides children with a chance to consolidate and practice what they have learned in creative ways. It also encourages them to bring their individual and diverse interests to the classroom community.</p> <p>Teachers will want to think about how they will support students with their projects. Necessary materials will have to be on hand so students can envision what is possible.</p>	<ul style="list-style-type: none"> <li>✓ Pursuing purposes and projects</li> <li>✓ Sharing particular reading interests/topics</li> <li>✓ Generating possible ideas for reading projects</li> <li>✓ Advantages and disadvantages when choosing</li> <li>✓ Deciding on a project</li> <li>✓ Sketching/drawing a plan</li> <li>✓ Collaborating with a partner</li> <li>✓ Gathering materials</li> <li>✓ Writing about the plan/project</li> <li>✓ Celebrating reading</li> </ul>	<p><b>The texts used to support this unit are professional texts. You may refer to the following listed below or choose material of your own.</b></p> <p><i>The Art of Teaching Reading</i> by Lucy McCormick Calkins</p> <p><i>On Solid Ground</i> <i>Strategies for Teaching Reading K-3</i> by Sharon Taberski</p>

## Grade Three May Reading: Reading Projects

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Readers often work on a reading project that reflects their interests.	Teaching Point: Readers have particular reading interest that they share with others.	Teaching Point: Readers often jot notes on possible questions they may have about reading.	Teaching Point: Readers think about interests or hobbies they have.	Teaching Point: Readers think about how reading might fit into their interests or hobbies.
<b><u>Week 2</u></b>	Teaching Point: Readers make a list of favorite books they have read.	Teaching Point: Readers list some reading highlights they have experienced.	Teaching Point: Readers discuss some reading challenges they have experienced.	Teaching Point: Readers set new reading goals for themselves.	Teaching Point: Readers share their goals with others in small groups.
<b><u>Week 3</u></b>	Teaching Point: Readers generate possible ideas for reading projects.	Teaching Point: Readers weigh the advantages and pitfalls of pursuing a particular topic/project.	Teaching Point: Readers choose a project to pursue.	Teaching Point: Readers create a sketch or write a plan for their project.	Teaching Point: Readers make a list of needed items/supplies to get started.
<b><u>Week 4</u></b>	Teaching Point: Readers work together to put their project in motion.	Teaching Point: Readers continue to work toward their plan.	Teaching Point: Readers collaborate with others to support their project.	Teaching Point: Readers work to complete their project.	Teaching Point: Readers celebrate their projects by doing a gallery walk

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Grade Three May Writing: Memoir

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Memoir</b></p> <p>This unit draws on everything that students have learned thus far all year. Students will rely on all the writing strategies they have practiced in writing small moments, narratives, essays, realistic fiction, etc.</p> <p>At the beginning of the unit, we want students thinking a little deeper about big life topics that they care about. Teachers want to keep in mind that memoir is a hybrid between narrative and essay writing. With this in mind, teachers want to guide children to find an idea, explore their thoughts and feelings, to stretch a moment, and to balance description and reflection.</p> <p>With memoir the writer takes a reflective stance. The reflection is the analysis of what happens. To this end, teachers want to have students find an important topic that they can develop and write with precision.</p>	<ul style="list-style-type: none"> <li>✓ Generating small life topics</li> <li>✓ Unleashing memories</li> <li>✓ Studying memoir structures</li> <li>✓ Defining what is nearest and dearest</li> <li>✓ Writing off of significant objects</li> <li>✓ Writing about significant details</li> <li>✓ Choosing a seed idea</li> <li>✓ Questioning seed ideas</li> <li>✓ Stretching the moment</li> <li>✓ Stretching moments that show importance</li> <li>✓ Creating sensory images</li> <li>✓ Rewriting parts that are confusing</li> <li>✓ Including internal thinking</li> </ul>	<p><i>Africa Dreaming</i> by Eloise Greenfield</p> <p><i>Grandpa's Face</i> by Eloise Greenfield</p> <p><i>Abuela</i> by Arthur Dorros</p> <p><i>Chalk Doll</i> by Charlotte Pomerantz</p> <p><i>Saturdays and Teacakes</i> by Lester Laminack</p> <p><i>The Night Shimmy</i> by Anthony Brown</p> <p><i>Tell Me a Story Mama</i> by Angela Johnson</p> <p><i>The Pain and the Great One</i> by Judy Blume</p> <p><i>The Memory Box</i> by Mary Bahr</p> <p><i>Tell Me Again About the Day I Was Born</i> by Jamie Lee Curtis</p>

## Grade Three May Writing: Memoir

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Writers see memoir as 'me' stories.	Teaching Point: Writers make a list of memories that are significant to them.	Teaching Point: Writers think more deeply of a memory by creating a memory box.	Teaching Point: Writers recount the little things that they most remember.	Teaching Point: Writers recount the thing/s that they miss most doing.
<b><u>Week 2</u></b>	Teaching Point: Writers write from an important object to make associations or connections.	Teaching Point: Writers write the story of how they got the object.	Teaching Point: Writers write about the feelings brought up by the object.	Teaching Point: Writers decide on a topic or seed idea for their memoir.	Teaching Point: Writers choose the most important parts of their piece and stretch w/details.
<b><u>Week 3</u></b>	Teaching Point: Writers get across the important message of their memoir.	Teaching Point: Writers look closely at how writers plan a memoir. (structure)	Teaching Point: Writers begin their draft by rereading their notebook and circling certain sections, phrases, or words to include.	Teaching Point: Writers decide on the structure of their memoir.	Teaching Point: Writers revise by identifying confusing parts and making changes.
<b><u>Week 4</u></b>	Teaching Point: Writers revise by taking away parts that don't match their message.	Teaching Point: Writers revise by including internal thinking or internal reflection.	Teaching Point: Writers edit by proofreading for appropriate caps, punctuation, spelling taught.	Teaching Point: Writers publish their final piece.	Teaching Point: Writers celebrate their memoir pieces.

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Grade Four May Reading: Historical Fiction

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Historical Fiction</b></p> <p>Historical fiction differs from other genres students have read because of the critical element of setting in terms of location and time period.</p> <p>In this unit, students will rely on familiar skills taught to support the reading work that they will do. Students will read texts that mesh story elements and historical information together to create narratives. Teachers will want to guide students to use their understanding of story to attend to similarities and differences, cause and effect, compare and contrast, and themes (big ideas) to enhance the comprehension of what they read.</p> <p>The elements of story will help students to read with a focus on characters, setting/time period, character changes, and problems. Teachers will also want to gather books that will capture the interest level and readability of the students.</p>	<ul style="list-style-type: none"> <li>✓ Identifying primary and secondary characters</li> <li>✓ Naming character traits</li> <li>✓ Character analysis</li> <li>✓ Envisioning setting</li> <li>✓ Paying attention to setting clues</li> <li>✓ Extrapolating historical facts/events</li> <li>✓ Framing historical context</li> <li>✓ Noticing the affects of time period on characters</li> <li>✓ Noticing characters changes</li> <li>✓ Cause and effect relationships</li> <li>✓ Formulating ideas</li> <li>✓ Developing theories</li> <li>✓ Drawing conclusions</li> </ul>	<p><i>In Year of the Boar and Jackie Robinson</i> by Bette Bao Lord</p> <p><i>Number the Stars</i> by Lois Lowry</p> <p><i>Baseball Saved Us</i> by Ken Mochizuki</p> <p><i>Riding Freedom</i> by Pam Munoz Ryan</p> <p><i>Smoky Night</i> by Eve Bunting</p> <p><i>Pink and Say</i> Patricia Polacco</p> <p><i>The Babe and I</i> by David A. Adler</p> <p><i>The Lighthouse</i> by Arielle North Olson</p> <p><i>Nettie's Trip South</i> by Ann Warren Turner</p> <p><i>Follow the Drinking Gourd</i> by Jeanette Winter</p> <p><i>Peppe the Lamplighter</i> by Elisa Bartone</p> <p><i>On the Mayflower</i> by Kate Waters</p>

## Grade Four May Reading: Historical Fiction

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Readers identify the characters in their reading.	Teaching Point: Readers pay attention to setting clues in the text.	Teaching Point: Readers envision the setting to get a picture in their mind.	Teaching Point: Readers focus on character motivation or feelings of character.	Teaching Point: Readers create timelines to hold on to important information in the text.
<b><u>Week 2</u></b>	Teaching Point: Readers look closely at the choices character/s make.	Teaching Point: Readers focus on how the setting influences character behavior.	Teaching Point: Readers note the historical context of their reading.	Teaching Point: Readers look at how the events influence the character/s behavior.	Teaching Point: Readers pay attention to the challenges the character/s faces.
<b><u>Week 3</u></b>	Teaching Point: Readers determine the important events of the time period.	Teaching Point: Readers pay attention to the main thing that's happening in the story.	Teaching Point: Readers notice how the character reacts to the challenges faced.	Teaching Point: Readers pay attention to the tiny details in order to build the whole story.	Teaching Point: Readers develop ideas about the events of the time period.
<b><u>Week 4</u></b>	Teaching Point: Readers find evidence from the text to support their thinking.	Teaching Point: Readers record their evidences so they can get back to them later.	Teaching Point: Readers revisit their timelines to talk about the events of the time period.	Teaching Point: Readers formulate new thinking based on the events of the story.	Teaching Point: Readers discuss in small groups to compare and contrast past/present events.

**\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.**

## Grade Four May Writing: Memoir

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Memoir</b></p> <p>This unit draws on everything that students have learned thus far all year. Students will rely on all the writing strategies they have practiced in writing small moments, narratives, essays, realistic fiction, etc. At the beginning of the unit, we want students thinking a little deeper about big life topics that they care about.</p> <p>Teachers want to keep in mind that memoir is a hybrid between narrative and essay writing. With this in mind, teachers want to guide children to find an idea, explore their thoughts and feelings, to stretch a moment, and to balance description and reflection.</p> <p>With memoir the writer takes a reflective stance. The reflection is the analysis of what happens. To this end, teachers want to have students find an important topic that they can develop and write with precision.</p>	<ul style="list-style-type: none"> <li>✓ Generating small life topics</li> <li>✓ Unleashing memories</li> <li>✓ Studying memoir structures</li> <li>✓ Defining what is nearest and dearest</li> <li>✓ Writing off of significant objects</li> <li>✓ Writing about significant details</li> <li>✓ Choosing a seed idea</li> <li>✓ Questioning seed ideas</li> <li>✓ Stretching the moment</li> <li>✓ Stretching moments that show importance</li> <li>✓ Creating sensory images</li> <li>✓ Rewriting parts that are confusing</li> <li>✓ Including internal thinking</li> </ul>	<p><i>Africa Dreaming</i> by Eloise Greenfield</p> <p><i>Grandpa's Face</i> by Eloise Greenfield</p> <p><i>Abuela</i> by Arthur Dorros</p> <p><i>Been to Yesterdays</i> by Lee Bennett Hopkins</p> <p><i>When I Was Nine</i> by James Stevenson</p> <p><i>The Night Shimmy</i> by Anthony Brown</p> <p><i>Hey World, Here I Am!</i> by Jean Little</p> <p><i>The Pain and the Great One</i> by Judy Blume</p> <p><i>The Best Town in the World</i> by Byrd Baylor</p>

## Grade Four May Writing: Memoir

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Writers define memoir.	Teaching Point: Writers make a list of memories that are significant to them.	Teaching Point: Writers think more deeply of a memory by creating a memory box.	Teaching Point: Writers recount the little things that they most remember.	Teaching Point: Writers recount the thing/s that they miss most doing.
<b><u>Week 2</u></b>	Teaching Point: Writers write from an important object to make associations or connections.	Teaching Point: Writers write the story of how they got the object.	Teaching Point: Writers write about the feelings brought up by the object.	Teaching Point: Writers decide on a topic or seed idea for their memoir.	Teaching Point: Writers choose the most important parts of their piece and stretch w/details.
<b><u>Week 3</u></b>	Teaching Point: Writers get across the important message of their memoir.	Teaching Point: Writers look closely at how writers plan a memoir. (structure)	Teaching Point: Writers begin their draft by rereading their notebook and circling certain sections, phrases, or words to include.	Teaching Point: Writers decide on the structure of their memoir.	Teaching Point: Writers revise by identifying confusing parts and making changes.
<b><u>Week 4</u></b>	Teaching Point: Writers revise by taking away parts that don't match their message.	Teaching Point: Writers revise by including internal thinking or internal reflection.	Teaching Point: Writers edit by proofreading for appropriate caps, punctuation, spelling taught.	Teaching Point: Writers publish their final piece.	Teaching Point: Writers celebrate their memoir pieces.

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Grade Five May Reading: Mystery Text

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Mystery</b></p> <p>In this unit students will be exposed to the genre of mystery. It will involve teaching readers how a mystery book is designed. As well as the recurring elements of a mystery text. Elements such as a crime solver, client or individual in need of help, the suspects, motives, and clues. With the umbrella theme being a mystery is something that needs to be solved.</p> <p>The emphasis is on teaching readers to read like "detectives" and to actively pay attention to gathering clues across time. They will be encouraged to view the mystery as a puzzle that requires pieces be found and put together. Recognizing that often clues are not overtly expressed in text but are hidden throughout and must be exposed in some way. Readers will be learning strategies of how to gather and record text evidence.</p>	<ul style="list-style-type: none"> <li>✓ Understanding the set up of a mystery</li> <li>✓ Understanding character roles in a mystery (client, detective, suspect)</li> <li>✓ Readers of mysteries gather clues across time as they read</li> <li>✓ Understanding motives account for actions in mysteries</li> <li>✓ Readers act like crime solvers along with the "detective" in the story</li> <li>✓ Readers attend to secondary characters in a mystery book for more information</li> <li>✓ Familiarity with genre specific vocabulary</li> </ul>	<p><i>Kept in the Dark</i> By Nina Bawden</p> <p><i>Freddy the Detective</i> By Walter Brooks</p> <p><i>Jim Ugly</i> By Sid Fleischman</p> <p><i>Bunnicula: a Rabbit-Tale of Mystery</i> By Deborah Howe</p> <p><i>The Westing Game</i> By Donald Sobol</p> <p><i>The Ghost of Fossil Glen</i> By Cynthia DeFelice</p> <p><i>The Face on the Milk Carton</i> By Caroline Cooney</p>

## Grade Five May Reading: Mystery Text

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b><u>Week 1</u></b>	Teaching Point: Readers learn the unique and predictable structure of mystery text by understanding the elements of a mystery	Teaching Point: Readers solve the mystery by acting as a crime solver along with the main character who is the 'detective'	Teaching Point: Readers read mystery stories by keeping in mind the character roles (client, crime solver, suspect, witness, etc.)	Teaching Point: Readers gather evidence about character roles by attending to how they act, look, and feel	Teaching Point: Readers understand mystery texts by knowing that specific vocabulary unique to the genre applies
<b><u>Week 2</u></b>	Teaching Point: Readers read a mystery by attending to text that answers the who, what, when, where, why, and how questions	Teaching Point: Readers gather evidence about events by attending to the setting the story	Teaching Point: Readers keep track of important facts as they read by listing them or putting onto sticky notes	Teaching Point: Readers consider the motivation of characters by paying close attention to their actions and words	Teaching Point: Readers brainstorm solutions to the mystery by discussing thoughts and ideas with a partner
<b><u>Week 3</u></b>	Teaching Point: Readers read mystery genre text by knowing to separate facts from opinion to solve the mystery	Teaching Point: Readers make meaning of text by making and revising their predictions over time as they read	Teaching Point: Readers develop theories by gathering text evident to support their thoughts and ideas	Teaching Point: Readers make meaning of text to help solve the mystery by sketching or drawing	Teaching Point: Readers search for clues in the text by reading with a partner
<b><u>Week 4</u></b>	Teaching Point: Readers focus thinking about text by creating questions they might need answered to solve the mystery	Teaching Point: Readers make meaning of text they don't understand by rereading	Teaching Point: Readers solve mysteries by making connections between the clues and the characters/events using graphic organizers	Teaching Point: Readers recognize in mystery book series characters carry similar traits and behaviors across texts	Teaching point: Readers express their opinion about a mystery book by writing a short review stating why or why they did not like the book

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

## Grade Five May Writing: Fiction Story Writing

UNIT OF STUDY	MINI-LESSONS	SUPPORTING TEXT
<p><b>Fiction Story Writing</b></p> <p>In this unit writers are given an opportunity to apply all the skills they have learned for writing in a more creative format. Students will be able to explore a variety of fiction based stories that are not rooted in the elements of realistic fiction, but more creative styles like science fiction and fantasy based concepts. Students will be encouraged to think creatively and write creatively. Developing a mind set that writing is the most fun and sometimes best approached when we 'think outside the box'.</p> <p>As in all writings, students will be expected to engage in the writing process, including revision and editing.</p>	<ul style="list-style-type: none"> <li>✓ Generating topics to write about</li> <li>✓ Developing character timelines</li> <li>✓ Creating settings, plot using descriptive details</li> <li>✓ Creating interest by developing a problem or tension</li> <li>✓ Concluding stories with a resolution or 'twist'</li> <li>✓ Adding more powerful language and details</li> <li>✓ Engaging writers in revising and editing processes</li> </ul>	<p><i>Transall Saga</i> By Gary Paulsen</p> <p><i>Golden Compass</i> <i>The Subtle Knife</i> <i>The Amber Spyglass</i> By Phillip Pullman</p> <p><i>The Giver</i> By Lois Lowry</p> <p><i>The Lion the Witch, and the Wardrobe</i> By C.S. Lewis</p> <p><i>A Castle in the Attic series</i> By Elizabeth Winthrop</p> <p><i>Time Warp Trio</i> By Jon Scieszka</p>

## Grade Five May Writing: Fiction Story Writing

	Monday	Tuesday	Wednesday	Thursday	Friday
<b><u>Week 1</u></b>	Teaching Point: Writers learn about fiction writing by examining mentor text examples	Teaching Point: Writers generate ideas about what to write by brainstorming with others	Teaching Point: Writers generate ideas by referring back to their writers notebook	Teaching Point: Writers examine how an author uses characters to tell a story by examining mentor texts	Teaching Point: Writers create the "stage" of the story by spending time describing the setting in detail
<b><u>Week 2</u></b>	Teaching Point: Writers develop their characters by including descriptors of how they think, act, and feel	Teaching Point: Writers give their characters a history by including a timeline of past and current events	Teaching Point: Writers create interest in a story by creating tension or a problem	Teaching Point: Writers develop the plot by showing how a problem or situation changes over time	Teaching Point: Writers conclude their story by coming to a resolution or ending it with a 'twist'
<b><u>Week 3</u></b>	Teaching Point: Writers write concisely by saying what is meant as directly and clearly as possible	Teaching Point: Writers revise their work by adding details to support their thoughts and ideas	Teaching Point: Writers revise work to add more powerful language to make their writing more dynamic	Teaching Point: Writers revise by adding/eliminating sections, words, or phrases from the story	Teaching Point: Writers revise by reading aloud to a partner to check if it "sounds right"
<b><u>Week 4</u></b>	Teaching Point: Writers enhance their story by adding illustrations	Teaching Point: Writers edit by rereading to check for the organization of thoughts and ideas	Teaching Point: Writers edit their work by checking for the appropriate use of capitalization	Teaching Point: Writers edit their work by checking for the use of appropriate punctuation	Teaching Point: Writers edit their work to check for the use of proper spelling including prefixes, suffixes, and contractions

\*\*Use the remainder of additional unit week(s) to customize teaching points based upon the needs of your particular students.

**Unit of Study Reading:** Poetry

**Title of Mini-lesson:** Cues to reading poetry fluently

**Intention:** Readers recognize how an author creates a separation of thoughts by using "white space" in the format of their poem.

**Connection:** You might begin by saying, *"we have talked about how readers read poetry by paying attention to the punctuation as they read. The style of writing may be used to cue us to stop and think. It may also be used to signal dialogue. Did you know there are specific cues Poets use to signal to us what we should do as a reader when reading the poem?"*

**Teaching:** You might say, *"look at the way this poem is written. (display poem on overhead or chart paper) Look at the way the poet separate every few lines with a larger space. This is called the 'white space.' A Poet uses 'white space' to signal to the reader to pause briefly and realize at this point the poet is signaling there is going to be a separation of thoughts. Listen as I read, and how I use the cue of the white space to stop and pause and think about the thought that was being expressed in the poem."* As you read the poem stop and alert the students to how you pause as you come to the cue of the white space and think about what was said, and prepare for a new thought to come.

**Active Engagement:** You could begin by saying, *"now that you saw how I used the cue of the white space to pause and think about the author's thoughts while reading the poem, I want you to practice reading poems to your partner. Being sure to pay close attention to the 'white space' and remember to pause as you come to the 'white space' and think and share with your partner what was said in the poem. I will be around listening in as you practice with your partners."*

**Link:** you might stop the group during the middle of the partnership activity and say, *" Readers, as I was walking around the room I noticed some of you remembering to pause when you came to the 'white space' in the poems you were reading and others of you rushing right through the words. When you read poetry I want you to always remember to use the cue of the white space to pause briefly and think a moment about what was said before continuing to read the poem."*

**Share:** You could wrap up the lesson by saying, *"so, readers remember to pause when they are reading poetry and come to the cue of 'white space', and realize it is there to separate thoughts the author is trying to express in their poem."*

*Let's hear from some of you showing how to use the 'white space' to pause as you read a poem. Share your thoughts on what you feel the author was trying*

*to express.” Have several children read a poem to the larger group. After several students share, you might say, So readers, from now on remember to pay attention to the cue of the 'white space' and to pause briefly and think about what thoughts are being expressed as you read along in poems.*

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**Unit of Study Writing:** Poetry

**Title of Mini-lesson:** Adding poetic language to our poetry writing.

**Intention:** Students get a sense that the "language" of a poem can be written to make it sound more beautiful. Writers revise their poems by replacing ordinary words with "poetic language" (language that is not ordinarily used in speech)

**Connection:** You might begin by saying, *"we have been looking at different Poets work for the use of 'voice' in poems and how they can use language to make their poems sound conversational or narrative in their style. This helps to establish the rhythm and mood of the poem.*

**Teaching:** You might begin by saying, *"Now as Poets, we want to add to our writing the 'poetic language' that can be used to make our writing sound like it comes more from the heart and beautiful. These are those words that are used in a poem that aren't ordinarily used by people when they are speaking. For example, using the word "sizzle" for "fry" or "aroma" for "smell."*

**Active Engagement:** You might say, *"Let's try and do this together with a draft of a poem. Let's look at the ordinary words being used and try to replace them with words that will make the poem more beautiful. In my draft I wrote, "the sun was shining through my window." I could make this more 'poetic' by replacing the word 'shining' with 'gleaming'. The sun was gleaming through my window. I could replace the word 'window' with, 'transparent windowpane'. "The sun was gleaming through my transparent windowpane". Notice how I am adding words that come from the heart and are not like the ordinary words I would use when I speak."*

**Link:** You might say to your group, *"writers, if you are concerned your words in your poem sound too much like the ordinary words you use when speaking, remember you can replace them with words that will make your poem sound more beautiful. You can try and replace those words, and write using words that come from your heart. The words that you use will add to the beauty and imagery of the poem when it is read by others. So I want you to try and revise your poems and replace the ordinary words with words that are 'poetic'. Off you go, and I will be around to see how you are doing."*

**Share:** You might tie up the lesson by saying, *"you have worked hard at adding poetic language to your poems, let's get into partnerships and read our poems aloud to our partners with our new choice of words. Each of you takes a turn and listen to your partner read their poem. Then share what you think about some of their new word choices."*

**Unit of Study:** Poetry

**Date:** \_\_\_\_\_

**Title of Mini-lesson:** Poets use simile to convey a big or strong feeling.

**Intention:** To teach students the purpose of using simile in poetry writing.

**Connection:** "Students we have learned as writers that poets just don't say things plain. We have also tried seeing things with a poet's lens, the way poets see things. We learned that they see things in new and different ways. Today I want to teach you another way poets think. Poets use comparison such as similes to show a strong feeling. We learned earlier as writers that a simile is when two unlike things are compared. Poets use comparisons like this to show a big feeling."

**Teaching:** "Today we will be writers and use simile in our writing as poets." Today I will show you a way to see and show your feelings in a new way. Sometimes as writers we don't say how we really feel. Often we say our feelings plain like, "It was nice, or "I feel happy, or "I feel sad. As writers this does not really show how we feel. Watch and listen as I reread part of this poem. Notice how this poet compares their feeling to something else. They just don't say their feeling plain. They are more precise." Teacher reads example that illustrates the use of comparison. You can continue with, "Did you see how the poet didn't just come right out and tell us how s/he feels. The poet makes the poem say what she feels by comparing feelings to things in the world that remind him or her of that feeling."

**Active Engagement:** Ask the students to think of a time when they recently felt happy or angry. If you were going to write about what your heart felt, what kinds of things might you imagine living there. "Turn to your partner and say what your heart felt when you were happy. Now tell your partner what feeling you had in your heart when you felt angry. Remember students, I want you to be very specific. Compare your feeling to something else. Right now I feel excited. I could say it plain or I could say how I feel in my heart by saying, I am as excited like a kitten with a new spool of yarn." Allow students to work with a partner while you eavesdrop and support partnerships. You may want to share a little of what students were saying.

**Link:** Send writers off with the reminder that poets write about their feelings in different ways. One way is by using simile to convey strong feelings. You could continue with, So writers remember that poets show a feeling and make it sound poetry-like by comparing that feeling to something else. As you go off to write today, keep in mind all the strategies poets use when they write.

**Share:** Have selected students share the comparisons they made.

**Unit of study Reading: Mystery**

**Title of Mini-lesson: Mysterious Mystery Words**

**Intention:** Readers better comprehend mystery texts by knowing some of the specific vocabulary unique to the genre.

**Connection:** You might begin by saying, *"We have been reading different books all year and noticed that we understood the text better when we were able to figure out the meanings of those words we didn't know, the new vocabulary we came across. When reading mystery text there are some words that are unique to the genre, meaning you will only see them in mystery stories. Let's look at a story, and see if we can learn some of the unique vocabulary words we need to know in order to better understand the mystery books that we are reading."*

**Teaching:** Using a short mystery text, cover those words that are unique mystery text vocabulary and display on an overhead projector or on chart paper. As you read the story aloud, and come to one of the covered vocabulary words, engage in a think aloud to demonstrate to students what words might fit in that space. You Might say, *watch as I read this passage and attend to the sentences before and after the mystery word that is covered, I am thinking about words that might fit there, and make sense there based on what I have read."*

**Active Engagement:** In partnerships or individually present students with another text or continue using the one you modeled with. You might say, *"with your partner I want you to read the mystery, and when you come to one of the mystery words try and figure out together what word might fit there and make sense. Do this for all the words that are covered in the text and write your word on the paper that is covering the mystery word. I will be walking around to see how you are doing with figuring out the mystery words."*

**Link:** You can say to the students, *"When you read mystery texts I want you to remember there are words that you might not know that are unique to this genre. When you come to a word you don't know consider it to be its own little mystery you have to figure out. Read before and after the mystery word and try to put in a word that might make sense there based on what you have read."*

**Share:** Come back together as a group and have some of the partnerships share how they went through the vocabulary study and what words they selected. Then reveal the hidden word and discuss their word choices.

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## INTRODUCTION

### *Writing Poetry Curricular Description*

Poetry allows writers to let their hearts and minds soar to possibilities only imagined. In a poetry genre study, students practice all that they have learned as writers thus far. For many students, all of our year's lessons in word choice, writing with detail, and making mind pictures and or envisioning suddenly make sense in the context of a small, shapely poem. Revision becomes joyful when simply changing one word can create an entirely different meaning, or making the lines of a poem short instead of long can set an entirely different mood. Just as they have in all the previous units, our young poets will find significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors in order to write many, many poems.

Once students begin to write poems, the main objective of this study will become the skillful use of descriptive language. They will become familiar with the look, feel, and sound of poetry. By the end of this study, our poets will be able to create clear images with precise and extravagant language. All through the unit, students will be immersed in poetry. They will practice reading poems out loud so that they can learn how to play with words, the building blocks of poems. A variety of poetry texts should be available in the classrooms for easy accessibility by students.

Students will think about the difference between the choice of words used in poems. They will think about the deliberate use of language and how this conveys different meanings for a purpose. They'll fall in love with words. They'll fall in love with the way words sound and feel in their mouths. They'll hear how the right choice of words can make a poem funny or wistful or sad. They'll learn how to create "mind pictures" by bumping an ordinary thing up next to something it's never been compared to before. Students will learn to shape words on the page so that it not only sounds, but looks like a poem. They will learn that poets think about where to break a line of poetry so that the sound, rhythm, and look of each line achieve the overall tone and meaning that the poet wishes to convey. They will learn how poets use "white space" around words to pause, take a breath, slow the reader down, and make something stand out.

Usually, it is useful to provide piles and piles of beautiful mentor poems that do not rhyme. Rhyming well is a precise skill that many adult poets find difficult to master. The writers we encounter using rhyme know how to do it extremely well. When we only expose our young poets to poems that rhyme, we send the message that "all poems must rhyme." When getting words at the end of the lines to rhyme is the goal, the intent of the poem can get lost and the poems sound silly and meaningless. Instead, we want to teach students to aim first for meaning, and for finding a way to describe what matters with words that will make the reader see the world in a brand new way.

We suggest any of the many anthologies edited by Paul Janezcko or Naomi Shihab Nye as good places to start.

## Poetry Unit of Study

Some of the Writing Skills, Strategies, and Behaviors Introduced or Taught within this Unit:

- Developing an appreciation for poetry
- Conveying meaning
- Investigating poetry
- Using some qualities of poetry
- Using poetic language
- Using poetic devices (repetition, comparisons, rhythm, shape, etc.)
- Understanding that poetry has ingredients
- Generating topics that matter
- Rereading poems thinking about sound, shape, length
- Exploring line breaks/white space
- Revising by adding/taking away
- Deepening understanding of the writing process

## Suggestions for Preparing for a Poetry Unit

- **Thinking About Unit Goals:**
  - Think about the purposes for teaching poetry
  - Look at the standards to shape your outcomes
  - Reflect on student competencies and what they can do
  - Work on developing a plan for the unit
  - Set clear expectations for students during the unit
  - Keep IEP goals in mind
- **Gathering Materials for the Unit:**
  - Collection of different poems
  - Gathering poetry books
  - Selecting poems that will be used as mentors introduced through shared reading, read aloud, interactive writing, etc.
- **Planning the Strings of Mini Lessons for the Unit:**
  - Reading sections of the Units of Study Curriculum Calendar to support the planning
  - Refer to the overall goals of a poetry unit
  - Think about the other components of balanced literacy that support unit
  - Reflect on the challenges/adaptations to the unit
- **Creating Checklists and Rubrics for the Unit:**
  - Think about your student expectations for the unit
  - Reflect on what your students know and are able to do
  - Know what big lessons you will teach
  - Design a rubric for teacher and students to evaluate work

## Using Other Components of Balanced Literacy to Support

Immerse students in poetry.

*Have a time each day when all of the students are listening to poetry (**Read Aloud**).*

*Have a time each day when all students are looking at poetry (**Shared Reading**).*

*Have a time each day when all students are reading poetry (**Independent/Partner Reading**).*

*Have a time each day when all students are writing poetry (**Writing/Writing Workshop**).*

<p><b>Read Aloud</b></p>	<ul style="list-style-type: none"> <li>• Read lots of poetry</li> <li>• Read silly poems, sad poems, poems with a beat, poems that rhyme, observational poems, etc. throughout your day</li> <li>• Read picture books with poetic language and listen for the language the authors use</li> </ul>
<p><b>Interactive Writing</b></p>	<ul style="list-style-type: none"> <li>• Create poetry together</li> <li>• Each new type of poem you try, you can try during this time</li> <li>• Edit your poems for line breaks and white space</li> <li>• Try different ways to describe objects and feelings</li> <li>• Record poetic sounding language together</li> </ul>
<p><b>Shared Reading</b></p>	<ul style="list-style-type: none"> <li>• Read poems together</li> <li>• Look for white space and line breaks</li> <li>• Discuss the tone and feeling of the poem and author's message</li> <li>• Practice reading with and without line breaks</li> <li>• Practice reading with tone and feeling</li> </ul>

# Poetry Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title of Poem: \_\_\_\_\_

\_\_\_\_\_ My poem has a title that fits the poem.

\_\_\_\_\_ My poem has a strong beginning and ending.

\_\_\_\_\_ I have made my poem stronger by adding:

\_\_\_\_\_ Imagery

\_\_\_\_\_ Personification

\_\_\_\_\_ Simile/Metaphor

\_\_\_\_\_ Powerful Words

\_\_\_\_\_ Line Breaks

\_\_\_\_\_ My words are spelled correctly.

\_\_\_\_\_ I have read my piece aloud to myself and I have shaped it so it looks and sounds like a poem.

\_\_\_\_\_ A peer has read my piece aloud to me. I have made corrections that he or she has helped me find.

I believe a reader would like my poem because

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Name \_\_\_\_\_ Date: \_\_\_\_\_

## Editing Checklist - Poetry

I have reread my draft/s for the following things:



I have capital letters where I feel it is appropriate.  
The capital letters give meaning to my poem.



I have punctuation where I feel it is appropriate.



The punctuation I have will help the reader read my poem correctly.



I have different sizes and styles of writing to give meaning to my poem.



I checked that all word wall words are spelled correctly.



I circled 3-5 words that I want to check for spelling and used a dictionary or any classroom resource to correct it.



I have line breaks that give meaning to my poem.

## Ten Lessons Poetry Can Teach Prose

**Images** - writing with picture words - show don't tell

**Metaphor/Simile** - saying things in a new way

**Details** - descriptive words - focus on small particulars

**Word Awareness** - use unusual, surprising words - concrete words - sounds of words

**Train Your Ear** - the music of words - what sounds "right"

**Patterns/ Repetition** - repeating words and sentences

**Beginnings/Endings** - techniques for opening and closing the door of a poem for the reader

**Point of View** - trying on different points of view

**Voice** - personality behind the words

**Re-vision** - taking out necessary words - images- cracking open words and sentences

Taken from the works of Georgia Heard

## Possible Poetry Centers

- Introduce centers with a brief mini- lesson to discuss content (remember to demonstrate!)
- Students can stay at each center for a day, several days, or a week. Keep in mind portable centers. Students may take the center back to their desks to work.

### Possible Poetry Centers:

- Language Center
  - Treasure Hunt for Poetry
  - Cracking Open Words - ordinary words vs. extraordinary
  - Word Scramble
- Listening Center
  - Listening to poems
  - Make your own tape
- Discovery Center - objects from nature to explore
- Illustration Center
- Performance Center
- Revision Center
- Poetry Reading Center

## **A School Wide Celebration of Poetry**

Here are some suggestions for creating a school wide celebration of Poetry during National Poetry Month this April.

Involving all members of the school environment, along with their families, creates an atmosphere that supports the development of a literate and respectful community of learners.

### **A Selection of School Wide Activities**

#### **Parents as Poetry Partners on Poem in Your Pocket Day, April 27<sup>th</sup>:**

One of the most important things schools can do is invite families to become part of the school community by visiting their child's classroom to share the poems in their pockets and to take part in other poetry readings and celebrations. Schools can invite families to come with favorite poems of their own for a special read aloud time together on April 28<sup>th</sup>. Teachers can display baskets of poetry books in their classrooms and encourage children and families and children to continue reading poems together.

#### **Poetry Studies:**

Teachers will want to focus their reading and writing workshops on a study of poetry. Suggestions for teaching such a study may be found in the Units of Study.

#### **Give a Poem- Take a Poem:**

Encourage a school wide poetry exchange by creating an interactive poetry wall. Children, staff, and families can post some of their favorite poems. These poems may be by "published" poets or student poets. If someone sees a poem they love, s/he can take the poem and replace it with a favorite of their own.

**Poetry in Everyday Places:**

Post appropriately selected poetry all around the school. For example, sports poems may be posted in the gymnasium; poems about water near the water fountain; poems about steps may be posted near the stairwell, etc.

**Office Poetry:**

Administrative staff and other staff who work in "offices" can share their favorite poems with students. Poems can be read over the loudspeaker each morning, where applicable.

**Poetry Bulletin:**

A bulletin board can be designated in the school where favorite poems can be posted to form a huge collage.

**Striking Poetic Words:**

Extraordinary or wondrous words and phrases found in poetry can be selected by students and staff to be arranged and displayed in classrooms or hallways.

**Performance Poetry:**

Students are encouraged to perform a favorite by putting a rhythm to it. Students may illustrate a poem, add hand gestures to a poem, or use simple instruments to perform the poem.

**Poetry Recital:**

Students and staff are invited to commit a poem to memory or memorize a line or two from a favorite poem and share it with each other, friends, and family.

**Poetry Slam:**

Schools can sponsor a poetry slam that highlight best poems written by students across content areas. The event does not have to be school-specific but can be done on a larger scale, including other schools.

**Poetry Outreach:**

Where possible, teachers and other staff can seek out local retirement or assisted living homes where students can share their poems with senior citizens.

## Perform a Poem

**Memorize the poem and make a short (2 or 3 minute) creative presentation to the class.**

**Singing** - Sing the words of the poem.

**Dancing** - Do a dance inspired by the poem.

**Music** - Write or play a musical instrument inspired by the poem.

**Drama** - Act the poem out.

**Art** - Make a painting, drawing, collage, sculpture, or photograph inspired by the poem.

**Rap** - Perform the poem as a rap.

**Cooking** - Create a recipe and cook something that relates to the poem.

**Photograph Album** - Create a short photograph album in response

**Choral Reading** - Perform the poem as a choral reading.

Taken From the Works of Georgia Heard

## Bibliography and Recommended Poetry Books K-5

- The Palm of My Heart*  
*Street Music*  
*Love Poems*  
*A Caribbean Dozen*  
*Butterscotch Dreams*  
*Stopping by the Woods on a Snowy Evening*  
*The Genie in the Jar*  
*Inner Chimes*  
*Baseball, Snakes, and Summer Squash*  
*Honey, I Love*  
*Creatures of Earth, Sea, and Sky*  
*Fathers, Mothers, Sisters, Brothers*  
*Extra Innings*  
*The Block*  
*The Dreamkeeper*  
*The Sweet and Sour Animal Book*  
*The Place My Woods Are Looking For*  
*Any Me I Want to Be*  
*When Whales Exhale*  
*Secrets of a Small Brother*  
*At The Crack of the Bat*  
*Jenny*  
*all the small poems...*  
*Sky Scrape/City Scrape*  
*Water Music*  
*Street Rhymes around the World*  
*And Sleep Rhymes*
- edited by Davida Adedjour  
Arnold Adoff  
Arnold Adoff  
edited by John Agard  
Sonja Dunn
- Robert Frost  
Nikki Giovanni  
selected by Bobbye S. Goldstein
- Donald Graves  
Eloise Greenfield  
Georgia Heard  
Mary Ann Hoberman  
Lee Bennett Hopkins  
Langston Hughes  
Langston Hughes  
Langston Hughes  
Paul Janeczko  
Karla Kuskin  
Constance Levy  
Richard J. Margolis  
Lillian Morrison  
Beth P. Wilson  
Valerie Worth  
selected by Jane Yolen  
Jane Yolen
- edited by Jane Yolen

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