# Third Grade – Writing Poetry
## Unit Planning

<table>
<thead>
<tr>
<th>Grade</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title</td>
<td>Writing Poetry</td>
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<tr>
<td>Brief Description</td>
<td>Students will learn to write poetry.</td>
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<tr>
<td>Time Frame</td>
<td>4-5 weeks</td>
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### Key Concepts/Themes
In this unit, students will learn how to read and write poetry by understanding the imagery, emotion, and music of the genre.

### Classroom Routines
- **Mini-lesson:** Students come to the lesson prepared with writers’ notebooks, poetry packets and pens.
- **Writing/conferring:** Students work through the writing process together. The teacher confers with students one-on-one, in pairs or in small groups to address their needs.
- **Group share:** Closure is needed at the end of the writing time. The students can discuss successes, application of the mini-lesson or how to solve problems.
- Writing in notebooks is well-established, with entries made at home and at school.
- The writing process is established.

### Grade Level Expectations

### Enduring Understandings
- Writers of poetry read poetry.
- Authors think thoughtfully about language and word choice when writing poetry.
- All poetry has a purpose such as establishing a mood, arousing a feeling or creating an image.
- Writers make meaningful decisions regarding form and conventions when writing poetry.
- Poetry allows writers to express their deepest feelings and emotions.
- Poetry exists all around us.
- Poetry is read differently than other types of writing.
- Writers of poetry use the writing process.

### Essential Questions
- What are the reasons for reading poetry?
- Why is language and word choice important in poetry?
- How is the form and convention of poetry different from other types of writing?

[December 2007]

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**PARKWAY SCHOOL DISTRICT**
- Where can we find poetry in our lives?
- How is the writing process applied to poetry?
- How is poetry read differently than different types of writing?

### Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Figurative language</strong></td>
<td>Language which makes use of certain literary devices or literary techniques often called “figures of speech” in which something other than the literal meaning is implied</td>
</tr>
<tr>
<td><strong>Sensory detail</strong></td>
<td>Details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)</td>
</tr>
<tr>
<td><strong>Simile</strong></td>
<td>Figurative language in which two unlike things are compared, using the words “like” or “as”</td>
</tr>
<tr>
<td><strong>Alliteration</strong></td>
<td>Repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”</td>
</tr>
<tr>
<td><strong>Metaphor</strong></td>
<td>Figurative language that makes a direct comparison between two unlike things</td>
</tr>
<tr>
<td><strong>Fragment</strong></td>
<td>A word or phrase that does not express a complete thought</td>
</tr>
<tr>
<td><strong>Rhythm</strong></td>
<td>A sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables</td>
</tr>
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</table>

### Knowledge and Skills

<table>
<thead>
<tr>
<th>Students will be able to:</th>
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<tbody>
<tr>
<td>Recognize features of poetry</td>
</tr>
<tr>
<td>Identify poems that display specific features such as a repeating line or alliteration</td>
</tr>
<tr>
<td>Write poems about topics that are important to them or they feel strongly about</td>
</tr>
<tr>
<td>Explain examples of sensory details and figurative language within the context of poetry</td>
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<tr>
<td>Follow a writing process including: prewriting, drafting, revising, editing and independently publishing</td>
</tr>
<tr>
<td>Incorporate sensory details and figurative language in their writing</td>
</tr>
<tr>
<td>Write poems that display one or more craft features that have been taught</td>
</tr>
</tbody>
</table>

### Assessment and Scoring Guides

<table>
<thead>
<tr>
<th>Ongoing Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferring notes (objective observations of students’ writing behaviors)</td>
</tr>
<tr>
<td>Scoring guide for writer’s notebook (see Writers Build Good Habits unit)</td>
</tr>
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<table>
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<tr>
<th>Formal Assessments</th>
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<tbody>
<tr>
<td>End of Unit Common Assessment</td>
</tr>
<tr>
<td>Published Poems Scoring Guide (see attached example)</td>
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</tbody>
</table>

### Resources

<table>
<thead>
<tr>
<th>Professional Books</th>
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</thead>
<tbody>
<tr>
<td>Units of Study in Primary Writing: Poetry: Powerful Thoughts in Tiny Packages by Lucy Calkins and Stephanie</td>
</tr>
</tbody>
</table>
Parsons

- Lessons That Change Writers by Nancie Atwell
- Teaching the Qualities of Writing by JoAnn Portalupi and Ralph Fletcher

Website:
- [www.teacher.scholastic.com/writewit/poetry/jack_home.htm](http://www.teacher.scholastic.com/writewit/poetry/jack_home.htm)

Anchor Texts:

<table>
<thead>
<tr>
<th>Title</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fathers, Mothers Sisters, Brothers: A Collection of Family Poems</td>
<td>K-1</td>
</tr>
<tr>
<td>I Invited a Dragon to Dinner and Other Poems to Make you Laugh Out</td>
<td>K-1</td>
</tr>
<tr>
<td>Loud</td>
<td></td>
</tr>
<tr>
<td>Weather Poems for All Seasons selected by Bennett Hopkins</td>
<td>K-1</td>
</tr>
<tr>
<td>My Subway Ride by Paul Dubois Jacobs and Jennifer Swender</td>
<td>K-1</td>
</tr>
<tr>
<td>Gathering the Sun: An Alphabet in Spanish and English by Alma Flor Ada</td>
<td>K-1</td>
</tr>
<tr>
<td>translation by Rosa Zubizarreta</td>
<td></td>
</tr>
<tr>
<td>Tyrannosaurus Was a Beast Dinosaur Poems by Jack Prelutsky</td>
<td>K-1</td>
</tr>
<tr>
<td>Somebody Catch My Homework</td>
<td>2-3</td>
</tr>
<tr>
<td>Meet Danitra Brown by Nikki Grimes</td>
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</tr>
<tr>
<td>Good Books, Good Times selected by Lee Bennett Hopkins</td>
<td>2-3</td>
</tr>
<tr>
<td>Give A Dog A Bone: Stories, Poems, Jokes and Riddles About Dogs</td>
<td>2-3</td>
</tr>
<tr>
<td>compiled by Joanna Cole and Stephanie Calmenson</td>
<td></td>
</tr>
<tr>
<td>A Light in the Attic poems and drawings by Shel Silverstein</td>
<td>2-3</td>
</tr>
<tr>
<td>Don’t Read This Book Whatever You Do! More Poems About School</td>
<td>2-3</td>
</tr>
<tr>
<td>by Kalli Dakos</td>
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</tr>
<tr>
<td>The Bug in Teacher’s Coffee and Other School Poems by Kalli Dakos</td>
<td>2-3</td>
</tr>
<tr>
<td>This Place I Know: Poems of Comfort selected by Georgia Heard</td>
<td>4-5</td>
</tr>
<tr>
<td>A Poke in the I: A Collection of Concrete Poems by Paul B. Janeczko</td>
<td>4-5</td>
</tr>
<tr>
<td>Knock at a Star: A Child’s Introduction to Poetry by X.J. Kennedy and</td>
<td>4-5</td>
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<tr>
<td>Dorothy M. Kennedy</td>
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</tr>
<tr>
<td>Sad Underwear and other complications by Judith Viorst</td>
<td>4-5</td>
</tr>
<tr>
<td>If You’re Not Here, Please Raise Your Hand: Poems About School by</td>
<td>4-5</td>
</tr>
<tr>
<td>Kalli Dakos</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Grade</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>Where the Sidewalk Ends the poems and drawings of Shel Silverstein</td>
<td>Poetry Grade 4-5</td>
</tr>
<tr>
<td>Rimshots: Basketball Pix, Roll and Rhythms by Charles R. Smith Jr.</td>
<td>Poetry Grade 4-5</td>
</tr>
<tr>
<td>lizards, frogs, and polliwogs poems and paintings by Douglas Florian</td>
<td>Connecting Grade 2</td>
</tr>
<tr>
<td>beast feast poems and paintings by Douglas Florian</td>
<td>Connecting Grade 3</td>
</tr>
<tr>
<td>Honey, I Love and other love poems by Eloise Greenfield</td>
<td>Nonfiction Writing: Lucy Calkins’ Other Recommended Titles All Grades</td>
</tr>
</tbody>
</table>

**Teacher Notes**

Unlike other genres of writing, many poets do not need to follow the standard conventions of punctuation, capitalization and organization. In poetry, convention is more of a choice instead of a necessity. Every convention is used or not used purposefully. When writers do choose to use conventions, they stay consistent throughout the poem and must be able to explain why they chose or did not choose to use that convention.

The purpose of this unit is to teach children about the purposeful decisions that poets make about language and format to express their feelings about important topics. We want children to realize poetry is another way to write a lot about a topic that they feel strongly about. This unit is not meant to teach poetry through writing and identifying the different formats such as haiku, diamante, etc.

In addition to the wonderful poetry that can be found in the anchor texts listed above, a packet of poems that can be used as anchor texts or shared texts is attached.

This is a proposal of a sequence of mini-lessons that build upon each other. In order for students to develop an understanding of the concepts presented, you will need to choose mini-lessons in an order that will scaffold their learning. If you have objective evidence that your students have developed a solid understanding of the early key teaching points, then you may move a little quicker. However, this would allow times when you could differentiate instruction and reteach skills/concepts that are being carried over from units of study previously taught throughout the year. Pieces of literature referenced in this unit are examples. You need to select similar texts that will engage your students and offer an equal opportunity for learning.
# Third Grade - Poetry Writing

## Sample Unit Calendar

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Immersion</td>
<td>Immersion</td>
<td>Immersion</td>
<td>Collecting</td>
<td>Collecting</td>
<td>Collecting</td>
</tr>
<tr>
<td>Mini Lesson: Becoming comfortable with poetry</td>
<td>Mini Lesson: What we notice about poetry (Day 1)</td>
<td>Mini Lesson: What we notice about poetry (Day 2)</td>
<td>Mini Lesson: Poets write out of their lives</td>
<td>Mini Lesson: Putting Powerful Thoughts in Tiny Packages</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Collecting</th>
<th>Collecting</th>
<th>Collecting</th>
<th>Collecting</th>
<th>Collecting</th>
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</thead>
<tbody>
<tr>
<td>Mini Lesson: Showing not telling</td>
<td>Mini Lesson: Writing with a poetic voice</td>
<td>Mini Lesson: Choose words that sound like what they mean</td>
<td>Mini Lesson: Use Alliteration</td>
<td>Mini Lesson: Use Repetition in Poetry</td>
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<thead>
<tr>
<th>Week 3</th>
<th>Collecting</th>
<th>Collecting</th>
<th>Collecting</th>
<th>Collecting</th>
<th>Collecting</th>
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<tbody>
<tr>
<td>Mini Lesson: Patterning on the Page/Line breaks</td>
<td>Mini Lesson: Using comparisons to convey feelings</td>
<td>Mini Lesson: Contrasting ordinary and poetic language</td>
<td>Mini Lesson: Stretching out a comparison</td>
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<table>
<thead>
<tr>
<th>Week 4</th>
<th>Selecting Poems/Drafting</th>
<th>Revising</th>
<th>Revising</th>
<th>Editing</th>
<th>Publish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Lesson: Selecting and drafting poems for publishing</td>
<td>Choose from the revising mini lessons that most fit the needs of your class.</td>
<td></td>
<td>Mini Lesson: Editing poetry</td>
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<thead>
<tr>
<th>Week 5</th>
<th>Celebrate</th>
<th>Assessment</th>
<th>Assessment</th>
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</table>
This blank calendar is attached for teachers to use as a template when planning unit for own classroom.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
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<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
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<td>WEEK 2</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
<td>Mini-lesson</td>
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<td>Mini-lesson</td>
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### Third Grade – Poetry Writing

**Sample Mini-Lessons**

<table>
<thead>
<tr>
<th>PART OF CYCLE</th>
<th>TEACHING POINT</th>
<th>DESCRIPTION/REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Immersion</strong></td>
<td>• <strong>Becoming comfortable with poetry</strong>&lt;br&gt;Teacher note: You will need a variety of poems ready for your class to explore in small groups or with partners. It might be helpful to make a copy of the poetry packet that is attached for your students. The pages are numbered, so it would be easy to have students turn to a particular page to look at a poem you are using.</td>
<td><strong>Link:</strong> “Today we are going to begin a new unit on writing poetry. We are going to spend the next several days living with poetry and experiencing poems in different ways.” <strong>Teaching point:</strong> “Poetry is meant to be read aloud. Today we are going to experiment with reading a variety of poems in a variety of ways. Some poems are fun to read together with a group. Sometimes we can echo read or partner read poems. It is also fun to clap or snap the rhythm of a poem as you read.” <strong>Model:</strong> Choose a student to model partner reading with you for the class. “Watch as Emily and I take turns reading parts of the poem together.” Model the different ways your class can read poems during work time today. <strong>Active engagement:</strong> “I am going to make a chart of the different ways we can read poems today during work time. After I add a choice to this chart, we will practice it together.” Practice reading in a variety of ways with your class. <strong>Send-Off:</strong> “Today you are going to be reading some poems with your partner. Decide together how you would like to read each poem. Have fun and be creative!”</td>
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<tr>
<td></td>
<td>• <strong>What we notice about poetry</strong>&lt;br&gt;Teacher note: This could be a 2 day lesson.</td>
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**Day 1**

**Link:** “Yesterday we had a great time reading lots of different kinds of poems.” **Teaching point:** “Today we are going to look more closely at the poems and see what we notice about them.” **Model:** “Watch as I read this poem, ___________, I have written on this chart. As I read, I am going to pay attention to special things about this poem that I notice.” Read aloud a poem that you have written on an overhead or chart. Think aloud as you notice things about the poem (it has a beat, some lines repeat, etc.)
Teacher note: Prior to Day 2 of this lesson, you will need to make a recording chart for each student that lists the things your students noticed about the poems the day before. Students will use the recording chart to record examples of poems that display each characteristic (see attached example).

Write the things you notice on your *What We Notice About Poems* poster (see attached example).

**Active engagement:** “Turn to page ___ in your poetry pack and look at the poem ________________. Follow along with me as I read this poem. As I read pay attention to special things you notice about the poem.” Read the poem aloud several times. “Turn and talk with your partner about the things you notice. You may notice some of the same things that I noticed about ____________, and you may notice some new things. Be sure to talk about both.” Allow some time for partners to discuss their findings. Add their noticings to the *What We Notice About Poems* poster.

**Send-Off:** “As you read the poems in your packets today with your partner, record anything you notice about your poems on your recording sheet (See attached). Be sure to record the page number of each poem. We will be using your findings tomorrow.” After students have had time to read their poems, call the group back together and add their findings to the poster.

**Day 2**

**Link:** “Yesterday you read a lot of poems with your partner and kept a list of the things you noticed.”

**Teaching point:** “Today we are going to look closely at some more poems to find out if all poems have the same characteristics. We are going to try to find some examples of poems that have each characteristic and add them to our chart.”

**Model:** “Let’s look at the poem, ______________, I have written on this chart. Follow along with me as I read it aloud.” Read the poem aloud at least two times. Think aloud what you notice about the poem and decide what characteristics are represented in the poem. “Since this poem is a good example of a poem with a repeating line, I am going to put a smaller copy of it on our poster as an example.”

**Active engagement:** “Turn to page ___ in your poetry packet and look at the poem called ______________. Follow along as I read the poem aloud.” Read the poem aloud at least two times. “Turn and talk to your partner about the poem. Decide what characteristic is well represented in this poem.” Allow partners time
<table>
<thead>
<tr>
<th>Collecting</th>
<th>You will want to have a copy of the poems in their packet that you can cut apart and add to the poster as examples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>During this stage of the writing cycle the students collect by writing poems in their writing notebook. Students will try to incorporate what they learn from the mini lesson into the poems they are writing in their notebooks. You will want students to build a large collection of poems during this time. Some students may find it difficult to collect in a poetic form. The teacher</td>
<td>to discuss the poem. As a group, decide where the poem would go on the <em>What We Noticed About Poems</em> poster. It will be important to point out that some poems will be good examples of several of the characteristics, but we are just going to put them in one spot. <strong>Send-Off:</strong> “As you read the poems in your packet today, I want you to work with your partner to find poems that are good examples of each characteristic. Record the titles of the poems and page numbers of the poems next to each characteristic on this recording sheet. We will come back and share our findings.” When you bring the group back together to share, cut out some of the poems they mention and add them to the poster.</td>
</tr>
</tbody>
</table>
| **Poets write out of their lives**  
Teacher note: It is a good idea to start a chart that lists all of the strategies that you will be introducing throughout the unit. Revisit the chart often, and encourage students to continue to try, incorporate and express the strategies they have learned into their poetry writing. They will be expected to communicate two types of craft they used when writing a poem on the end of unit assessment. | **Link:** “Over the past several days we have been looking closely at a lot of different poems.”  
**Teaching point:** “Today we are going to start writing our own poems. The first thing writers think about is what to write about. Poets often write about things that are important to them or give them strong feelings. One way to think about what things are important to you is to look back through your writing notebook. An especially good place to look would be at your Heart Map.” (See page 9 in *Lessons that Change Writers*, by Nancie Atwell. If your students have not yet done heart mapping in their notebooks.)  
**Model:** “Watch me as I look back through my writing notebook to find my Heart Map.” Think aloud as you decide what you will write about.  
**Active engagement:** “Take a few minutes to look back through your writing notebook and think of a few things that you might try writing poems about.” Allow students some time to look through their notebooks. “Turn to your partner and discuss some of your ideas.”  
**Send-Off:** “Today you are going to try some first attempts at poems. Be sure to use your notebook to help you think about good topics for poems.” |
may encourage students to collect in a narrative form and learn how to pull out words and phrases that are the “heart” of the piece and craft these words into a poem as they revise.

- **Putting Powerful Thoughts in Tiny Packages**

- **Showing, Not Telling**

- **Writing with a poetic voice**

- **Choose words that sound like what they mean**

<table>
<thead>
<tr>
<th><strong>Teaching point:</strong> Students learn how to find a topic and get started writing. See Units of Study in Primary Writing: Poetry: Powerful Thoughts in Tiny Packages by Lucy Calkins and Stephanie Parsons Session IV pages 32-37</th>
</tr>
</thead>
</table>

| **Teaching point:** Students learn that poets show their feelings rather than just telling about them. See Units of Study in Primary Writing: Poetry: Powerful Thoughts in Tiny Packages by Lucy Calkins and Stephanie Parsons Session VI pages 48-52 |

| **Teaching point:** Poetry is meant to be read aloud. The way the words are arranged is almost musical because of the rhyme, rhythm, or repetition. All of these things add to a poetic voice. See I-3 in Teaching the Qualities of Writing by JoAnn Portalupi and Ralph Fletcher Or Units of Study in Primary Writing: Poetry: Powerful Thoughts in Tiny Packages by Lucy Calkins and Stephanie Parsons Session VII pages 56-61 |

<p>| <strong>Teaching point:</strong> To add to the musical voice of a poem, poets often choose words that sound like the meaning of the word such as buzz or crash. See L-5 in Teaching the Qualities of Writing by JoAnn Portalupi and Ralph Fletcher. |</p>
<table>
<thead>
<tr>
<th>Teaching point: Another way a poet’s special voice is heard in poetry is through using a sequence of words that all have the same beginning sound like in the phrase “Wonderful world of weather.” See L-8 in Teaching the Qualities of Writing by JoAnn Portalupi and Ralph Fletcher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching point: Repeating a word or phrase at thoughtful points of a poem can highlight a theme and add to the rhythm of a poem. See L-10 in Teaching the Qualities of Writing by JoAnn Portalupi and Ralph Fletcher.</td>
</tr>
<tr>
<td>Teaching point: Poets are thoughtful about the way the words appear on the page. The pattern of words on a page can be related to the meaning of the poem or give clues to the reader about how to emphasize words and phrasing when reading the poem aloud. Units of Study in Primary Writing: Poetry: Powerful Thoughts in Tiny Packages by Lucy Calkins and Stephanie Parsons Session IX pages 74-79 or See L-6 in Teaching the Qualities of Writing by JoAnn Portalupi and Ralph Fletcher.</td>
</tr>
<tr>
<td>Teaching point: One way poets paint a clear picture of their thoughts and feelings is by comparing their thoughts and feelings to something else. These unique comparisons help readers think of something that may be ordinary in a new extraordinary way. Units of Study in Primary Writing: Poetry: Powerful Thoughts in Tiny Packages by Lucy Calkins and Stephanie Parsons Session X pages 82-86.</td>
</tr>
</tbody>
</table>
Selecting/Drafting Poems  
*During this part of the writing cycle the students make thoughtful selections of poems they feel deserve to be published. Students will need to choose several poems (3-5) that have promise and put them on paper to move to the publishing folder.  

**Teaching point:** Poetic language has certain characteristics that make it stand out from ordinary language. This language sometimes appears in narratives as well as in poems.  
*Units of Study in Primary Writing: Poetry: Powerful Thoughts in Tiny Packages by Lucy Calkins and Stephanie Parsons  
Session XI pages 90-95*

**Teaching point:** One way poets really get their reader to think differently about a topic is to stretch out a comparison throughout the whole poem.  
*Units of Study in Primary Writing: Poetry: Powerful Thoughts in Tiny Packages by Lucy Calkins and Stephanie Parsons  
Session XII pages 98-104*

**Contrasting ordinary and poetic language**

**Stretching out a comparison (Sustaining a metaphor)**

**Selecting and drafting poems for publishing**

*Link:* “We have been working very hard over the last several weeks on writing our own poems.”

**Teaching point:** “Today we are going to make some decisions about what poems we have in our notebooks that we feel deserve to be published. Everyone will choose 3-5 poems from their collections that they would like to publish.”

**Model:** “Watch me as I take some time to look over my own poetry collection and think about which poems deserve to be published.” Think aloud as you make some decisions about poems to publish. Model taking time to read each poem several times. Be sure to pick some poems that you plan to draft “as is” and some poems that you may change, add to or delete from as you draft because you already know some ways to make them better. You may want to star or mark the poems you plan to draft in some way. “Now watch as I lift this poem from my notebook and write it on paper so I can move it to my publishing folder.” Demonstrate that students will be copying 3-5 different poems to move to their publishing folder.

**Active engagement:** “Now I want you to take some time while we are on the
### Revising
During this part of the writing cycle the students will revise the 3-5 poems that they drafted. Because poems fall into several categories it is likely that one revision lesson will not apply to all of the types of poetry that have been selected. It is important to review the selections your students have made and choose from the revision strategies that apply to a majority of your class. Some revision strategies may be more appropriate for

<table>
<thead>
<tr>
<th><strong>Revision Strategies</strong></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contrasting poems with stories</strong></td>
<td>carpet and begin to think about the poems you might want to publish. Use your pen to mark the 3-5 poems you plan to publish. Be sure to take time and carefully read each of your poems before you make your final decisions.” Allow time for students to choose their poems while they are on the carpet.</td>
</tr>
<tr>
<td><strong>Delete the weak parts</strong></td>
<td>Send-Off: “Today you are going to be writing the poems you would like to publish on paper so they can be moved to your publishing folder.”</td>
</tr>
<tr>
<td><strong>Use fragments when you write a poem</strong></td>
<td>Teaching point: Poems look and sound different than a story. Units of Study in Primary Writing: Poetry: Powerful Thoughts in Tiny Packages by Lucy Calkins and Stephanie Parsons Session XIV pages 116-123</td>
</tr>
<tr>
<td><strong>Avoid Cliches</strong></td>
<td>Teaching point: Every word in a poem is important. Poets know how to reread their writing and take out all the words and phrases that are not needed to convey their message. See L-3 in Teaching the Qualities of Writing by JoAnn Portalupi and Ralph Fletcher</td>
</tr>
<tr>
<td></td>
<td>Teaching point: Since every word is so important, poets sometimes use fragments instead of complete sentences in their poems. The fragments will add to the rhythm of the poem which brings out the music of the words. See P-17 in Teaching the Qualities of Writing by JoAnn Portalupi and Ralph Fletcher</td>
</tr>
<tr>
<td></td>
<td>Teaching point: Poets bring their own unique perspective to the topics of their poems. It is important that poets use words, phrases, and comparisons that reflect the heart of the poet, not just expressions or phrases they have heard from others</td>
</tr>
</tbody>
</table>
Editing

During this part of the writing cycle the students work on improving the mechanics of their writing.

End with your strongest line

Teaching point: Many poets use the last line of a poem to convey the message or point of a poem. This lesson is also a good strategy lesson for reading poetry. See D-26 in Teaching the Qualities of Writing by JoAnn Portalupi and Ralph Flectcher

Use white space in a poem

Teaching point: Poets think thoughtfully about how the print of the poem appears on a page. Students may experiment with white space in a word processing program or by cutting out the lines of a poem and physically arranging them on white paper in different ways. See D-8 in Teaching the Qualities of Writing by JoAnn Portalupi and Ralph Flectcher

Editing poetry

Teaching point: Since poetry does not always follow the same conventions of other genres, students will need to think about and express the convention choices they made in their poetry and edit for consistency. Spelling typically remains standard in poetry.

Units of Study in Primary Writing: Poetry: Powerful Thoughts in Tiny Packages by Lucy Calkins and Stephanie Parsons
Session XV pages 126-130

Final Publication

Publish

You will need to decide how you would like to publish your students’ poems. As you celebrate, allow students to read their poetry aloud.
<table>
<thead>
<tr>
<th>Some suggestions are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a class anthology</td>
</tr>
<tr>
<td>• individual anthologies</td>
</tr>
<tr>
<td>• topic anthologies</td>
</tr>
<tr>
<td>• single poems</td>
</tr>
</tbody>
</table>
What We Notice About Poems  
(sample poster)

<table>
<thead>
<tr>
<th>Some poems have a beat.</th>
<th>Some poems look like a list</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Day 2, post examples of poems that have the characteristic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Some poems have lines that repeat</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Day 2, post examples of poems that have the characteristic</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Poem</td>
</tr>
<tr>
<td>--------------</td>
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<td></td>
</tr>
</tbody>
</table>
(Sample Recording Chart for students to use on Day 2 of What We Notice About Poetry lesson)

<table>
<thead>
<tr>
<th>Poem Characteristics</th>
<th>Poems That Display It</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Repeating line</td>
<td>· Just Watch</td>
</tr>
<tr>
<td>· Has a beat</td>
<td>· Jump Rope Rhyme</td>
</tr>
<tr>
<td>· Looks like a list</td>
<td>· Sound of Water</td>
</tr>
</tbody>
</table>
Title: End of Unit Assessment - Poetry

Grade Level: 3
Subject Area: Writing

Materials Needed for Assessment Completion:
- Copy of assessment – Part 1 – timed – multiple choice – language
- Copy of assessment – Part 2 – untimed – reading
- Copy of assessment – Part 3 – untimed – prompt
- Pencil

Pre-Assessment Instructions:
- Students will have 24 minutes to complete Part 1 of the assessment.
- Students will not be timed on Part 2 or Part 3 of the assessment.
Part 1

Read each sentence. Find the word that can take the place of the underlined word or words.

1. Joseph is almost always late to school.
   - It
   - We
   - Him
   - He

2. Chris went to the movies with Robert and me.
   - us
   - them
   - we
   - they

Read each sentence. Decide which part, if any, needs a capital letter. Fill in the circle under that part. If no capital letter is needed, fill in the circle under the word “None.”

3. We will visit Yellowstone Park in wyoming.
   - O
   - O
   - O
   - None

4. When did you say that jane would be here?
   - O
   - O
   - None
   - O

5. I can’t wait to read the book Superfudge.
   - O
   - O
   - None
   - O
6. today is the day I have been waiting for. None

7. put them in the drawer. My dog spot and me walked home. When did this happen. The rain will ruin our plans.

8. My mom told me to get ready. What is inside the package? do you have a dime? please pass the ice cream.

9. the dog likes to fetch sticks? The bus is going to stop here. give the letters to me! let’s go to the movies.
Find the words that best complete the sentence.

10. My little brother ____________________.
    O works hard
    O red hair
    O smiling
    O three friends

11. The red car ____________________.
    O going fast
    O zooms by
    O black wheels
    O one driver

Fill in the circle next to the phrase that has the underlined word that is not spelled correctly. If all the underlined words are spelled correctly, fill in the circle next to “all correct”.

12. O a sudden movement
    O we kept it
    O you are wrong
    O all correct

13. O I am certain
    O once upon a time
    O simple answer
    O all correct

14. O either or
    O tenth place
    O a good reason
    O all correct
Find the word or words that correctly complete each sentence.

15. Yesterday, Cherish _______________ to the class about her trip to Alabama.
   O speaks
   O speaking
   O spoke
   O has spoken

16. The sparrow will _______________ a nest of leaves and grass.
   O build
   O built
   O building
   O having built

17. Alec’s score was the _______________ of all.
    O high
    O highest
    O higher
    O most highest

18. That tree is _______________ than this one.
    O more old
    O old
    O older
    O oldest
19. Find the word that best fits both sentences.

Stop making that loud ___________.
I broke my tennis ______________.
   O ball
   O noise
   O racket
   O court

20. Find the word that best fits both sentences.

I will take a ___________ instead of a bath.
The sun came out after a short ____________.
   O storm
   O shower
   O rain
   O drizzle

21. Choose the best way to combine the following sentences.

Jerika is my oldest friend.
Jerika is my neighbor.

   O Jerika is my neighborhood friend.
   O Jerika is my oldest friend and is my neighbor.
   O Jerika is my oldest friend and Jerika is my neighbor.
   O Jerika is my oldest friend and neighbor.
22. Choose the best way to combine the following sentences.

*Basketball is a very popular sport.*
*Basketball is played around the world.*

O Basketball is a very popular sport and basketball is played around the world.
O Basketball is a very popular sport and is played around the world.
O Basketball is a very popular sport, but is played around the world.
O Played around the world, basketball a very popular sport.
Read the poem “Rain Sizes” and answer numbers 1 through 3.

Rain Sizes

Rain comes in various sizes.
Some rain is as small as a mist.
It tickles your face with surprises,
And tingles as if you’d been kissed.

Some rain is the size of a sprinkle
And doesn’t put out all the sun.
You can see the drops sparkle and twinkle,
And a rainbow comes out when it’s done.

Some rain is as big as a nickel
And comes down with a crash and a hiss.
It comes down too heavy to tickle.
It’s more like a splash than a kiss.

When it rains the right size and you’re wrapped in
Your rainclothes, it’s fun out of doors.
But run home before you get trapped in
The big rain that rattles and roars.

-John Ciardi
1. Why do you think the author wrote this poem?
   O to explain how it rains
   O to describe what a rainbow looks like
   O to tell about raincothes
   O to describe the different kinds of rain

2. What is the rain too heavy to do?
   O tickle
   O kiss
   O rattle
   O tingle

3. What can you tell about rain from this poem?
   O It can be in puddles.
   O It is all small.
   O It can be loud.
   O It is all heavy.
Now read the poem “Fuzzy Little Caterpillar” and answer numbers 4 through 6.

**Fuzzy Little Caterpillar**

Fuzzy little caterpillar,
Crawling, crawling on the ground,
Fuzzy little caterpillar,
Nowhere, nowhere to be found,
Though we’ve looked and looked and hunted,
   Everywhere around!

When the little caterpillar
Found his furry coat too tight,
Then a snug cocoon he made him,
   Spun of silk so soft and light,
   Rolled himself within it—
   Slept there day and night.

See how this cocoon is stirring—
   Now a little head we spy.
What! Is this our caterpillar,
Spreading gorgeous wings to dry?
Soon the free and happy creature
    Flutters gaily by.
4. What does the caterpillar do after he found his coat too tight?  
O made a cocoon  
O crawled on the ground  
O spread out wings  
O flew away

5. How do you think the poet feels about the caterpillar?  
O jealous  
O disappointed  
O amazed  
O lonely

6. Read this line from the poem.  
“See how this cocoon is **stirring**—”  
What does **stirring** mean in this line?  
O mixing  
O hanging  
O building  
O moving
7. Think about the poems you have just read. Complete the chart by writing words describing each object from the poem. You may look back at the poems.

<table>
<thead>
<tr>
<th>Object</th>
<th>Words Used to Describe</th>
</tr>
</thead>
</table>
| ![Cloud](image1) | 1.  
[Insert description]  
2.  
[Insert description] |
| ![Leaf](image2) | 1.  
[Insert description]  
2.  
[Insert description] |
Part 3
Directions: Read the prompt in the box below.

You have learned that poems can be written about many different things. Today you have read a poem about rain and a poem about a caterpillar. Now using the paper provided, write your own poem about a topic of your choice. Be sure to use at least two different strategies, or crafts, that poets use when they write poems.

Directions: Use the space below for your prewriting. This may be a web, a list or a graphic organizer.
Directions: Write the first draft of your poem. Look back at your prompt and your prewriting as you are drafting.

___________________________________________________________________________________

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___________________________________________________________________________________
Directions: Now you need to revise and edit your poem. Reread your draft and use the Writer’s Checklist below to make sure your draft includes all of the items on the Writer’s Checklist. You may make checks in the boxes after you have checked your paper for each item.

**Writer’s Checklist**

- [ ] My poem sticks to one topic.
- [ ] My poem includes 2 examples of poetry craft.
- [ ] My poem includes words that create vivid images for the reader.
- [ ] My poem is organized to convey meaning to the reader.
- [ ] My poem includes correct spelling.

Describe the two examples of poetry craft used in your poem.

1._________________________________________________
   __________________________________________________

2._________________________________________________
Directions: Now it is time to write your final copy of your poem. When you write your final copy, make sure you include any changes you made when you revised and edited your draft.
Scoring Guide – 1 point each

Part 1
1. He
   GLE: W2D.2.2
2. us
   GLE: W2D.2.2
3. in Wyoming
   GLE: W2B.2.2
4. say that Jane
   GLE: W2B.1.1
5. none
   GLE: W2B
6. Today is the
   GLE: W2B.2.1
7. The rain will ruin our plans.
   GLE: W2B, 2C
8. What is inside the package?
   GLE: W2B, 2C
9. The bus is going to stop here.
   GLE: W2B, 2C
10. works hard
    GLE: W2D.1.3
11. zooms by
    GLE: W2D.1.3
12. all correct
    GLE: W2E.5.3
13. I am certain
    GLE: W2E.5.3
14. a good reason
    GLE: W2E.5.3
15. spoke
    GLE: W2D.1.3
16. build
    GLE: W2D.1.3
17. highest
    GLE: W2D.3.3
18. older
    GLE: W2D.3.3
19. racket
    GLE: W2D.1.3
20. shower
    GLE: W2D.1.3
21. Jerika is my oldest friend and neighbor.
    GLE: W2F.4.4
22. Basketball is a very popular sport and is played…
    GLE: W2F.4.4

Part 2
Item #1
1 – to describe the different kinds of rain
0 – other

Item #2
1 – tickle
0 – other
Item #3
1 – It can be loud.
0 – other

GLE: R2C.2.3

Item #4
1 – made a cocoon
0 – other

GLE: R2C.9.3

Item #5
R1H.4.3
1 – amazed
0 – other

GLE: R1H.3.3,

Item #6
1 – moving
0 – other

GLE: R1E.3.3

Item #7
4 – Student fills out 4 lines correctly.
3 – Student fills out 3 lines correctly.
2 – Student fills out 2 lines correctly.
1 – Student fills out 1 line correctly.
0 – other

<table>
<thead>
<tr>
<th>Object</th>
<th>Words Used to Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Cloud]</td>
<td>Two of the following: ‘small as a mist, tickles your face, size of a sprinkle, drops sparkle and twinkle, etc.’</td>
</tr>
<tr>
<td>![Leaf]</td>
<td>Two of the following: ‘fuzzy, crawling, furry coat, little, etc.’</td>
</tr>
</tbody>
</table>

December 2007

PARKWAY
SCHOOL DISTRICT

December 2007
<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control</strong></td>
<td>Contains a clear controlling idea.</td>
<td>Contains a controlling idea.</td>
<td>Contains a general sense of direction, but lacks focus.</td>
<td>Is difficult to follow and/or lacks focus.</td>
</tr>
<tr>
<td><strong>Craft</strong></td>
<td>Contains evidence of two types of craft taught in the classroom that are used appropriately and correctly.</td>
<td>Contains evidence of one craft that is used correctly and appropriately and another craft attempted.</td>
<td>Evidence that one craft was used correctly and appropriately, but no other craft was attempted.</td>
<td>No evidence of any craft taught in classroom.</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Contains precise, original, and fresh words to create vivid images.</td>
<td>Contains descriptive words to create vivid images.</td>
<td>Attempts to use descriptive words to create images.</td>
<td>Contains general or ordinary words.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Form is consistent and enhances overall effectiveness of the poem.</td>
<td>Form is consistent and shows effective use of organization.</td>
<td>Elements of organization and form are inconsistent.</td>
<td>Poor sense of form and lack of organization interferes with ‘flow’ of poem.</td>
</tr>
<tr>
<td><strong>Usage/Mechanics</strong></td>
<td>Contains few errors in spelling.</td>
<td>May contain some errors in spelling that are not significantly distracting to the reader.</td>
<td>Contains errors in spelling that may be significantly distracting to the reader.</td>
<td>Contains repeated errors in spelling that may be significantly distracting to the reader.</td>
</tr>
<tr>
<td><strong>Audience &amp; Purpose</strong></td>
<td>Clearly shows an awareness of audience and purpose.</td>
<td>Shows an awareness of audience and purpose.</td>
<td>Shows some awareness of audience and purpose.</td>
<td>Shows little or no awareness of audience and purpose.</td>
</tr>
</tbody>
</table>