



Poetry, Poets, and Becoming Writers
Grade 4: Module 1:
Teacher Supporting Materials



Grade 4: Module 1: Unit 1:

Infer the Topic Resources

Teacher Directions: Post the following resources around the room in large writing on chart paper to make them easy to see.

<p>1</p>	<p>So much depends upon a blue car splattered with mud speeding down the road.</p> <p>Creech, S. <i>Love That Dog</i>. New York: Harper Collins, 2001. Print.</p>
<p>2</p>	<p>I have a little shadow that goes in and out with me, And what can be the use of him is more than I can see. He is very, very like me from the heels up to the head; And I see him jump before me, when I jump into my bed.</p> <p>Stevenson, R.L. "My Shadow." <i>Poems Every Child Should Know</i>. New York: Doubleday, Doran and Co., 1904. Project Gutenberg. Web. 21 Mar, 2016. < https://www.gutenberg.org/files/16436/16436-h/16436-h.htm></p>
<p>3</p>	<p>Slowly she grew—till she filled the night, And shone On her throne In the sky alone, A matchless, wonderful silvery light, Radiant and lovely, the queen of the night.</p> <p>Macdonald, G. "The Wind and the Moon." <i>Poems Every Child Should Know</i>. New York: Doubleday, Doran and Co., 1904. Project Gutenberg. Web. 21 Mar, 2016. < https://www.gutenberg.org/files/16436/16436-h/16436-h.htm></p>
<p>4</p>	<p>Maybe you could copy it too and hang it on the wall in our class where we can see it when we are sitting at our desks doing our stuff.</p> <p>Creech, S. <i>Love That Dog</i>. New York: Harper Collins, 2001. Print.</p>

<p>5</p>	<p>Up from the meadows rich with corn, Clear in the cool September morn, The clustered spires of Frederick stand Green-walled by the hills of Maryland. Roundabout them orchards sweep, Apple and peach tree fruited deep,</p> <p>Whittier, J. "Barbara Frietchie." <i>Poems Every Child Should Know</i>. New York: Doubleday, Doran and Co., 1904. Project Gutenberg. Web. 21 Mar, 2016. < https://www.gutenberg.org/files/16436/16436-h/16436-h.htm></p>
<p>6</p>	<p>I am sorry I took the book home without asking. I only got one spot on it.</p> <p>Creech, S. <i>Love That Dog</i>. New York: Harper Collins, 2001. Print.</p>
<p>7</p>	<p>(A page of <i>River of Words</i>—for example, the page beginning “Poetry suited Willie”)</p> <p>Bryant, J. <i>A River of Words</i>. Grand Rapids, Michigan: Eerdmans Books for Young Readers, 2008. Print.</p>

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Ohannakatherine. "silly poetry." Photograph. *Flickr*. 22 Apr, 2008. Web. 19 May, 2016. <<https://flic.kr/p/4HfRv9>>

Directions for Infer the Topic

1. Choose a resource to start at. Take your I Notice/I Wonder Note-catcher: Inferring the Topic with you.
2. Look carefully at the resource. Be respectful of others who might be looking at the same thing. Record what you notice (what you see) and what you wonder (questions) on your note-catcher (3 minutes)
4. When instructed, find a partner who looked at a difference resource. Describe your resource and share your notices and wonders. Explain what you think you are going to be learning about in this module (2 minutes).
5. When instructed, stay with your partner and together find another pair. Share your notices and wonders, and what you think you are going to be learning about in this module (3 minutes).
6. On your own, choose a new resource and repeat steps 2–5.

I Notice/I Wonder Note-catcher: Inferring the Topic

RL.4.1, W.4.8

Name: _____

Date: _____

What do you think you will be learning about in this module?

I Notice (things I see)	I Wonder (questions I have)

Discussion Norms Anchor Chart
 (Example, for Teacher Reference)
 SL.4.1

- I listen carefully and wait my turn to speak (I do not interrupt).
- I ask questions to better understand what people are saying.
- I make comments that contribute to the discussion.
- I respond to questions to help people better understand what I am saying and to build on the discussion.
- I stay on topic.
- I link my ideas to those of others.
- I speak in complete sentences.
- I assume positive intent.

Cue	Response
Expand a response	
<ul style="list-style-type: none"> • “Can you say more about that?” • “Can you give an example?” • “I’m interested in what you said about _____. Can you tell me more?” • “Can you give us more details about _____?” • “How did you come to that conclusion? What made you think that?” • “What did you learn/do you hope to learn from _____? Why?” 	<ul style="list-style-type: none"> • “Sure, I think that _____.” • “OK. One example is _____.”
Clarify a response	
<ul style="list-style-type: none"> • “So, do you mean _____?” • “I’m not sure I understand _____. Can you clarify?” • “Could you say that again? I’m not sure I understand.” 	<ul style="list-style-type: none"> • “Yes, you’ve got it.” • “No, sorry, that’s not what I mean. I mean _____.”

Working to Become Ethical People Anchor Chart

Treat others well and stand up for what is right

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I show respect	This means I appreciate the abilities, qualities, and achievements of others, and treat myself, others, and the environment with care.		

Working to Become Ethical People Anchor Chart
(Example, for Teacher Reference)

Treat others well and stand up for what is right

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I show respect	This means I appreciate the abilities, qualities, and achievements of others, and treat myself, others, and the environment with care.	<ul style="list-style-type: none"> • Applauding others when they have done well • Taking care around the classroom not to break things or hurt people • Returning borrowed items in the same condition I was given them • Throwing trash in the trashcan • Recycling 	<ul style="list-style-type: none"> • “I really appreciate ... because....” • “You did a great job with ... because....”

Close Readers Do These Things Anchor Chart
(Example, for Teacher Reference)
RL.4.1, RL.4.4, RL.4.10, RI.4.1, RI.4.4, RI.4.10, L.4.4

- Read small chunks of text slowly and think about the gist (what the text is mostly about).

What Happens and How Does Jack Feel about It? Anchor Chart

RL.4.1, RL.4.3

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer

What Happens and How Does Jack Feel about It? Anchor Chart
 (Example, for Teacher Reference)
 RL.4.1, RL.4.3

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
1–2	Jack begins this journal and struggles to write poetry.	Frustrated or annoyed. Jack doesn't want to write poetry, and his brain is empty.	He writes, "I don't want to," and he says, "Can't do it. Brain's empty."
3	Jack reads a poem about a red wheelbarrow and white chickens.	Confused. Jack doesn't understand the poem.	He says, "I don't understand the poem about the red wheelbarrow and the white chickens ..."
4	Jack writes a poem about a blue car.	Ashamed or afraid. Jack doesn't like the poem, and is perhaps ashamed/afraid of what others might think.	He says, "I don't like it" and asks that it not be read aloud or put on the board.

Domain-Specific Vocabulary Form

RL.3.4, RI.3.4, L.3.4

Domain-Specific Vocabulary: Words about a particular topic—for example, poetry.

Word and Pronunciation What is the word and how do you say it?	Definition What does it mean in your own words?	Translation What is the translation in your home language?	Sketch/ Diagram/ Icon

Close Readers Do These Things Anchor Chart
(Example, for Teacher Reference)
RL.4.1, RL.4.4, RL.4.10, RI.4.1, RI.4.4, RI.4.10, L.4.4

- Read small chunks of text slowly and think about the gist (what the text is mostly about).
- **Underline or circle words they do not know.**
- **Use strategies to figure out the meaning of words they do not know:**
 - **Context: Read the sentence around the word.**
 - **Look at the affixes and roots of the word for clues.**
 - **Use reference materials, such as a dictionary.**

I Notice/I Wonder Note-catcher: “The Red Wheelbarrow”

RL.4.2, RL.4.5

.....
Name:

.....
Date:

I Notice (things I see)	I Wonder (questions I have)

Theme (underline the answer you think is correct):

- A. When it rains, white chickens look even whiter.
- B. An everyday object, such as a wheelbarrow, can be important.
- C. Objects that are red are very important.
- D. Chickens make a mess of red wheelbarrows.

Supporting Details (underline the answers you think are correct—there may be more than one):

- A. He wrote, “Beside the white chickens.” The color of the red wheelbarrow against the white chickens makes it seem important.
- B. He wrote, “rain water,” and this makes the wheelbarrow seem more important than if it was wet from tap water.
- C. He wrote, “So much depends upon the red wheelbarrow,” and the word *depends* tells us that someone or something relies on it.

I Notice/I Wonder Note-catcher: “The Red Wheelbarrow”

(Example, for Teacher Reference)

RL.4.2, RL.4.5

<p>I Notice (things I see)</p>	<p>I Wonder (questions I have)</p>
<p><i>Student responses will vary.</i></p>	<p><i>Student responses will vary.</i></p>
<p>Theme (underline the answer you think is correct):</p> <p>A. When it rains, white chickens look even whiter. B. <u>An everyday object, such as a wheelbarrow, can be important.</u> C. Objects that are red are very important. D. Chickens make a mess of red wheelbarrows.</p>	
<p>Supporting Details (underline the answers you think are correct—there may be more than one):</p> <p>A. <u>He wrote, “Beside the white chickens.” The color of the red wheelbarrow against the white chickens makes it seem important.</u> B. He wrote, “rain water,” and this makes the wheelbarrow seem more important than if it was wet from tap water. C. <u>He wrote, “So much depends upon the red wheelbarrow,” and the word <i>depends</i> tells us that someone or something relies on it.</u></p>	

What Makes a Poem a Poem? Anchor Chart
RL.4.5

Title of Poem and Poet	Notices	Characteristics of Poetry

What Makes a Poem a Poem? Anchor Chart
 (Example, for Teacher Reference)

RL.4.5

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Red Wheelbarrow” by William Carlos Williams</p>	<ul style="list-style-type: none"> • The poem is a sentence, with a period at the end, that has been divided into four chunks. • Each chunk has two lines. • The first line of each chunk has three words, while the second line has only one word. • Doesn’t rhyme (free verse) Words that help me see: • Uses contrasting colors, red and white 	<p>Structure (how the poem is organized):</p> <ul style="list-style-type: none"> • Stanza: a group of lines divided by a space • Line: a row with a group of words <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <ul style="list-style-type: none"> • Free verse: doesn’t rhyme or have a rhythm <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p>

Strategies to Answer Selected Response Questions Anchor Chart
(Example, for Teacher Reference)

- Read the question very carefully.
- Cover the answers and try to think of the answer yourself. Then **read** the answers and find the one that is most like yours.
- As you read each answer, think back to the text. What happened in the text that makes you think that might be right?
- Cross out answers that you know are definitely incorrect.

What Happens and How Does Jack Feel about It? Anchor Chart
 (Example, for Teacher Reference)

RL.4.1, RL.4.3

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
1–2	Jack begins this journal and struggles to write poetry.	Frustrated or annoyed. Jack doesn't want to write poetry, and his brain is empty.	He writes, "I don't want to," and he says, "Can't do it. Brain's empty."
3	Jack reads a poem about a red wheelbarrow and white chickens.	Confused. Jack doesn't understand the poem.	He says, "I don't understand the poem about the red wheelbarrow and the white chickens ..."
4	Jack writes a poem about a blue car.	Ashamed or afraid. Jack doesn't like the poem and is perhaps ashamed/afraid of what others might think.	He says, "I don't like it" and asks that it not be read aloud or put on the board.
6–7	Jack reads a new poem about snowy woods and is asked to write more about the blue car.	Confused and angry. Jack doesn't understand the snowy woods poem and doesn't want to write more about the blue car.	He says, "What was up with the snowy woods poem?" and "I don't want to write about that blue car."

What Makes a Poem a Poem? Anchor Chart
(Example, for Teacher Reference)

RL.4.5

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Red Wheelbarrow” by William Carlos Williams</p>	<ul style="list-style-type: none"> • The poem is a sentence, with a period at the end, that has been divided into four chunks. • Each chunk has two lines. • The first line of each chunk has three words, while the second line has only one word. • Doesn’t rhyme (free verse) <p>Words that help me see:</p> <ul style="list-style-type: none"> • Uses contrasting colors, red and white 	<p>Structure (how the poem is organized):</p> <ul style="list-style-type: none"> • Stanza: a group of lines divided by a space • Line: a row with a group of words <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <ul style="list-style-type: none"> • Free verse: doesn’t rhyme or have a rhythm <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“Stopping by Woods on a Snowy Evening” by Robert Frost</p>	<ul style="list-style-type: none"> • Four stanzas • Each stanza has four lines • Last word of first, second, and fourth line always rhymes—regular pattern. • Last word of third line does not. Words that help me see: <ul style="list-style-type: none"> • “fill up with snow” • “The darkest evening of the year” • “The woods are lovely, dark and deep.” Words that help me hear: <ul style="list-style-type: none"> • “harness bells a shake” • “the sweep / Of easy wind and downy flake.” • he final two lines are repeated. 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeated words and phrases)</p>

I Notice/I Wonder Note-catcher: “Stopping by Woods on a Snowy Evening”
RL.4.2, RL.4.5

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Name:
.....

.....
Date:
.....

I Notice (things I see)	I Wonder (questions I have)
Theme:	
Supporting Detail:	Supporting Detail:

I Notice/I Wonder Note-catcher: “Stopping by Woods on a Snowy Evening”
 (Example, for Teacher Reference)
 RL.4.2, RL.4.5

<p>I Notice (things I see)</p>	<p>I Wonder (questions I have)</p>
<p><i>Student responses will vary.</i></p>	<p><i>Student responses will vary.</i></p>
<p>Theme: <i>Take the time to stop and appreciate the beauty around you.</i></p>	
<p>Supporting Detail: <i>The rhythm or meter of the poem and the pattern of rhymes in each stanza (know/though/snow; queer/near/year) are predictable and soothing, as if taking the time to stop and appreciate beauty can be a peaceful and relaxing thing, even when in a rush.</i></p>	<p>Supporting Detail: <i>The imagery also helps the reader understand that the woods were beautiful and worth stopping for when he describes them as “lovely, dark and deep.”</i></p>

Close Reading Guide:
 “Stopping by Woods on a Snowy Evening”
 (For Teacher Reference)
 RL.4.1, RL.4.2, RL.4.5

Total Time: 20 minutes

Questions	Teaching Notes
<p>5 minutes</p> <ol style="list-style-type: none"> 1. What do you notice about <i>though</i> and the word at the end of the first line, <i>know</i>? RL.4.5 (They rhyme.) 2. What do you notice about <i>snow</i> and the words at the end of the first and second lines, <i>though</i> and <i>know</i>? RL.4.5 (They rhyme.) 3. What pattern do you notice in the first stanza with rhyming words? RL.4.5 (The words at the end of the first, second, and fourth lines rhyme. The word at the end of the third line does not rhyme.) 	<ul style="list-style-type: none"> • Tell students that because this is an old poem, some of the language and the word order might be challenging to understand at first, so in this close read they will dig in to think about it to better understand. • Guide students through an intentional Think-Triad-Share, leaving adequate time for each student to think, ask the question, and share. Cold call students to share out: <ul style="list-style-type: none"> * “What is the gist of this stanza? What is it mostly about?” (Responses will vary, but may include: A man stopped in the woods to watch the snow. He was not seen by the person who owned the woods because he lived in the village.) • Invite students to follow along, reading silently in their heads as you read the first stanza aloud. • Reread the first line and invite students to turn to their triad to say that line in their own words. Invite partner C to go first, then A, then B. Use equity sticks to select students to share their responses with the whole group and clarify. (I think I know who owns these woods.) • Read the first two lines and invite students to discuss the following question with their triad. Then use equity sticks to select students to share out: <ul style="list-style-type: none"> * “Where does he live? How do you know?” (in the village— it says, “his house is in the village”) • Point to the word <i>though</i> at the end of the second line and say it aloud. Invite students to put their finger on that word. Invite students to discuss Q1 with their triads and use equity sticks to select students to share with the whole group. • Read the first three lines and invite students to turn and talk to their triad. Then use equity sticks to select students to share out: <ul style="list-style-type: none"> * “Why won’t he see the writer stopping there? How do you know?” (because he lives in the village) • Read the whole stanza and invite students to turn and talk to their triad. Then use equity sticks to select students to share out: <ul style="list-style-type: none"> * “Why did the writer stop? How do you know?” (to “watch his woods fill up with snow”) * “What is the poet helping us to imagine here? Which senses is he activating? Use evidence from the poem.” (Sight. He describes woods filling up with snow) • Point to the word <i>snow</i> at the end of the fourth line and invite students to put their finger on that word. Invite students to turn and talk to their triad about Q2. Then use equity sticks to select students to share out.

Questions	Teaching Notes (continued)
	<ul style="list-style-type: none"> • Invite students to turn and talk to their triad about Q3. Then use equity sticks to select students to share out. • Invite students to revise their sketches of the poem according to their new understanding. • Invite students to discuss with triads and to add new notices and/or wonders to their note-catchers.
<p>5 minutes</p> <p>4. What pattern do you notice in the second stanza with rhyming words? RL.4.5 (The words at the end of the first, second, and fourth lines rhyme. The word at the end of the third line does not rhyme.)</p>	<ul style="list-style-type: none"> • Invite students to follow along, reading silently in their heads as you read the second stanza aloud. • Guide students through an intentional Think-Triad-Share, leaving adequate time for each student to think, ask the question, and share. Cold call students to share out: <ul style="list-style-type: none"> * “What is the gist of this stanza? What is it mostly about?” (Responses will vary, but may include: They stopped between the woods and a frozen lake. His horse thought it strange.) • Reread the first line and focus students on the word <i>queer</i>. Invite students to put their finger on this word. • Invite students to turn and talk to their triad. Then use equity sticks to select students to share out: <ul style="list-style-type: none"> * “What word could you replace <i>queer</i> with to mean the same thing? What is a synonym of <i>queer</i>? Use a dictionary if you need to.” (strange) • Invite students to discuss the following question with their triad and use equity sticks to select students to share with the whole group: <ul style="list-style-type: none"> * “What new information do we know about the writer from this line?” (He has a horse with him.) • Read the first three lines and invite students to turn and talk to their triad. Then use equity sticks to select students to share with the whole group: <ul style="list-style-type: none"> * “What new information do we know about where the writer and the horse have stopped?” (between the woods and a frozen lake) • Invite students to revise their sketches of the poem according to their new understanding. • Read the whole stanza and invite students to turn and talk to their triad. Then use equity sticks to select students to share out: <ul style="list-style-type: none"> * “What new information do we know?” (It is the darkest night of the year.) * “What is the poet helping us to imagine here? Which senses is he activating? Use evidence from the poem.” (Sight. He describes being between woods and a frozen lake, and the darkness.) • Tell students that this probably means the shortest day of the year, which is usually in December. • Point to the word <i>year</i> at the end of the fourth line and invite students to put their finger on that word. Invite students to turn and talk to their triad about Q4. Then use equity sticks to select students to share out.

Questions	Teaching Notes
	<ul style="list-style-type: none"> • If students didn't notice this before they read the poem, add this to the rhyme and meter group on the What Makes a Poem a Poem? anchor chart. • Invite students to turn and talk to their triad and to add new notices and/or wonders to their note-catchers.
<p>5 minutes</p> <p>5. What pattern do you notice in the third stanza with rhyming words? RL.4.5 (The words at the end of the first, second, and fourth lines rhyme. The word at the end of the third line does not rhyme.)</p>	<ul style="list-style-type: none"> • Invite students to follow along, reading silently in their heads as you read the third stanza aloud. • Guide students through an intentional Think-Triad-Share, leaving adequate time for each student to think, ask the question, and share. Cold call students to share out: <ul style="list-style-type: none"> * "What is the gist of this stanza? What is it mostly about?" (Responses will vary, but may include: The horse shook its harness because it was confused.) • Reread the first line and invite students to turn and talk to their triad. Then use equity sticks to select students to share out: <ul style="list-style-type: none"> * "Who is <i>he</i> in this line? How do you know?" (The horse. We know because at the end of the second stanza the writer was talking about the horse, so this is a continuation.) * "What new information do we know from this line?" (The horse is wearing a harness with bells on.) • Invite students to revise their sketches of the poem according to their new understanding. • Read the first two lines and invite students to turn and talk to their triad. Then use equity sticks to select students to share out: <ul style="list-style-type: none"> * "Why did the horse think there was a mistake?" (because they had stopped in the middle of nowhere) • Read the whole stanza and invite students to turn and talk to their triad. Then use equity sticks to select students to share out: <ul style="list-style-type: none"> * "What is a downy flake? What makes you think that?" (Snow. We know is snowing, and snow is often described as snow flakes. <i>Downy</i> means soft.) Students may need support understanding this. * "There are two sounds—what are they? How do you know?" (The sound of the horses' harness bells, and the sound of the wind and snow. It says, "The only other sound's the sweep / Of easy wind and downy flake.") * "What is the poet helping us to imagine here? Which senses is he activating?" (Sound. He describes the sound of the harness bells and the sound of the wind and snow.) • Point to the word <i>flake</i> at the end of the fourth line and invite students to put their finger on that word. Invite students to turn and talk to their triad about Q5. Then use equity sticks to select students to share out. • Invite students to revise their sketches of the poem according to their new understanding. • Invite students to turn and talk to their triad and to add new notices and/or wonders to their note-catchers.

Questions	Teaching Notes
<p>5 minutes</p> <p>6. What do you notice about the final two lines of the poem? Why do you think the writer did this? RL.4.5 (They repeat. This emphasizes how far the person has to go and how he is.)</p> <p>7. What pattern do you notice in the fourth stanza with rhyming words? RL.4.5 (The words at the end of the first, second, and fourth lines rhyme. The word at the end of the third line does not rhyme.)</p>	<ul style="list-style-type: none"> • Invite students to follow along, reading silently in their heads as you read the fourth stanza aloud. • Guide students through an intentional Think-Triad-Share, leaving adequate time for each student to think, ask the question, and share. Cold call students to share out: <ul style="list-style-type: none"> * “What is the gist of this stanza? What is it mostly about?” (Student responses will vary, but could include: Even though the woods are lovely in the falling snow, the man must keep going because he is tired and has a long way to go and promise to keep.) • Reread the first line and invite students to turn and talk to their triad. Then use equity sticks to select students to share out: <ul style="list-style-type: none"> * “What does the writer think of the woods? How do you know?” (He thinks they are deep, dark and lovely. He tells us so.) • Read the first two lines and invite students to turn and talk to their triad. Then use equity sticks to select students to share out: <ul style="list-style-type: none"> * “What does this line tell you?” (that the writer has promises to keep) Students may need help inferring that this means that even though the writer is enjoying looking at the snow falling on the woods, he needs to move on. • Read the whole stanza. Invite students to turn and talk to their triad. Then use equity sticks to select students to share out: <ul style="list-style-type: none"> * “What is the poet helping us to imagine here? Which senses is he activating?” (sight—dark, deep woods) • Invite students to turn and talk to their triad about Q6 and Q7. Then use equity sticks to select students to share out. • If productive, use a Goal 1 Conversation Cue to encourage students to clarify the conversation about what the poet is helping the reader to imagine and the senses he is activating: <ul style="list-style-type: none"> * “So, do you mean _____?” (Responses will vary.) • Invite students to revise their sketches of the poem according to their new understanding. • Invite students to turn and talk to their triad and to add new notices and/or wonders to their note-catchers.

Close Readers Do These Things Anchor Chart
 (Example, for Teacher Reference)
 RL.4.1, RL.4.4, RL.4.10, RI.4.1, RI.4.4, RI.4.10, L.4.4

- Read small chunks of text slowly and think about the gist (what the text is mostly about).
- Underline or circle words they do not know.
- Use strategies to figure out the meaning of words they do not know:
 - Context: Read the sentence around the word.
 - Look at the affixes and roots of the word for clues.
 - Use reference materials, such as a dictionary.
- **Talk with their partner or group about the text.**
- **Ask questions to show they understand the text.**
- **Listen to questions others ask about the text.**
- **Go back to the text to find answers to questions.**
- **Write notes or answer questions about the text.**
- **Talk with their partner or group about the answers they find.**

Exit Ticket:
Summarizing the Poem
RL.4.2

.....
Name:

.....
Date:

Criteria of an Effective Summary Anchor Chart

(Example, for Teacher Reference)

RL.4.2, RI.4.2

- Short—only a few sentences long
- Provides a brief outline of what the text is about, like oral paraphrasing in writing
- Introduces the text by stating the title, pages, and author
- Clearly explains the theme or main idea (the point that the author wants you to take away)
- Includes the most important details to support the theme or main idea
- Written in complete sentences that include a subject and predicate. A subject is a noun or pronoun. A predicate is a verb or verb phrase that tells more about the subject.

Directions for Peer Critique: Summary
W.4.5

1. Partner B reads summary aloud to partner A, twice. Partner A listens and checks each criterion on the anchor chart.
2. Partner A gives feedback using the criteria on the anchor chart.
3. Partner A reads summary aloud to partner B, twice. Partner B listens and checks each criterion on the anchor chart.
4. Partner B gives feedback using the criteria on the anchor chart.
5. Revise summaries based on feedback.
6. Check summaries against the criteria on the anchor chart.

What Happens and How Does Jack Feel about It? Anchor Chart
(Example, for Teacher Reference)

RL.4.1, RL.4.3

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
1–2	Jack begins this journal and struggles to write poetry.	Frustrated or annoyed. Jack doesn't want to write poetry, and his brain is empty.	He writes, "I don't want to," and he says, "Can't do it. Brain's empty."
3	Jack reads a poem about a red wheelbarrow and white chickens.	Confused. Jack doesn't understand the poem.	He says, "I don't understand the poem about the red wheelbarrow and the white chickens ..."
4	Jack writes a poem about a blue car.	Ashamed or afraid. Jack doesn't like the poem and is perhaps ashamed/afraid of what others might think.	He says, "I don't like it" and asks that it not be read aloud or put on the board.
6–7	Jack reads a new poem about snowy woods and is asked to write more about the blue car.	Confused and angry. Jack doesn't understand the snowy woods poem and doesn't want to write more about the blue car.	He says, "What was up with the snowy woods poem?" and "I don't want to write about that blue car."
8–11	Jack revises his blue car poem after reading a tiger poem, and both of his blue car poems are posted on the board.	Confused and proud. He doesn't understand the tiger poem. He likes the way his poems look on the board.	He writes, "I'm sorry to say I did not really understand the tiger tiger burning bright poem." And about his own poems he writes, "They look nice."

What Makes a Poem a Poem? Anchor Chart
(Example, for Teacher Reference)

RL.4.5

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Red Wheelbarrow” by William Carlos Williams</p>	<ul style="list-style-type: none"> • The poem is a sentence, with a period at the end, that has been divided into four chunks. • Each chunk has two lines. • The first line of each chunk has three words, while the second line has only one word. • Doesn’t rhyme (free verse) <p>Words that help me see:</p> <ul style="list-style-type: none"> • Uses contrasting colors, red and white 	<p>Structure (how the poem is organized):</p> <ul style="list-style-type: none"> • Stanza: a group of lines divided by a space • Line: a row with a group of words <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <ul style="list-style-type: none"> • Free verse: doesn’t rhyme or have a rhythm <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“Stopping by Woods on a Snowy Evening” by Robert Frost</p>	<ul style="list-style-type: none"> • Four stanzas • Each stanza has four lines • Last word of first, second, and fourth line always rhymes—regular pattern. • Last word of third line does not. Words that help me see: <ul style="list-style-type: none"> • “fill up with snow” • “The darkest evening of the year” • “The woods are lovely, dark and deep.” Words that help me hear: <ul style="list-style-type: none"> • “harness bells a shake” • “the sweep / Of easy wind and downy flake.” • The final two lines are repeated. 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeated words and phrases)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>First stanza of “The Tiger” by William Blake</p>	<ul style="list-style-type: none"> • One stanza • Four lines • Last words of lines one and two rhyme. • Last words of line three and four rhyme. • Same rhythm, or meter, on each line. Words that help me see: • “burning bright” • “forests of the night” • “Tiger! Tiger!” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeated words and phrases)</p>

Comparing and Contrasting Poetry and Prose Graphic Organizer:
 “The Tiger”
 RL.4.5

.....
Name:

.....
Date:

Prose: The tiger’s bright orange coat looked like it was burning in the dark of the forest at night. Who created such an amazing creature?

Similarity/Difference	Example from Prose	Example from Poem
Similarity 1:		
Difference 1:		
Difference 2:		

Comparing and Contrasting Poetry and Prose Graphic Organizer:

“The Tiger”

(Example, for Teacher Reference)

RL.4.5

Similarity/Difference	Example from Prose	Example from Poem
<p>Similarity 1: <i>They are about the same subject: a tiger in the forest at night.</i></p>	<p><i>“The tiger’s bright orange coat looked like it was burning in the dark of the forest at night.”</i></p>	<p><i>“Tiger! Tiger! burning bright / In the forests of the night”</i></p>
<p>Difference 1: <i>The poem has rhyming words and meter, while the prose doesn’t.</i></p>	<p><i>“The tiger’s bright orange coat looked like it was burning in the dark of the forest at night.”</i></p>	<p><i>“Tiger! Tiger! burning <u>bright</u> / In the forests of the <u>night</u>”</i></p>
<p>Difference 2: <i>The poem is written in stanzas with lines, while the prose is written in a paragraph with the appropriate punctuation.</i></p>	<p><i>“The tiger’s bright orange coat looked like it was burning in the dark of the forest at night. Who created such an amazing creature?”</i></p>	<p><i>“Tiger! Tiger! burning bright / In the forests of the night”</i></p>

What Happens and How Does Jack Feel about It? Anchor Chart

(Example, for Teacher Reference)

RL.4.1, RL.4.3

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
1–2	Jack begins this journal and struggles to write poetry.	Frustrated or annoyed. Jack doesn't want to write poetry, and his brain is empty.	He writes, "I don't want to," and he says, "Can't do it. Brain's empty."
3	Jack reads a poem about a red wheelbarrow and white chickens.	Confused. Jack doesn't understand the poem.	He says, "I don't understand the poem about the red wheelbarrow and the white chickens ..."
4	Jack writes a poem about a blue car.	Ashamed or afraid. Jack doesn't like the poem and is perhaps ashamed/afraid of what others might think.	He says, "I don't like it" and asks that it not be read aloud or put on the board.
6–7	Jack reads a new poem about snowy woods and is asked to write more about the blue car.	Confused and angry. Jack doesn't understand the snowy woods poem and doesn't want to write more about the blue car.	He says, "What was up with the snowy woods poem?" and "I don't want to write about that blue car."
8–11	Jack revises his blue car poem after reading a tiger poem, and both of his blue car poems are posted on the board.	Confused and proud. He doesn't understand the tiger poem. He likes the way his poems look on the board.	He writes, "I'm sorry to say I did not really understand the tiger tiger burning bright poem." And about his own poems he writes, "They look nice."

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
12–14	Jack was asked to write a poem about a pet.	Upset. Jack doesn't have a pet to write about, and he didn't want to write about the pet he used to have.	He writes, "I don't have any pets so I can't write about one" and he also writes, "Yes, I used to have a pet. I don't want to write about it."
15–19	Jack read small poems about animals and then the teacher typed his poem up and put it on the board.	Excited and proud. He liked the small poems and was proud to see his poem posted on the board.	He writes, "I liked those small poems today" and he also writes, "I guess it does look like a poem when you see it typed up like that."

What Makes a Poem a Poem? Anchor Chart
 (Example, for Teacher Reference)

RL.4.5

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Red Wheelbarrow” by William Carlos Williams</p>	<ul style="list-style-type: none"> • The poem is a sentence, with a period at the end, that has been divided into four chunks. • Each chunk has two lines. • The first line of each chunk has three words, while the second line has only one word. • Doesn’t rhyme (free verse) <p>Words that help me see:</p> <ul style="list-style-type: none"> • Uses contrasting colors, red and white 	<p>Structure (how the poem is organized):</p> <ul style="list-style-type: none"> • Stanza: a group of lines divided by a space • Line: a row with a group of words <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <ul style="list-style-type: none"> • Free verse: doesn’t rhyme or have a rhythm <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“Stopping by Woods on a Snowy Evening” by Robert Frost</p>	<ul style="list-style-type: none"> • Four stanzas • Each stanza has four lines • Last word of first, second, and fourth line always rhymes—regular pattern. • Last word of third line does not. Words that help me see: <ul style="list-style-type: none"> • “fill up with snow” • “The darkest evening of the year” • “The woods are lovely, dark and deep.” Words that help me hear: <ul style="list-style-type: none"> • “harness bells a shake” • “the sweep / Of easy wind and downy flake.” • The final two lines are repeated. 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeated words and phrases)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>First stanza of “The Tiger” by William Blake</p>	<ul style="list-style-type: none"> • One stanza • Four lines • Last words of lines one and two rhyme. • Last words of line three and four rhyme. • Same rhythm, or meter, on each line. Words that help me see: • “burning bright” • “forests of the night” • “Tiger! Tiger!” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeated words and phrases)</p>
<p>“dog” by Valerie Worth</p>	<ul style="list-style-type: none"> • No stanzas • 16 lines • Free verse (no rhyme or meter) Words that help me see: • “limp” • “chops, with heavy jaws” • “In his loose skin” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p>

I Notice/I Wonder Note-catcher: “dog”
RL.4.2, RL.4.5

.....
Name:

.....
Date:

I Notice (things I see)	I Wonder (questions I have)
Theme:	
Supporting Detail:	Supporting Detail:
Summary:	

I Notice/I Wonder Note-catcher: “dog”
 (Example, for Teacher Reference)
 RL.4.2, RL.4.5

<p>I Notice (things I see)</p>	<p>I Wonder (questions I have)</p>
<p><i>Student responses will vary.</i></p>	<p><i>Student responses will vary.</i></p>
<p>Theme: <i>Dogs have a good, almost enviable life.</i></p>	
<p>Supporting Detail: <i>She uses imagery such as “yawns, / Rests his long chin / Carefully between / Front paws,” which suggests the dog is very relaxed.</i></p>	<p>Supporting Detail: <i>The lack of rhyme or meter makes the poem feel very relaxed, as though Valerie Worth wants us to feel as relaxed as the dog.</i></p>
<p>Summary: <i>The poem “dog” by Valerie Worth is about a dog lying under a maple tree. Valerie Worth seems to be telling us that dogs have a good, almost enviable life. She uses imagery such as “yawns, / Rests his long chin / Carefully between / Front paws,” which suggests the dog is very relaxed. The lack of rhyme or meter makes the poem feel very relaxed, as though Valerie Worth wants us to feel as relaxed as the dog.</i></p>	

Directions for the Final Word Protocol

1. Choose a timekeeper.
2. **Independently:** Read the poem and record what you notice and wonder about the specific characteristic of poetry you have been allocated. (4 minutes)
3. Partner C will go first. Partner C will share one notice with the group. Refer the group back to the text.
4. Repeat step 3 with partner A, and then partner B.
5. Group members add to their note-catcher if necessary.
6. Continue cycling partner C, partner A, and partner B until all notices have been discussed. (3 minutes)
7. Repeat steps 3–6 with wonders. (3 minutes)
8. Choose someone from your triad to present your ideas to the whole group.

Language Dive Guide: “dog”
(For Teacher Reference)

Rationale: These lines were chosen for their simplicity in facilitating the students’ first Language Dive; their exemplification of the theme of “dog”; and the omission of a subject, which is ungrammatical in prose and worthy of comparison. Students will apply their understanding of the content and structure of this sentence when writing their own poems and prose tasks throughout the module.

- Throughout this Language Dive:
 - Encourage rich conversation among students about the meaning of each **sentence strip chunk**, what the academic phrases within each chunk mean, and how they relate to the lines and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
 - After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite triads to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite them to share responses with the whole group.
 - Record and display student responses next to or underneath the target language for visual reference.

- Welcome students to their first Grade 4 Language Dive. Display the term.
- Tell students you will give them time to think and write or sketch on their note-catcher. Ask:
 - * “What do you think a Language Dive is?” (Responses will vary.)
- If productive, cue students to clarify the conversation by confirming what they mean. If necessary, prompt student responses with sentence frames: “Yes, you’ve got it” or “No, sorry, that’s not what I mean. What I mean is _____.” Ask:
 - * “So, do you mean _____?” (Responses will vary.)
- Confirm or amend and display student ideas.

Language Dive Guide: “dog” (continued)
(For Teacher Reference)

- Invite students to put their finger by the final three lines: **sleeps / All afternoon / In his loose skin.**
- Invite students to chorally read the lines aloud with you.
- Ask them to take turns reading the lines aloud in their triads.
- Tell students you will give them time to think and discuss with their partners. Ask:
 - * “What is the gist of these lines? What, in the lines or poem, makes you think so?” (Responses will vary.)
- After inviting responses, display student ideas.

- Display the following chunk: **sleeps**
- Ask:
 - * “What does this chunk tell us? What, in the poem, makes you think so?” (This chunk tells us that the dog sleeps. We know it is the dog because this poem is about the dog.)
- Write and display student ideas.

- Display the following chunk: **All afternoon**
- Ask:
 - * “What does this chunk tell us?” (This chunk tells us when the dog sleeps: all afternoon.)
 - * “Can you sketch a clock on your note-catcher that shows when the dog sleeps?” (Look for students to sketch a clock with the time just after 12 p.m. up until 6 p.m. shaded in. Allow students to disagree on precisely what hours make up afternoon.)
 - * “Why did the poet tell us the dog sleeps all afternoon?” (Responses will vary, but may include: to show how relaxed and lucky the dog is.)
- Write and display student ideas.

- Display the following chunk: **In his loose skin.**
- Ask:
 - * “What does this chunk tell us?” (This chunk tells us that the dog has the kind of skin that is bigger than his body, so it sags and wrinkles around him.)
 - * “Place your finger on *his*. Why does the poet write *his*? What, in the poem, makes you think so?” (The poet wrote *his* to refer to the dog. We know this because the entire poem is about the dog, who is mentioned in the second line and in the title. She uses *his* instead of *the dog’s* to be brief and avoid being repetitive.)
 - * “Close your eyes and imagine the dog’s loose skin. How does this imagery make you feel?” (Responses will vary, but may include: relaxed, lazy, without a schedule.)
- Write and display student ideas.

Language Dive Guide: “dog” (continued)
(For Teacher Reference)

- Point to and read all three lines on display: **sleeps / All afternoon / In his loose skin**. Tell students you will give them time to think and write and sketch. Ask:
 - * “Can you sketch the dog sleeping in his loose skin on your note-catcher?” (Look for students to represent the image in the lines.)
 - * “What questions do you have about these lines?” (Responses will vary.)
- Tell students you will give them time to think and discuss with their triad:
 - * “How does your understanding of these lines change your understanding of the poem?” (Responses will vary, but may include: The dog’s loose skin makes him seem relaxed, without a schedule.)
 - * “How do you feel about what the dog is doing in these lines?” (Responses will vary, but may include: I feel envious because he has a good life. I wish I could sleep all afternoon.)
- Write and display student ideas.

- Point to and read all three lines, this time in the poem: **sleeps / All afternoon / In his loose skin**. Tell students you will give them time to think and discuss with their triad. Ask:
 - * “Place your finger on these three lines in the poem. What if the poet wanted to change these lines and write them in prose as part of a regular story? Would she have to change anything? (She would have to add a subject, such as *He*, because there is only a predicate. Most English prose must have a subject with a predicate. She would have to use lowercase letters for *All* and *In*. She would have to write them all on one line, not three.)
- If productive, cue students to clarify the conversation by confirming what they mean:
 - * “So, do you mean _____?” (Responses will vary.)
- Ask:
 - * “Can you write these lines as prose on your note-catcher?” (Responses will vary, but may include: The lucky dog sleeps all afternoon in his loose skin.)
 - * “How are the poetry version and your prose version similar? How are they different?” (Two similarities: They are about the same subject. Neither has rhyme or meter. Two differences: Mine has a subject and a predicate; the poem only has a predicate. Mine is all written on one line; the poem is written on three.)
- If productive, cue students to expand the conversation by saying more:
 - * “Can you say more about that?” (Responses will vary.)
- Ask:
 - * “Can you underline the predicate in the poetry version? Can you circle the subject and underline the predicate in your prose version?” (sleeps / All afternoon / In his loose skin. / The lucky dog sleeps all afternoon in his loose skin.)
- Write and display student ideas, and invite students to complete the table on their note-catcher.

Language Dive Guide: “dog” (continued)
(For Teacher Reference)

- Display the sentence frame: “I sleep _____.”
- Tell students you will give them time to think and discuss with their triad. Say:
 - * “Use this frame to talk with your triad about how you sleep.” (Responses will vary.)
- If productive, cue students to clarify by confirming what they mean:
 - * “So, do you mean _____?” (Responses will vary. Ensure that students are using the structure meaningfully.)
- Write and display student ideas.

- Tell students you will give them time to think and discuss with their partner. Ask:
 - * “Based on your experience, now what do you think a Language Dive is?” (A Language Dive is a conversation about a sentence from a complex text. We dive beneath the surface of the sentence to understand how the phrases, the structures, and the details create the meaning of the entire sentence. We discuss how the sentence is important to the text and to writing.)
- Write and display student ideas.

Language Dive Note-catcher: “dog”

Language Dive

Sketch a clock showing all afternoon.

Sketch how the dog sleeps in his loose skin.

Poetry version

sleeps

All afternoon

In his loose skin.

Write your prose version.

Similarity/Difference	Example from Prose	Example from Poem
Similarity 1:		
Similarity 2:		
Difference 1:		
Difference 2:		

“I sleep _____.”

Sentence Strip Chunks

Directions: Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

sleeps

All afternoon

In his loose skin.

What Happens and How Does Jack Feel about It? Anchor Chart

(Example, for Teacher Reference)

RL.4.1, RL.4.3

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
1–2	Jack begins this journal and struggles to write poetry.	Frustrated or annoyed. Jack doesn't want to write poetry, and his brain is empty.	He writes, "I don't want to," and he says, "Can't do it. Brain's empty."
3	Jack reads a poem about a red wheelbarrow and white chickens.	Confused. Jack doesn't understand the poem.	He says, "I don't understand the poem about the red wheelbarrow and the white chickens ..."
4	Jack writes a poem about a blue car.	Ashamed or afraid. Jack doesn't like the poem and is perhaps ashamed/afraid of what others might think.	He says, "I don't like it" and asks that it not be read aloud or put on the board.
6–7	Jack reads a new poem about snowy woods and is asked to write more about the blue car.	Confused and angry. Jack doesn't understand the snowy woods poem and doesn't want to write more about the blue car.	He says, "What was up with the snowy woods poem?" and "I don't want to write about that blue car."
8–11	Jack revises his blue car poem after reading a tiger poem, and both of his blue car poems are posted on the board.	Confused and proud. He doesn't understand the tiger poem. He likes the way his poems look on the board.	He writes, "I'm sorry to say I did not really understand the tiger tiger burning bright poem." And about his own poems he writes, "They look nice."

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
12–14	Jack was asked to write a poem about a pet.	Upset. Jack doesn't have a pet to write about, and he didn't want to write about the pet he used to have.	He writes, "I don't have any pets so I can't write about one" and he also writes, "Yes, I used to have a pet. I don't want to write about it."
15–19	Jack read small poems about animals and then the teacher typed his poem up and put it on the board.	Excited and proud. He liked the small poems and was proud to see his poem posted on the board.	He writes, "I liked those small poems today" and he also writes, "I guess it does look like a poem when you see it typed up like that."
20–21	Jack reads a new poem by Robert Frost about a pasture.	Confused. Jack has a lot of questions about the poem.	He writes, "I really really really did NOT get the pasture poem you read today."
22–24	Jack is thinking about what makes a poem a poem.	Thoughtful. Jack has a lot of wonderings about poems.	He writes, "typed up they look like poems and the other kids are looking at them and they think they really are poems."

What Makes a Poem a Poem? Anchor Chart
(Example, for Teacher Reference)

RL.4.5

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Red Wheelbarrow” by William Carlos Williams</p>	<ul style="list-style-type: none"> • The poem is a sentence, with a period at the end, that has been divided into four chunks. • Each chunk has two lines. • The first line of each chunk has three words, while the second line has only one word. • Doesn’t rhyme (free verse) <p>Words that help me see:</p> <ul style="list-style-type: none"> • Uses contrasting colors, red and white 	<p>Structure (how the poem is organized):</p> <ul style="list-style-type: none"> • Stanza: a group of lines divided by a space • Line: a row with a group of words <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <ul style="list-style-type: none"> • Free verse: doesn’t rhyme or have a rhythm <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“Stopping by Woods on a Snowy Evening” by Robert Frost</p>	<ul style="list-style-type: none"> • Four stanzas • Each stanza has four lines • Last word of first, second, and fourth line always rhymes—regular pattern. • Last word of third line does not. Words that help me see: • “fill up with snow” • “The darkest evening of the year” • “The woods are lovely, dark and deep.” Words that help me hear: • “harness bells a shake” • “the sweep / Of easy wind and downy flake.” • The final two lines are repeated. 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeated words and phrases)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>First stanza of “The Tiger” by William Blake</p>	<ul style="list-style-type: none"> • One stanza • Four lines • Last words of lines one and two rhyme. • Last words of line three and four rhyme. • Same rhythm, or meter, on each line. Words that help me see: • “burning bright” • “forests of the night” • “Tiger! Tiger!” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeated words and phrases)</p>
<p>“dog” by Valerie Worth</p>	<ul style="list-style-type: none"> • No stanzas • 16 lines • Free verse (no rhyme or meter) Words that help me see: • “limp” • “chops, with heavy jaws” • “In his loose skin” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Pasture” by Robert Frost</p>	<ul style="list-style-type: none"> • Two stanzas • Four lines in each stanza • Last word at the end of the second and third lines in both stanzas rhyme (“away” and “may,” “young” and “tongue”). <p>Words that help me see:</p> <ul style="list-style-type: none"> • “rake the leaves” • “totters when she licks it with her tongue” • Last line of each stanza is the same: “I shan’t be gone long.— You come too.” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeating words and phrases)</p>

I Notice/I Wonder Note-catcher:
"The Pasture"
RL.4.2, RL.4.5

.....
Name:
.....

.....
Date:
.....

I Notice (things I see)	I Wonder (questions I have)
Theme:	
Supporting Detail:	Supporting Detail:
Summary:	

I Notice/I Wonder Note-catcher:
 “The Pasture”
 (Example, for Teacher Reference)
 RL.4.2, RL.4.5

I Notice (things I see)	I Wonder (questions I have)
<i>Student responses will vary.</i>	<i>Student responses will vary.</i>
Theme: <i>The joy of chores on the farm</i>	
Supporting Detail: <i>The water in the pasture spring will run clear once the leaves are raked away, and the little calf is so newly born that it “totters” and can barely stand up. This imagery helps the reader understand how new and fresh everything is in spring.</i>	Supporting Detail: <i>The line “I shan’t be gone long.—You come too.” is repeated in this short poem, showing us that the speaker feels that these simple chores are special enough to urge a friend to share them.</i>
Summary: <i>“The Pasture” by Robert Frost is a poem about the joy of going out to do chores on the farm in the early spring. The imagery Frost uses helps the reader understand how new and fresh everything is in spring. The water in the pasture spring will run clear once the leaves are raked away, and the little calf is so newly born that it “totters” and can barely stand up. The line “I shan’t be gone long.—You come too.” is repeated in this short poem, showing us that the speaker feels that these simple chores are special enough to urge a friend to share them. This poem reminds us how wonderful and new spring can make us feel.</i>	

Comparing and Contrasting Poetry and Prose Graphic Organizer:
 “The Pasture”
 RL.4.5

.....
Name:

.....
Date:

Prose: I’m going out to the pasture to do some chores. I’m going to rake the leaves out of the spring so the water can run clear and bring in the newborn calf. It shouldn’t take very long. Do you want to come, too?

Similarity/Difference	Example from Prose	Example from Poem
Similarity 1:		
Similarity 2:		
Difference 1:		
Difference 2:		

Comparing and Contrasting Poetry and Prose Graphic Organizer:

“The Pasture”

(Example, for Teacher Reference)

RL.4.5

Similarity/Difference	Example from Prose	Example from Poem
Similarity 1: <i>Both are about a person who invites a friend to go out and do chores in the pasture.</i>	“Do you want to come, too?”	<i>You come too.</i>
Similarity 2: <i>Period at the end of each sentence.</i>	“It shouldn’t take very long.”	“You come too.”
Difference 1: <i>Prose is organized in sentences and paragraphs; the poem is organized in lines and stanzas.</i>	“I’m going out to the pasture to do some chores.”	<i>I’m going out to fetch the little calf That’s standing by the mother. It’s so young”</i>
Difference 2: <i>In the prose, language sounds very similar to the way we talk, while in the poem there is rhyme and meter.</i>	“I’m going to rake the leaves out of the spring so the water can run clear.”	<i>“I’ll only stop to rake the leaves away (And wait to watch the water clear, I may)”</i>

Working to Become Ethical People Anchor Chart
(Example, for Teacher Reference)

Treat others well and stand up for what is right

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I show respect	This means I appreciate the abilities, qualities, and achievements of others, and treat myself, others, and the environment with care.	<ul style="list-style-type: none"> • Applauding others when they have done well. • Taking care around the classroom not to break things or hurt people. • Returning borrowed items in the same condition you were given them. • Throwing trash in the trashcan. • Recycling. 	<ul style="list-style-type: none"> • “I really appreciate ... because ...” • “You did a great job with ... because ...”
I behave with integrity	This means I am honest and do the right thing, even when it’s difficult, because it is the right thing to do.	<ul style="list-style-type: none"> • Admitting when at fault. • Doing homework. • Keeping eyes on own work. 	<ul style="list-style-type: none"> • “I’m sorry, but I ...”

What Happens and How Does Jack Feel about It? Anchor Chart

(Example, for Teacher Reference)

RL.4.1, RL.4.3

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
1–2	Jack begins this journal and struggles to write poetry.	Frustrated or annoyed. Jack doesn't want to write poetry, and his brain is empty.	He writes, "I don't want to," and he says, "Can't do it. Brain's empty."
3	Jack reads a poem about a red wheelbarrow and white chickens.	Confused. Jack doesn't understand the poem.	He says, "I don't understand the poem about the red wheelbarrow and the white chickens ..."
4	Jack writes a poem about a blue car.	Ashamed or afraid. Jack doesn't like the poem and is perhaps ashamed/afraid of what others might think.	He says, "I don't like it" and asks that it not be read aloud or put on the board.
6–7	Jack reads a new poem about snowy woods and is asked to write more about the blue car.	Confused and angry. Jack doesn't understand the snowy woods poem and doesn't want to write more about the blue car.	He says, "What was up with the snowy woods poem?" and "I don't want to write about that blue car."
8–11	Jack revises his blue car poem after reading a tiger poem, and both of his blue car poems are posted on the board.	Confused and proud. He doesn't understand the tiger poem. He likes the way his poems look on the board.	He writes, "I'm sorry to say I did not really understand the tiger tiger burning bright poem." And about his own poems he writes, "They look nice."

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
12–14	Jack was asked to write a poem about a pet.	Upset. Jack doesn't have a pet to write about, and he didn't want to write about the pet he used to have.	He writes, "I don't have any pets so I can't write about one" and he also writes, "Yes, I used to have a pet. I don't want to write about it."
15–19	Jack read small poems about animals and then the teacher typed his poem up and put it on the board.	Excited and proud. He liked the small poems and was proud to see his poem posted on the board.	He writes, "I liked those small poems today" and he also writes, "I guess it does look like a poem when you see it typed up like that."
20–21	Jack reads a new poem by Robert Frost about a pasture.	Confused. Jack has a lot of questions about the poem.	He writes, "I really really did NOT get the pasture poem you read today."
22–24	Jack is thinking about what makes a poem a poem.	Thoughtful. Jack has a lot of wonderings about poems.	He writes, "typed up they look like poems and the other kids are looking at them and they think they really are poems."
25–27	Jack goes to the animal shelter, and he and his family choose a yellow dog.	Happy. Jack is happy to have a pet.	He writes, "And in the car he put his head against my chest and wrapped his paws around my arm as if he were saying Thank you thank you thank you."

Tracking Progress:
Reading, Understanding, and Explaining New Text

.....
Name:

.....
Date:

Learning Target: I can independently read, understand, and explain the meaning of a new text.

Standards I'm Tracking: RL/RI.4.1, 4.4, 4.10, L.4.4

Text Type (circle): Informative Story Poem Play/Readers Theater

1. How am I doing?

- For each criterion, self-assess by putting a check mark in the appropriate column.
- Write the number of each standard on a sticky note or flag. Then on your assessment materials, place each sticky note in an area that shows evidence that you have met that criterion. This might be next to a selected response question or a short piece of writing. Make sure you have evidence for each criterion.
- Strive to be honest with yourself. Remember: Your ability grows with your effort, so it's fine if you aren't there yet!

You will receive feedback on different colored sticky notes/flags, and in a different colored pen on the checklist.

Standard	Criteria for reading, understanding, and explaining a new text	4 Advanced	3 Proficient	2 Developing	1 Beginning
RL.4.1/ RI.4.1	I use details and information to explain what a text says and to make inferences.				
RL.4.4/ RI.4.4 L.4.4	I determine the meaning of unknown words and phrases using at least one of the following strategies: <ul style="list-style-type: none"> • Use context • Use affixes and roots • Use reference materials 				
RL.4.10/ RI.4.10	I read and understand Grade 4–level texts independently.				

2. How have I improved since I last worked on this skill?

Teacher Response:

3. How can I improve next time?

Teacher Response:

Anchor Standards:**R.1**

By the end of Grade 12, I will be able to: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.4

By the end of Grade 12, I will be able to: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.10

By the end of Grade 12, I will be able to: Read and comprehend complex literary and informational texts independently and proficiently.

L.4

By the end of Grade 12, I will be able to: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

What Happens and How Does Jack Feel about It? Anchor Chart

(Example, for Teacher Reference)

RL.4.1, RL.4.3

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
1–2	Jack begins this journal and struggles to write poetry.	Frustrated or annoyed. Jack doesn't want to write poetry, and his brain is empty.	He writes, "I don't want to," and he says, "Can't do it. Brain's empty."
3	Jack reads a poem about a red wheelbarrow and white chickens.	Confused. Jack doesn't understand the poem.	He says, "I don't understand the poem about the red wheelbarrow and the white chickens ..."
4	Jack writes a poem about a blue car.	Ashamed or afraid. Jack doesn't like the poem and is perhaps ashamed/afraid of what others might think.	He says, "I don't like it" and asks that it not be read aloud or put on the board.
6–7	Jack reads a new poem about snowy woods and is asked to write more about the blue car.	Confused and angry. Jack doesn't understand the snowy woods poem and doesn't want to write more about the blue car.	He says, "What was up with the snowy woods poem?" and "I don't want to write about that blue car."
8–11	Jack revises his blue car poem after reading a tiger poem, and both of his blue car poems are posted on the board.	Confused and proud. He doesn't understand the tiger poem. He likes the way his poems look on the board.	He writes, "I'm sorry to say I did not really understand the tiger tiger burning bright poem." And about his own poems he writes, "They look nice."

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
12–14	Jack was asked to write a poem about a pet.	Upset. Jack doesn't have a pet to write about, and he didn't want to write about the pet he used to have.	He writes, "I don't have any pets so I can't write about one" and he also writes, "Yes, I used to have a pet. I don't want to write about it."
15–19	Jack read small poems about animals and then the teacher typed his poem up and put it on the board.	Excited and proud. He liked the small poems and was proud to see his poem posted on the board.	He writes, "I liked those small poems today" and he also writes, "I guess it does look like a poem when you see it typed up like that."
20–21	Jack reads a new poem by Robert Frost about a pasture.	Confused. Jack has a lot of questions about the poem.	He writes, "I really really did NOT get the pasture poem you read today."
22–24	Jack is thinking about what makes a poem a poem.	Thoughtful. Jack has a lot of wonderings about poems.	He writes, "typed up they look like poems and the other kids are looking at them and they think they really are poems."
25–27	Jack goes to the animal shelter, and he and his family choose a yellow dog.	Happy. Jack is happy to have a pet.	He writes, "And in the car he put his head against my chest and wrapped his paws around my arm as if he were saying Thank you thank you thank you."

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
28–30	Jack’s poem is typed up and posted on yellow paper.	Proud. Jack thinks his poem looks good on yellow paper posted on the board.	He writes, “Yes it looks good on yellow paper.”
31–34	Jack read a poem about street music and writes about his street.	Inspired. He liked the poem about street music and writes his own.	He writes, “I like that poem we read today about street music in the city.”

What Makes a Poem a Poem? Anchor Chart
(Example, for Teacher Reference)

RL.4.5

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Red Wheelbarrow” by William Carlos Williams</p>	<ul style="list-style-type: none"> • The poem is a sentence, with a period at the end, that has been divided into four chunks. • Each chunk has two lines. • The first line of each chunk has three words, while the second line has only one word. • Doesn’t rhyme (free verse) <p>Words that help me see:</p> <ul style="list-style-type: none"> • Uses contrasting colors, red and white 	<p>Structure (how the poem is organized):</p> <ul style="list-style-type: none"> • Stanza: a group of lines divided by a space • Line: a row with a group of words <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <ul style="list-style-type: none"> • Free verse: doesn’t rhyme or have a rhythm <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“Stopping by Woods on a Snowy Evening” by Robert Frost</p>	<ul style="list-style-type: none"> • Four stanzas • Each stanza has four lines • Last word of first, second, and fourth line always rhymes—regular pattern. • Last word of third line does not. Words that help me see: <ul style="list-style-type: none"> • “fill up with snow” • “The darkest evening of the year” • “The woods are lovely, dark and deep.” Words that help me hear: <ul style="list-style-type: none"> • “harness bells a shake” • “the sweep / Of easy wind and downy flake.” • The final two lines are repeated. 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeated words and phrases)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
First stanza of “The Tiger” by William Blake	<ul style="list-style-type: none"> • One stanza • Four lines • Last words of lines one and two rhyme. • Last words of line three and four rhyme. • Same rhythm, or meter, on each line. <p>Words that help me see:</p> <ul style="list-style-type: none"> • “burning bright” • “forests of the night” • “Tiger! Tiger!” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeated words and phrases)</p>
“dog” by Valerie Worth	<ul style="list-style-type: none"> • No stanzas • 16 lines • Free verse (no rhyme or meter) <p>Words that help me see:</p> <ul style="list-style-type: none"> • “limp” • “chops, with heavy jaws” • “In his loose skin” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Pasture” by Robert Frost</p>	<ul style="list-style-type: none"> • Two stanzas • Four lines in each stanza • Last word at the end of the second and third lines in both stanzas rhyme (“away” and “may,” “young” and “tongue”). <p>Words that help me see:</p> <ul style="list-style-type: none"> • “rake the leaves” • “totters when she licks it with her tongue” • Last line of each stanza is the same: “I shan’t be gone long.— You come too.” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeating words and phrases)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“Street Music” by Arnold Adoff</p>	<ul style="list-style-type: none"> • No stanzas • Lines • Spacing: Some words are spread out with space between each letter • Some lines are single words • Free verse <p>Words that help me hear:</p> <ul style="list-style-type: none"> • “grinding” • “slamming” • “clash” • “screeching” <p>Words that help me see:</p> <ul style="list-style-type: none"> • “cars and trucks” • “flash” • “The always noise” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeating words and phrases)</p>

I Notice/I Wonder Note-catcher:

“Street Music”

RL.4.2, RL.4.5

.....
Name:

.....
Date:

I Notice (things I see)	I Wonder (questions I have)

Preparing for a Text-Based Discussion Note-catcher

RL.4.1, RL.4.5, W.4.9a, SL.4.1a

Name: _____

Date: _____

Question: What evidence do you see that Jack’s “Street Poem” has been inspired by the poems he has read?

Poem	Evidence from famous poem	Evidence from Jack’s street poem

Preparing for a Text-Based Discussion Note-catcher

(Example, for Teacher Reference)

RL.4.1, RL.4.5, W.4.9a, SL.4.1a

Poem	Evidence from famous poem	Evidence from Jack’s street poem
“Street Music” by Arnold Adoff	<i>n o i s e</i>	<i>that LOUD music</i>
“Street Music” by Arnold Adoff	<i>clash flash screeching</i>	<i>clash flash screech.</i>
“Street Music” by Arnold Adoff	<i>clash flash screeching</i>	<i>whisp meow swish</i>
“Street Music” by Arnold Adoff	<i>r o a r</i>	<i>THIN</i>
“The Red Wheelbarrow” by William Carlos Williams	<i>a red wheel barrow glazed with rain water beside the white chickens.</i>	<i>and my house is the white one with the red door.</i>
“Stopping by Woods on a Snowy Evening” by Robert Frost	<i>And miles to go before I sleep</i>	<i>with many miles to go before they sleep.</i>

Discussion Norms Anchor Chart
 (Example, for Teacher Reference)
 SL.4.1

- **Prepare for a discussion (rereading text, recording evidence)**
- I listen carefully and wait my turn to speak (I do not interrupt)
- I ask questions to better understand what people are saying
- I make comments that contribute to the discussion
- I respond to questions to help people better understand what I am saying and to build on the discussion
- I stay on topic
- I link my ideas to those of others
- I speak in complete sentences
- I assume positive intent

Cue	Response
Expand a response	
<ul style="list-style-type: none"> • “Can you say more about that?” • “Can you give an example?” • “I’m interested in what you said about _____ . Can you tell me more?” • “Can you give us more details about _____?” • “How did you come to that conclusion? What made you think that?” • “What did you learn/do you hope to learn from _____? Why?” 	<ul style="list-style-type: none"> • “Sure, I think that _____.” • “OK. One example is _____.”
Clarify a response	
<ul style="list-style-type: none"> • “So, do you mean _____?” • “I’m not sure I understand _____. Can you clarify?” • “Could you say that again? I’m not sure I understand.” 	<ul style="list-style-type: none"> • “Yes, you’ve got it.” • “No, sorry, that’s not what I mean. I mean _____.”

What Happens and How Does Jack Feel about It? Anchor Chart

(Example, for Teacher Reference)

RL.4.1, RL.4.3

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
1–2	Jack begins this journal and struggles to write poetry.	Frustrated or annoyed. Jack doesn't want to write poetry, and his brain is empty.	He writes, "I don't want to," and he says, "Can't do it. Brain's empty."
3	Jack reads a poem about a red wheelbarrow and white chickens.	Confused. Jack doesn't understand the poem.	He says, "I don't understand the poem about the red wheelbarrow and the white chickens ..."
4	Jack writes a poem about a blue car.	Ashamed or afraid. Jack doesn't like the poem and is perhaps ashamed/afraid of what others might think.	He says, "I don't like it" and asks that it not be read aloud or put on the board.
6–7	Jack reads a new poem about snowy woods and is asked to write more about the blue car.	Confused and angry. Jack doesn't understand the snowy woods poem and doesn't want to write more about the blue car.	He says, "What was up with the snowy woods poem?" and "I don't want to write about that blue car."
8–11	Jack revises his blue car poem after reading a tiger poem, and both of his blue car poems are posted on the board.	Confused and proud. He doesn't understand the tiger poem. He likes the way his poems look on the board.	He writes, "I'm sorry to say I did not really understand the tiger tiger burning bright poem." And about his own poems he writes, "They look nice."

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
12–14	Jack was asked to write a poem about a pet.	Upset. Jack doesn't have a pet to write about, and he didn't want to write about the pet he used to have.	He writes, "I don't have any pets so I can't write about one" and he also writes, "Yes, I used to have a pet. I don't want to write about it."
15–19	Jack read small poems about animals and then the teacher typed his poem up and put it on the board.	Excited and proud. He liked the small poems and was proud to see his poem posted on the board.	He writes, "I liked those small poems today" and he also writes, "I guess it does look like a poem when you see it typed up like that."
20–21	Jack reads a new poem by Robert Frost about a pasture.	Confused. Jack has a lot of questions about the poem.	He writes, "I really really did NOT get the pasture poem you read today."
22–24	Jack is thinking about what makes a poem a poem.	Thoughtful. Jack has a lot of wonderings about poems.	He writes, "typed up they look like poems and the other kids are looking at them and they think they really are poems."
25–27	Jack goes to the animal shelter, and he and his family choose a yellow dog.	Happy. Jack is happy to have a pet.	He writes, "And in the car he put his head against my chest and wrapped his paws around my arm as if he were saying Thank you thank you thank you."

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
28–30	Jack’s poem is typed up and posted on yellow paper.	Proud. Jack thinks his poem looks good on yellow paper posted on the board.	He writes, “Yes it looks good on yellow paper.”
31–34	Jack read a poem about street music and writes about his street.	Inspired. He liked the poem about street music and writes his own.	He writes, “I like that poem we read today about street music in the city.”
35–37	Jack reads a shape poem and writes one himself.	Excited. Jack enjoyed reading and writing shape poetry.	He writes, “My brain was pop-pop-popping when I was looking at those poems.”
38–41	Jack’s poem is typed with his name on it and posted on the board.	Proud and embarrassed. Jack lets the teacher put his name on the poem, and he gets compliments from students.	He writes, “Maybe you could put my name on it too.”

What Makes a Poem a Poem? Anchor Chart
 (Example, for Teacher Reference)

RL.4.5

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Red Wheelbarrow” by William Carlos Williams</p>	<ul style="list-style-type: none"> • The poem is a sentence, with a period at the end, that has been divided into four chunks. • Each chunk has two lines. • The first line of each chunk has three words, while the second line has only one word. • Doesn’t rhyme (free verse) <p>Words that help me see:</p> <ul style="list-style-type: none"> • Uses contrasting colors, red and white 	<p>Structure (how the poem is organized):</p> <ul style="list-style-type: none"> • Stanza: a group of lines divided by a space • Line: a row with a group of words <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <ul style="list-style-type: none"> • Free verse: doesn’t rhyme or have a rhythm <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“Stopping by Woods on a Snowy Evening” by Robert Frost</p>	<ul style="list-style-type: none"> • Four stanzas • Each stanza has four lines • Last word of first, second, and fourth line always rhymes—regular pattern. • Last word of third line does not. Words that help me see: <ul style="list-style-type: none"> • “fill up with snow” • “The darkest evening of the year” • “The woods are lovely, dark and deep.” Words that help me hear: <ul style="list-style-type: none"> • “harness bells a shake” • “the sweep / Of easy wind and downy flake.” • The final two lines are repeated. 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeated words and phrases)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>First stanza of “The Tiger” by William Blake</p>	<ul style="list-style-type: none"> • One stanza • Four lines • Last words of lines one and two rhyme. • Last words of line three and four rhyme. • Same rhythm, or meter, on each line. Words that help me see: • “burning bright” • “forests of the night” • “Tiger! Tiger!” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeated words and phrases)</p>
<p>“dog” by Valerie Worth</p>	<ul style="list-style-type: none"> • No stanzas • 16 lines • Free verse (no rhyme or meter) Words that help me see: • “limp” • “chops, with heavy jaws” • “In his loose skin” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Pasture” by Robert Frost</p>	<ul style="list-style-type: none"> • Two stanzas • Four lines in each stanza • Last word at the end of the second and third lines in both stanzas rhyme (“away” and “may,” “young” and “tongue”). <p>Words that help me see:</p> <ul style="list-style-type: none"> • “rake the leaves” • “totters when she licks it with her tongue” • Last line of each stanza is the same: “I shan’t be gone long.— You come too.” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeating words and phrases)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“Street Music” by Arnold Adoff</p>	<ul style="list-style-type: none"> • No stanzas • Lines • Spacing: Some words are spread out with space between each letter • Some lines are single words • Free verse <p>Words that help me hear:</p> <ul style="list-style-type: none"> • “grinding” • “slamming” • “clash” • “screeching” <p>Words that help me see:</p> <ul style="list-style-type: none"> • “cars and trucks” • “flash” • “The always noise” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeating words and phrases)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Apple” by S.C. Rigg</p>	<ul style="list-style-type: none"> • No stanzas • Lines that together are shaped like an apple • Free verse <p>Words that help me see:</p> <ul style="list-style-type: none"> • “Stem” • “red yellow green” <p>Words that help me taste:</p> <ul style="list-style-type: none"> • “yum” • “crunchy” • “juicy” • “delicious” <ul style="list-style-type: none"> • each line has a word or phrase that is repeated across the line. 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeating words and phrases)</p>

What Inspires Poets to Write Poetry? Note-catcher

RL.4.1, RL.4.5

.....
Name:

.....
Date:

Title of Poem and Poet	What inspired the poet?	Where can you see evidence of this in the poem?
“The Yellow Dog” by Jack <i>(Love That Dog, page 37)</i>		
The first poem about the blue car by Jack <i>(Love That Dog, page 4)</i>		
The second poem about the blue car by Jack <i>(Love That Dog, page 8)</i>		
The poem about the small poems by Jack <i>(Love That Dog, pages 15–16)</i>		
The poem about visiting the animal shelter <i>(Love That Dog, pages 25–27)</i>		

What Inspires Poets to Write Poetry? Note-catcher

(Example, for Teacher Reference)

RL.4.1, RL.4.5

Title of Poem and Poet	What inspired the poet?	Where can you see evidence of this in the poem?
<p>“The Yellow Dog” by Jack (<i>Love That Dog</i>, page 37)</p>	<p><i>Jack’s yellow dog and the shape poems, including “The Apple” by S.C. Rigg</i></p>	<p><i>The title of the poem is “The Yellow Dog,” and the poem is in a dog shape with an “ear,” “eye,” and “nose.” Words are repeated to make the lines of the shape.</i></p>
<p>The first poem about the blue car by Jack (<i>Love That Dog</i>, page 4)</p>	<p><i>Reading “The Red Wheelbarrow” by William Carlos Williams, and perhaps seeing a blue car splattered with mud on the road</i></p>	<p><i>Jack’s poem begins with “So much depends upon,” which is the same line as “The Red Wheelbarrow,” and his poem is about a blue car.</i></p>
<p>The second poem about the blue car by Jack (<i>Love That Dog</i>, page 8)</p>	<p><i>Reading “The Tiger” by William Blake, and perhaps seeing a blue car splattered with mud on the road</i></p>	<p><i>Jack’s poem has many similarities to “The Tiger” poem, including the same rhyming words at the end of the first and second lines, and the same meter. Because Jack has written about a blue car again, “Blue car, blue car,” he must have been inspired by it.</i></p>
<p>The poem about the small poems by Jack (<i>Love That Dog</i>, pages 15–16)</p>	<p><i>The small poems, particularly “dog” by Valerie Worth, and his own yellow dog</i></p>	<p><i>The subject of the poem is how Jack liked the small poems. He uses the same free verse style as Valerie Worth and a lot of the same imagery—for example, “in his loose skin.”</i></p>
<p>The poem about visiting the animal shelter (<i>Love That Dog</i>, pages 25–27)</p>	<p><i>The event of his family adopting his yellow dog from the animal shelter, and “The Pasture” by Robert Frost</i></p>	<p><i>The subject of the poem is the visit to the adoption center and the adoption of the yellow dog. Jack writes, “We won’t be gone too long—You come too,” like Robert Frost does in “The Pasture.”</i></p>

What Happens and How Does Jack Feel about It? Anchor Chart

(Example, for Teacher Reference)

RL.4.1, RL.4.3

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
1–2	Jack begins this journal and struggles to write poetry.	Frustrated or annoyed. Jack doesn't want to write poetry, and his brain is empty.	He writes, "I don't want to," and he says, "Can't do it. Brain's empty."
3	Jack reads a poem about a red wheelbarrow and white chickens.	Confused. Jack doesn't understand the poem.	He says, "I don't understand the poem about the red wheelbarrow and the white chickens ..."
4	Jack writes a poem about a blue car.	Ashamed or afraid. Jack doesn't like the poem and is perhaps ashamed/afraid of what others might think.	He says, "I don't like it" and asks that it not be read aloud or put on the board.
6–7	Jack reads a new poem about snowy woods and is asked to write more about the blue car.	Confused and angry. Jack doesn't understand the snowy woods poem and doesn't want to write more about the blue car.	He says, "What was up with the snowy woods poem?" and "I don't want to write about that blue car."
8–11	Jack revises his blue car poem after reading a tiger poem, and both of his blue car poems are posted on the board.	Confused and proud. He doesn't understand the tiger poem. He likes the way his poems look on the board.	He writes, "I'm sorry to say I did not really understand the tiger tiger burning bright poem." And about his own poems he writes, "They look nice."

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
12–14	Jack was asked to write a poem about a pet.	Upset. Jack doesn't have a pet to write about, and he didn't want to write about the pet he used to have.	He writes, "I don't have any pets so I can't write about one" and he also writes, "Yes, I used to have a pet. I don't want to write about it."
15–19	Jack read small poems about animals and then the teacher typed his poem up and put it on the board.	Excited and proud. He liked the small poems and was proud to see his poem posted on the board.	He writes, "I liked those small poems today" and he also writes, "I guess it does look like a poem when you see it typed up like that."
20–21	Jack reads a new poem by Robert Frost about a pasture.	Confused. Jack has a lot of questions about the poem.	He writes, "I really really did NOT get the pasture poem you read today."
22–24	Jack is thinking about what makes a poem a poem.	Thoughtful. Jack has a lot of wonderings about poems.	He writes, "typed up they look like poems and the other kids are looking at them and they think they really are poems."
25–27	Jack goes to the animal shelter, and he and his family choose a yellow dog.	Happy. Jack is happy to have a pet.	He writes, "And in the car he put his head against my chest and wrapped his paws around my arm as if he were saying Thank you thank you thank you."

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
28–30	Jack’s poem is typed up and posted on yellow paper.	Proud. Jack thinks his poem looks good on yellow paper posted on the board.	He writes, “Yes it looks good on yellow paper.”
31–34	Jack read a poem about street music and writes about his street.	Inspired. He liked the poem about street music and writes his own.	He writes, “I like that poem we read today about street music in the city.”
35–37	Jack reads a shape poem and writes one himself.	Excited. Jack enjoyed reading and writing shape poetry.	He writes, “My brain was pop-pop-popping when I was looking at those poems.”
38–41	Jack’s poem is typed with his name on it and posted on the board.	Proud and embarrassed. Jack lets the teacher put his name on the poem, and he gets compliments from students.	He writes, “Maybe you could put my name on it too.”
42–45	Jack reads a poem by Walter Dean Myers called “Love That Boy” and takes home the book without permission to copy the poem.	Excited but also ashamed. Jack really likes the poem, but he is ashamed because he took the book without asking, and he spilled something on one of the pages.	He writes, “That was the best, best BEST poem you read yesterday by Mr. Walter Dean Myers.” He also writes, “I am sorry I took the book home without asking. I only got one spot on it.”

What Makes a Poem a Poem? Anchor Chart
(Example, for Teacher Reference)

RL.4.5

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Red Wheelbarrow” by William Carlos Williams</p>	<ul style="list-style-type: none"> • The poem is a sentence, with a period at the end, that has been divided into four chunks. • Each chunk has two lines. • The first line of each chunk has three words, while the second line has only one word. • Doesn’t rhyme (free verse) <p>Words that help me see:</p> <ul style="list-style-type: none"> • Uses contrasting colors, red and white 	<p>Structure (how the poem is organized):</p> <ul style="list-style-type: none"> • Stanza: a group of lines divided by a space • Line: a row with a group of words <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <ul style="list-style-type: none"> • Free verse: doesn’t rhyme or have a rhythm <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“Stopping by Woods on a Snowy Evening” by Robert Frost</p>	<ul style="list-style-type: none"> • Four stanzas • Each stanza has four lines • Last word of first, second, and fourth line always rhymes—regular pattern. • Last word of third line does not. Words that help me see: <ul style="list-style-type: none"> • “fill up with snow” • “The darkest evening of the year” • “The woods are lovely, dark and deep.” Words that help me hear: <ul style="list-style-type: none"> • “harness bells a shake” • “the sweep / Of easy wind and downy flake.” • The final two lines are repeated. 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeated words and phrases)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
First stanza of “The Tiger” by William Blake	<ul style="list-style-type: none"> • One stanza • Four lines • Last words of lines one and two rhyme. • Last words of line three and four rhyme. • Same rhythm, or meter, on each line. Words that help me see: • “burning bright” • “forests of the night” • “Tiger! Tiger!” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeated words and phrases)</p>
“dog” by Valerie Worth	<ul style="list-style-type: none"> • No stanzas • 16 lines • Free verse (no rhyme or meter) Words that help me see: • “limp” • “chops, with heavy jaws” • “In his loose skin” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Pasture” by Robert Frost</p>	<ul style="list-style-type: none"> • Two stanzas • Four lines in each stanza • Last word at the end of the second and third lines in both stanzas rhyme (“away” and “may,” “young” and “tongue”). <p>Words that help me see:</p> <ul style="list-style-type: none"> • “rake the leaves” • “totters when she licks it with her tongue” • Last line of each stanza is the same: “I shan’t be gone long.— You come too.” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeating words and phrases)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“Street Music” by Arnold Adoff</p>	<ul style="list-style-type: none"> • No stanzas • Lines • Spacing: Some words are spread out with space between each letter • Some lines are single words • Free verse <p>Words that help me hear:</p> <ul style="list-style-type: none"> • “grinding” • “slamming” • “clash” • “screeching” <p>Words that help me see:</p> <ul style="list-style-type: none"> • “cars and trucks” • “flash” • “The always noise” 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeating words and phrases)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>“The Apple” by S.C. Rigg</p>	<ul style="list-style-type: none"> • No stanzas • Lines that together are shaped like an apple • Free verse <p>Words that help me see:</p> <ul style="list-style-type: none"> • “Stem” • “red yellow green” <p>Words that help me taste:</p> <ul style="list-style-type: none"> • “yum” • “crunchy” • “juicy” • “delicious” <ul style="list-style-type: none"> • Each line has a word or phrase that is repeated across the line. 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeating words and phrases)</p>

Title of Poem and Poet	Notices	Characteristics of Poetry
<p>The first stanza of “Love That Boy” by Walter Dean Myers</p>	<ul style="list-style-type: none"> • Stanzas • Lines • “Run” and “son” rhyme. • The repetition of the lines creates meter. <p>Words that help me see:</p> <ul style="list-style-type: none"> • “like a rabbit loves to run” • The first two lines are repeated • “Love to call him” is also repeated 	<p>Structure (how the poem is organized)</p> <p>Rhyme and Meter (whether the poem rhymes and the rhythm or beat)</p> <p>Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)</p> <p>Repetition (repeating words and phrases)</p>

Preparing for a Text-Based Discussion Note-catcher

RL.4.1, RL.4.5, W.4.9a, SL.4.1a

Name: _____

Date: _____

Question: How have Jack’s feelings about poetry changed from the beginning of *Love That Dog* to where we are at in the story now (page 45)? Why have they changed?

	Evidence	Elaboration
How did Jack feel about poetry in the beginning of the story? How do you know?		
How does Jack feel about poetry now? How do you know?		
What caused the change? How do you know?		

Preparing for a Text-Based Discussion Note-catcher

(Example, for Teacher Reference)

RL.4.1, RL.4.5, W.4.9a, SL.4.1a

Question: How have Jack’s feelings about poetry changed from the beginning of *Love That Dog* to where we are at in the story now (page 45)? Why have they changed?

	Evidence	Elaboration
How did Jack feel about poetry in the beginning of the story? How do you know?	<i>“I don’t want to because boys don’t write poetry.”</i>	<i>This tells us that Jack doesn’t want to write poetry because he thinks that boys don’t write poetry.</i>
	<i>“Can’t do it. Brain’s empty.”</i>	<i>This tells us that Jack wasn’t able to write poetry because he didn’t have any ideas.</i>
How does Jack feel about poetry now? How do you know?	<i>“That was the best, best BEST poem you read yesterday by Mr. Walter Dean Myers.”</i>	<i>This tells us that Jack enjoys reading poetry now and that poetry inspires him.</i>
	<i>“My brain was pop-pop-popping when I was looking at those poems”</i>	<i>This tells us that Jack is now inspired to write poetry, compared to the beginning of the book where his brain was empty.</i>
What caused the change? How do you know?	<i>“I liked those small poems we read today.”</i>	<i>This was the first time Jack admitted he liked some poems. These poems were about pets and reminded him of his yellow dog, so it seems that realizing he could read and write poems about things he liked is what changed his mind.</i>
	<i>“They look nice typed up like that on blue paper on a yellow board.”</i>	<i>This was the first time Jack saw his poems posted on the board, and he was proud of his work—which may have inspired him to continue writing poetry.</i>

Affix List*
Prefixes (before the root)

Prefix	Definition	Examples	Origin
in	not	inactive, income	Latin
im	not	impossible, improper, import	Latin
in	into	insert, inform, include	Latin
non	not	nonfat, nonsense	Latin
dis	not, opposite of	dislike, distrust, disagree	Latin
pre	before	pretest, preplan, premade	Latin
tele	far, distant	telephone, telegraph, television	Greek
de	reduce down away from	defeat, deform, decrease	Latin
mis	bad or badly wrong or wrongly	misbehave, misread, misspell	Latin
over	too much, above	overdone, overhead	Anglo Saxon
under	too little, below	underfed, underground	Anglo-Saxon
bi	two	bicycle, binocular	Latin
tri	three	tricycle, triangle	Latin/Greek
oct	eight	octagon, octopus	Latin/Greek
quad	four	quadrilateral, quadrant	Latin
en	to cause to be, to put into or onto, to go into or onto	encounter, enable, employ, embark, encircle	Latin
em	to cause to be, to put into or onto, to go into or onto	encounter, enable, employ, embark, encircle	Latin
sub	under, beneath, below secondary	subway, subsoil, substitute	Latin
deca	ten	decathlon, decade, decimal, decimeter	Latin/ Greek
centi	100	centimeter, centipede	Latin
milli	1,000	millennium, millimeter	Latin
kilo	1,000	kilogram, kilowatt	Greek
mille	1,000	millennium, millimeter	Latin
fore	before, earlier	forearm, foreword	Anglo-Saxon
anti	opposite, against	antibiotic, antifreeze	Greek

* Adapted from Prefix-Suffix-Root List by Grade Level 2012–2013. Cheney Public Schools. Accessed 17 Feb, 2016.
 <http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix_Suffix_Root_list_chart_R1.pdf>

deci	ten	decathlon, decade, decimal, decimeter	Latin/ Greek
auto	self	autograph, automatic	Greek
semi	half	semicircle, semicolon	Latin
poly	many, much	polygon, polysyllable	Greek
multi	many, much	multicolor, multifamily	Latin

Affix List*
 (continued)

Roots

Root	Definition	Examples	Origin
bio	life	biology, biography, antibiotic	Greek
form	shape	information, transform, deform,	Latin
graph	write	telegraph, photograph, phonograph, autograph	Greek
phone	sound	phonograph, symphony, telephone, microphone, phonics	Greek
sk(c)ope	see, look, consider, examine	microscope, telescope, bishop, periscope, stethoscope, kaleidoscope	Greek
spir(e)	breathe, or breath of life	spirit, inspire, conspire	Latin
rupt	break, burst	bankrupt, rapture, disruptive	Latin
terra	land	terrain, territory, terrarium	Latin
geo	earth, ground, soil	geography, geology, geometry	Greek
photo	light	photograph, telephoto, photos	Greek
tract	pull, draw (drag)	tractor, attract, subtract, traction	Latin
meter	measure	speedometer, geometry, metric, metronome, thermometer, perimeter, diameter, centimeter	Greek
metron	measure	speedometer, geometry, metric, metronome, thermometer, perimeter, diameter, centimeter	Greek
jacio	to throw	inject, objection, project, eject	Latin
jactum	to throw	inject, objection, project, eject	Latin
ject	to throw	inject, objection, project, eject	Latin
struct	to build	construct, instructor	Latin
vid	to see	vision, evidence, provide, providence	Latin
video	to see	vision, evidence, provide, providence	Latin
vis	to see	vision, evidence, provide, providence	Latin
visum	to see	vision, evidence, provide, providence	Latin

*Adapted from Prefix-Suffix-Root List by Grade Level 2012–2013. Cheney Public Schools. Accessed 17 Feb, 2016.
 <http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix_Suffix_Root_list_chart_R1.pdf>

jur	judge, oath, law	jury, jurisdiction, juror	Latin
juris	judge, oath, law	jury, jurisdiction, juror	Latin
log	word or study	prologue, apology, dialogue, eulogy, monologue, logic	Greek
logos	word or study	prologue, apology, dialogue, eulogy, monologue, logic	Greek
logue	word or study	prologue, apology, dialogue, eulogy, monologue, logic	Greek
path	feeling, suffering	apathetic, pathology, pathetic, sympathy	Greek
pathos	feeling, suffering	apathetic, pathology, pathetic, sympathy	Greek
ast	star	astronaut, astronomy, disaster, asterisk, aster, asteroid	Greek
astr	star	astronaut, astronomy, disaster, asterisk, aster, asteroid	Greek
astron	star	astronaut, astronomy, disaster, asterisk, aster, asteroid	Greek
mit	to send	emit, transmit, admit, remit, missile, mission, admission, dismissed, commit	Latin
mitt	to send	emit, transmit, admit, remit, missile, mission, admission, dismissed, commit	Latin
miss	to send	emit, transmit, admit, remit, missile, mission, admission, dismissed, commit	Latin
aud	hear, listen	audience, auditorium, audiovisual, auditor, audition	Latin
audi	hear, listen	audience, auditorium, audiovisual, auditor, audition	Latin
aus	hear, listen	audience, auditorium, audiovisual, auditor, audition	Latin
dico,	to say, tell, speak	diction, dictator, dictate, predict, verdict, contradict	Latin
dict	to say, tell, speak	diction, dictator, dictate, predict, verdict, contradict	Latin
dictum	to say, tell, speak	diction, dictator, dictate, predict, verdict, contradict	Latin

Affix List* (continued)

Suffixes (after the root)

Suffix	Definition	Examples	Origin
ed	past tense	stopped, hopped	Anglo-Saxon
ied	past tense	cried, tried,	Anglo-Saxon
ing	action, process	stopping, hopping	Anglo-Saxon
y	characterized by, like	cloudy, fishy	Anglo-Saxon
ly	characteristic of	badly, friendly, quickly	Anglo-Saxon
ies	plural, more than one	parties, babies, cries	Anglo-Saxon
er	one who, that which	baker, boxer, conductor, survivor	Latin
en	made of, to make	wooden, dampen, tighten,	Anglo-Saxon
ion	act of, state of, result of	union, tension, restriction	Anglo-Saxon
tion	act of, state of, result of	attention	Anglo-Saxon
ation	act of, state of, result of	elevation, invitation	Anglo-Saxon
ition	act of, state of, result of	addition	Anglo-Saxon
al	related to characterized by	dental, betrayal, natural, logical, optional	Latin
ial	related to characterized by	colonial, biennial	Latin
or	one who, that which	baker, boxer, conductor, survivor	Latin
ment	act, process	enjoyment, replacement	Latin
ness	condition, state of	darkness, fairness	Anglo-Saxon
an	one having a certain skill, relating to, belonging to	electrician, magician, American, suburban	Latin
ian	one having a certain skill, relating to, belonging to	electrician, magician, American, suburban	Latin
able	can be done	enjoyable, sensible, likable	Latin
ive	inclined/ tending toward an action	festive, active	Latin
tive	inclined/ tending toward an action	sensitive	Latin
ative	inclined/ tending toward an action	talkative	Latin
ence	act or condition of	persistence, excellence, assistance, importance	Latin

* Adapted from Prefix-Suffix-Root List by Grade Level 2012–2013. Cheney Public Schools. Accessed 17 Feb, 2016.
<http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix_Suffix_Root_list_chart_R1.pdf>

ance	act or condition of	persistence, excellence, assistance, importance	Latin
ible	can be done	enjoyable, sensible, likable	Latin
logy	science of, study of, one who studies	biology	Greek
ology	science of, study of, one who studies	chronology	Greek
ologist	science of, study of, one who studies	anthropologist	Greek

Exit Ticket: Goals for a Text-Based Discussion

SL.4.1

.....
Name:
.....

Date:
.....

Criterion for improvement: _____

Strategy: _____

Tracking Progress: Collaborative Discussion

Name: _____

Date: _____

Learning Target: I can participate in an effective collaborative discussion.

Standards I'm Tracking: SL.4.1

1. How am I doing?

- For each criterion, self-assess by putting a check mark in the appropriate column.
- Strive to be honest with yourself. Remember, your ability grows with your effort, so it's fine if you aren't there yet!

You will receive feedback in a different colored pen on the checklist.

Standard	Characteristics of an Effective Collaborative Discussion	4 Advanced	3 Proficient	2 Developing	1 Beginning
SL.4.1a	I prepared for the discussion by finding appropriate evidence in the text(s).				
SL.4.1a	I use the evidence I prepared to support my ideas during the discussion.				
SL.4.1b	I follow agreed-upon rules for the discussion.				
SL.4.1b	I carry out the role I have been given in a discussion.				
SL.4.1c	I ask questions to better understand what others are saying.				
SL.4.1c	I answer questions to help others understand my ideas.				
SL.4.1c	I link my ideas to those of others.				
SL.4.1d	I explain the key ideas of a discussion and how my understanding has grown from it.				

2. How have I improved since I last worked on this skill?

Teacher Response:

3. How can I improve next time?

Teacher Response:

Anchor Standard: SL.1

By the end of Grade 12, I will be able to: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing my own clearly and persuasively.



Grade 4: Module 1: Unit 1:
Homework Resources
(For Families)

Unit 1: Reading and Analyzing Poetry: *Love That Dog* and Famous Poems

Common Core State Standards addressed: RL.4.1, RL.4.2, RL.4.5, W.4.9a, SL.4.1a, SL.4.1b, and SL.4.1c.

Guiding Questions and Big Ideas:

What makes a poem a poem?

- *Poetry has characteristics that are unique and distinct from prose.*

What inspires writers to write poetry?

- *Writers draw inspiration from many places, including the work of other writers and their own lives.*

What will your student be doing at school?

In Unit 1, students are introduced to poetry through *Love That Dog*, a novel written in verse by Sharon Creech. As Jack, the main character in the novel, reads famous poems, students analyze what is happening in the novel and how Jack feels about it, and they also read and analyze those famous poems to identify characteristics of poetry and to determine their theme. They then use the characteristics of poetry they have identified to summarize the poems, and to compare poetry to prose. Throughout the unit, students are introduced to routines and anchor charts that will be used throughout the rest of the module, as well as the rest of the year. Students generate discussion norms and receive their independent reading journals and vocabulary logs. At the end of the unit, students participate in a text-based discussion about how Jack's feelings about poetry have changed from the beginning of the book.

Working to become ethical people is the habit of character emphasized in this unit. These are the specific skills students will focus on:

- I show empathy. This means I understand and I share or take into account the feelings, situation, or attitude of others.
- I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- I show respect. This means I appreciate the abilities, qualities, and achievements of others, and treat myself, others, and the environment with care.
- I show compassion. This means I notice when others are sad or upset and try to help them.

How can you support your student at home?

- Read poetry aloud with your student and invite him or her to find poems or a poet that he or she particularly likes.
- Help your student practice reading aloud fluently and accurately.
- Talk to your student about the meaning of the poems he or she is reading and what inspired the poet. Encourage your student to find evidence of that inspiration in the poems.
- Talk to your student about what inspires him or her and what is meaningful to him or her in preparation for writing poetry. Some examples might include a place, a person, an animal, a vehicle, a sport, or an event.

Unit 1: Homework

In Lessons 1–12, homework focuses on research reading.

In Lesson 10, students also complete homework to practice separating words into affixes and roots.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes each day and responding to a prompt of choice in the front of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the back of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

- In the front, students record new **academic vocabulary:** words you might find in informational texts on many different topics. For example, *challenges*, *questions*, and *explain* are words that could be found in books on any topic.
- In the back, students record new **topic vocabulary:** words about a particular topic. For example, *tadpoles*, *frogspawn*, and *amphibian* are words that could be found on the topic of frogs.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
1	Students infer the topic and generate discussion norms.	1. Read and reflect on the module guiding questions	1. Lesson 2. Students are not required to hand in anything—they just need to be prepared for a reflective discussion if they have something they would like to share with the group (not mandatory).	
2	Students are introduced to the routine of reading <i>Love That Dog</i> and analyzing what happened and how Jack felt about it. In an independent reading launch, students choose their independent research reading books and are given an independent reading journal.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students are given vocabulary logs at the beginning of the lesson. They then closely read and analyze “The Red Wheelbarrow,” described by Jack in <i>Love That Dog</i> .	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
4	Students continue to read <i>Love That Dog</i> and then closely read “Stopping by Woods on a Snowy Evening” by Robert Frost to determine the theme and identify the characteristics of poetry.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
5	Students learn how to write a summary. They then continue to read <i>Love That Dog</i> and analyze the characteristics of poetry in the first stanza of “The Tiger” by William Blake. At the end of the lesson, they compare a poem with prose using the characteristics of poetry.	1. Research reading and answering prompt.	1. Teacher will check independent reading journals strategically.	
6	Students continue to read <i>Love That Dog</i> and analyze the characteristics of poetry in “dog” by Valerie Worth. At the end of the lesson, they write a summary of “dog.”	1. Research reading and answering prompt 2. For ELLs: Language Dive Practice	1. Teacher will check independent reading journals strategically. 2. Lesson 7.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
7	Students continue to read <i>Love That Dog</i> and analyze the characteristics of poetry in “The Pasture” by Robert Frost. They then write a summary of “The Pasture” and compare poetry to prose.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
8	Students complete their mid-unit assessment in which they compare poetry to prose, and they analyze a new poem from <i>Love That Dog</i> for the characteristics of poetry and to write a summary.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
9	Students continue to read <i>Love That Dog</i> and analyze the characteristics of poetry in “Street Music” by Arnold Adoff. They prepare for and participate in a text-based discussion to answer the question: What evidence do you see that Jack’s “Street Poem” has been inspired by the poems he has read?	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
10	Students continue to read <i>Love That Dog</i> and analyze the characteristics of poetry in “The Apple” by S.C. Rigg. They then analyze Jack’s poems to identify what inspired him to write poetry and where they can see evidence of that in his poetry.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
11	Students continue to read <i>Love That Dog</i> and analyze the characteristics of poetry in “Love That Boy” by Walter Dean Myers. They then prepare for a text-based discussion in the end of unit assessment to answer the question: How have Jack’s feelings about poetry changed from the beginning of <i>Love That Dog</i> to where we are at in the story now (page 45)? Why have they changed?	1. Research reading and answering prompt 2. Complete Affixes Practice I	1. Teacher will check independent reading journals strategically. 2. Lesson 12.	
12	Students participate in a text-based discussion for the end of unit assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2016

Book Title and Author: Love That Dog by Sharon Creech

Pages Read: 42–45

Prompt: Describe in depth an event in the text using details from the text.

Response: Jack reads a poem by Walter Dean Myers called “Love That Boy,” and he loves it so much that he takes the book home without asking permission. He gets a spot on it and tears the page when he tries to get the spot out. He copies the poem out of the book and hangs it on his bedroom wall because he likes it so much.

Consider using the following independent reading prompts*:

- What is the theme or main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in other lessons?
- Describe in depth a character in the text using details from the text.
- Describe in depth a setting in the text using details from the text.
- Describe in depth an event in the text using details from the text.
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)						
Break up the word using this chart: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="padding: 5px;">Prefix</th> <th style="padding: 5px;">Root</th> <th style="padding: 5px;">Suffix</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Prefix	Root	Suffix				Words with the same affix or root
Prefix	Root	Suffix					
Translation in home language (where appropriate):							

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

.....
Name:

.....
Date:

Directions: Use the charts to break the following words into roots and affixes.

1. Unfeeling:

Prefixes	Roots	Suffixes

2. Enjoyable:

Prefixes	Roots	Suffixes

3. Indestructible:

Prefixes	Roots	Suffixes

4. Enlarged:

Prefixes	Roots	Suffixes

5. Disagreeable:

Prefixes	Roots	Suffixes

Name:

Date:

1. Look at the scrambled lines below from “dog.” Write them in the correct sequence:

In his loose skin.	sleeps	All afternoon
--------------------	--------	---------------

-
-
-
2. Sketch the meaning of the lines you wrote above.

3. Rewrite the lines as a prose sentence. (Remember to include a subject!)
-

4. Circle the subject in your prose sentence. Underline the predicate.

<p>5. Read the additional lines from “dog.”</p> <p style="text-align: center;">Rests his long chin</p> <p style="text-align: center;">Carefully between</p> <p style="text-align: center;">Front paws;</p>	<p>Sketch the meaning of these lines.</p>
--	---

<p>6. Reread the poetry version.</p> <p style="text-align: center;">Rests his long chin</p> <p style="text-align: center;">Carefully between</p> <p style="text-align: center;">Front paws;</p>	<p>Write your prose version.</p>
---	----------------------------------

7. Circle the subject in your prose sentence. Underline the predicate.
8. Think: What are the similarities between the poetry version and your prose version? What are the differences?
9. Complete the sentences.
- Use information about yourself.
 - Circle the subject in your sentences. Underline the predicate.

I sleep _____

_____.

_____ my chin.



Grade 4: Module 1: Unit 2:

Working to Become Effective Learners Anchor Chart

Teacher Directions: Write the following on chart paper, leaving space at the bottom to add to it throughout the unit.

Develop the mindsets and skills for success in college, career, and life

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I persevere	This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.		

Working to Become Effective Learners Anchor Chart
(Example, for Teacher Reference)

Develop the mindsets and skills for success in college, career, and life

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I persevere	This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.	<ul style="list-style-type: none"> • Keep trying • Asking someone for help 	<ul style="list-style-type: none"> • “I am finding this challenging. I have tried xyz, but I need help moving forward.”

What Happens and How Does Jack Feel about It? Anchor Chart
 (Example, For Teacher Reference)
 RL.4.1, RL.4.3

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
46–67	Jack writes a letter to Walter Dean Myers and is waiting for a response back.	He wants Walter Dean Myers to write back, and is worried that Walter Dean Myers won't respond.	He writes, "...and maybe he's away maybe he's on vacation maybe he's sick maybe he's hiding in a room writing poems" and writes, "Sometimes when you are trying not to think about something it keeps popping back into your head."

What Inspires Poets to Write Poetry? Note-catcher

(Example, for Teacher Reference)

RL.4.3

Title of Poem and Poet	What inspired the poet?	Where can you see evidence of this in the poem?
March 22 Jack (<i>Love That Dog</i>)	Reading “Love That Boy” by Walter Dean Myers and his dog, Sky	Jack’s poem ends with “Hey there, Sky!” which is similar to a line from “Love That Boy”—“Hey there, son!”—and his poem is about his dog.

Working to Become Ethical People Anchor Chart

Teacher Directions: Write the following additions to the anchor chart.

Treat others well and stand up for what is right

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I show respect	This means I appreciate the abilities, qualities, and achievements of others, and treat myself, others, and the environment with care.	<ul style="list-style-type: none"> • Applauding others when they have done well. • Taking care around the classroom not to break things or hurt people. • Returning borrowed items in the same condition you were given them. • Throwing trash in the trashcan. • Recycling. 	<ul style="list-style-type: none"> • “I really appreciate ... because ...” • “You did a great job with ... because ...”
I behave with integrity	This means I am honest and do the right thing, even when it’s difficult, because it is the right thing to do.	<ul style="list-style-type: none"> • Admitting when at fault. • Doing homework. • Keeping eyes on own work. 	<ul style="list-style-type: none"> • “I’m sorry, but I ...”
I show empathy	This means I understand and I share or take into account the feelings, situation, or attitude of others.		
I show compassion	This means I notice when others are sad or upset and try to help them.		

Working to Become Ethical People Anchor Chart
(Example, for Teacher Reference)

Treat others well and stand up for what is right

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I show empathy	This means I understand and I share or take into account the feelings, situation, or attitude of others.	<ul style="list-style-type: none"> Listening carefully and showing the appropriate facial expression for the situation 	<ul style="list-style-type: none"> “I understand how you feel.” “I can imagine how you feel.”
I show compassion	This means I notice when others are sad or upset and try to help them.	<ul style="list-style-type: none"> Approaching a friend or classmate who looks upset 	<ul style="list-style-type: none"> “You look upset—is everything OK? Is there anything I can do to help?”

What Inspires Poets to Write Poetry? Note-catcher

(Example, for Teacher Reference)

RL.4.1, RL.4.3

Title of Poem and Poet	What inspired the poet?	Where can you see evidence of this in the poem?
“My Sky” Jack (<i>Love That Dog</i>)	Reading poems by other poets and his dog, Sky	Jack’s poem has “blue car blue car splattered with mud,” which is similar to a line from “The Tiger”; Jack’s poem has “Hey there, son!” which is from “Love That Boy”; Jack’s poem is about when his dog was hit by a car.

What Happens and How Does Jack Feel about It? Anchor Chart

(Example, for Teacher Reference)

RL.4.1, RL.4.3

Pages	What happens?	How does Jack feel about it?	How do you know? Use evidence from the text to support your answer
73–86	Walter Dean Myers visits Jack’s school.	Jack is very happy to meet Walter Dean Myers and is inspired by his visit.	He writes, “...all of the blood in my veins was bubbling and all of the thoughts in my head were buzzing and I wanted to keep Mr. Walter Dean Myers at our school forever” and writes, “Thank you a hundred million times for leaving your work and your family and your things-people-have-to-do to come and visit us in our school in our class.”

Model Informative Paragraph

W.4.2

In *Love That Dog* by Sharon Creech, even though he doesn't understand poetry at first, the main character, Jack, is inspired to write poetry. Jack was inspired by things that happen in his classroom and you can see this in his poetry. For example, on November 6, he writes a poem about how he likes his poems typed up on blue paper and hung up on the yellow bulletin board. On January 17, he writes a poem about how people write to make pictures with words, but other people think they are poems because of the way they look. Also, on April 4, he writes poetry to thank his teacher for typing up his poem. Another example of Jack being inspired by things in his classroom is the poem he writes on April 17, when his teacher persuades him to write to Walter Dean Myers. Jack shows us that inspiration for writing poetry can come from many different places.

Annotated Model Informative Paragraph

(For Teacher Reference)

W.4.2

In *Love That Dog* by Sharon Creech, even though he doesn't understand poetry at first, the main character, Jack, is inspired to write poetry. Jack was inspired by things that happen in his classroom and you can see this in his poetry. For example, on November 6, he writes a poem about how he likes his poems typed up on blue paper and hung up on the yellow bulletin board. On January 17, he writes a poem about how people write to make pictures with words, but other people think they are poems because of the way they look. Also, on April 4, he writes poetry to thank his teacher for typing up his poem. Another example of Jack being inspired by things in his classroom is the poem he writes on April 17, when his teacher persuades him to write to Walter Dean Myers. Jack shows us that inspiration for writing poetry can come from many different places.

Key:

	Criterion from anchor chart	Where students will find this information in their own work
<u>Red</u>	Introduce the book and the author	What Inspires Poets to Write Poetry? Note-catcher
<u>Green</u>	Contain a focus statement about what inspired Jack	What Inspires Poets to Write Poetry? Note-catcher
<u>Yellow</u>	Describe details from the text and how they show what inspired Jack	What Inspires Poets to Write Poetry? Note-catcher
<u>Green (a different shade)</u>	Provide a concluding sentence that restates the topic	What Inspires Poets to Write Poetry? Note-catcher

Working to Become Effective Learners Anchor Chart

Teacher Directions: Write the following additions on chart paper, leaving space at the bottom to add to it throughout the unit.

Develop the mindsets and skills for success in college, career, and life

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I persevere	This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.	<ul style="list-style-type: none"> • Keep trying • Asking someone for help 	<ul style="list-style-type: none"> • “I am finding this challenging. I have tried xyz, but I need help moving forward.”
I take responsibility	This means I take ownership of my ideas, my work, my goals, and my actions.		

Working to Become Effective Learners Anchor Chart
(Example, for Teacher Reference)

Develop the mindsets and skills for success in college, career, and life

Habit of character	What does it mean?	What does it look like?	What does it sound like?
<p>I take responsibility</p>	<p>This means I take ownership of my ideas, my work, my goals, and my actions.</p>	<ul style="list-style-type: none"> • Self-assessing • Setting goals 	<ul style="list-style-type: none"> • “I think I did this well, and here is evidence of that ...” • “I think I could improve ... by ...” • “I decided to make this change because ...”

Finding the Gist and Unfamiliar Vocabulary:

A River of Words Note-Catcher

RI.4.4, L.4.4

Name: _____

Date: _____

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning/Translation (use a dictionary if you need to)
Pages 2–8 <ul style="list-style-type: none"> Beginning at “When I was younger ...” Ending at “... make pictures in his mind.” 			
Pages 9–16 <ul style="list-style-type: none"> Beginning at “One night, alone in his room ...” Ending at “... still write poetry?” 			
Pages 17–21 <ul style="list-style-type: none"> Beginning at “At age nineteen ...” Ending at “... stop writing poems.” 			
Pages 22–26 <ul style="list-style-type: none"> Beginning at “On his prescription pads ...” Ending at “... shaped them into poems.” 			

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning/Translation (use a dictionary if you need to)
Pages 27–28 William Carlos Williams Timeline			
Page 29 Author’s Note			
Page 30 Illustrator’s Note			

Finding the Gist and Unfamiliar Vocabulary:
A River of Words Note-Catcher
 (Answers, for Teacher Reference)

RI.4.4, L.4.4

Note: Responses in the Unfamiliar Vocabulary column will vary. Words students are likely to be unfamiliar with (and their accompanying definitions) have been included for each section. Encourage students to use the strategies on the Close Readers Do These Things anchor chart to determine the meaning of unfamiliar vocabulary.

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning/Translation (use a dictionary if you need to)
Pages 2–8 <ul style="list-style-type: none"> Beginning at “When I was younger ...” Ending at “... make pictures in his mind.” 	<i>William Carlos Williams grew up in New Jersey. He noticed and watched everything around him.</i>	<i>notices</i> <i>soothed</i>	<i>observes, sees</i> <i>calmed, comforted</i>
Pages 9–16 <ul style="list-style-type: none"> Beginning at “One night, alone in his room ...” Ending at “... still write poetry?” 	<i>Williams was busier in high school but always had time to write. He wrote poems about the pictures he saw in his mind.</i>	<i>rhythms</i> <i>imitated</i> <i>suited</i>	<i>beat, pace</i> <i>to attempt to resemble, mimic</i> <i>appropriate for</i>
Pages 17–21 <ul style="list-style-type: none"> Beginning at “At age nineteen ...” Ending at “... stop writing poems.” 	<i>Williams studied to be a doctor. He was a very busy doctor but continued writing poetry in his free time.</i>	<i>providing</i> <i>study</i> <i>patients</i>	<i>to supply the necessities for</i> <i>learning, acquiring knowledge</i> <i>someone undergoing medical treatment</i>
Pages 22–26 <ul style="list-style-type: none"> Beginning at “On his prescription pads ...” Ending at “... shaped them into poems.” 	<i>Williams continued to write poems about things he heard, saw, and did.</i>	<i>precious</i>	<i>of great worth or value</i>
Pages 27–28 William Carlos Williams Timeline	<i>Three sections: When Williams’s poems were published, important events in Williams’s life, and important events</i>	<i>continues</i> <i>befriends</i> <i>publishes</i>	<i>goes on, keeps going</i> <i>to be or act as a friend to someone</i> <i>to prepare or distribute for sale to the public</i>

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning/Translation (use a dictionary if you need to)
Page 29 Author's Note	<i>William Carlos Williams is considered by many to be one of the most influential American poets.</i>	<i>contribution</i> <i>considered</i>	<i>to play a part or add to a collective effort</i> <i>to judge or regard as</i>
Page 30 Illustrator's Note	<i>The illustrator explains how she learned about William Carlos Williams and the process she used to create the illustrations in the book.</i>	<i>work</i> <i>connected</i> <i>interpretation</i> <i>convey</i>	<i>something made or accomplished by someone</i> <i>related or associated</i> <i>someone's explanation of the meaning of something</i> <i>to communicate or express</i>

Informative Essay Prompt: What Inspires Poets?

.....
Name:

.....
Date:

Directions: Throughout Units 1 and 2, you have been reading texts and learning about what inspires people to write poetry. At the beginning of this unit, you finished reading *Love That Dog* by Sharon Creech, took notes, and wrote a paragraph about what inspired Jack to write poetry. Now you are going to write an informative essay to answer the question: What inspired your expert group’s poet to write poetry, and where can you see evidence of this in his or her poetry? Use details from the texts to explain your thinking.

REMEMBER: A well-written informational piece:

- Introduces the poet and summarizes the poet’s life
- Clearly states a focus about what inspired the poet and stays focused throughout the piece.
- Uses accurate and relevant facts, details, and other information to develop the topic
- Includes details from the poet’s poems and explains how each detail is evidence of what inspired the poet
- Provides a concluding paragraph that restates the focus, reflects on the poet’s influence, and connects to *Love That Dog*
- Follows the rules of writing (spelling, punctuation, and grammar)

While you are working, refer to:

- Your expert group poet’s biography and his or her poems
- Close Read Note-catcher: Expert Group Poet

As you work on your essay:

1. Look over your notes and think about what inspired your poet.
2. Plan each paragraph by thinking about what you are going to say.
3. Write the essay.
4. Use the Informative Writing Checklist to revise and edit your writing to be sure it meets all the criteria.

Working to Become Effective Learners Anchor Chart

Teacher Directions: Write the following additions on chart paper, leaving space at the bottom to add to it in the next lesson.

Develop the mindsets and skills for success in college, career, and life

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I persevere	This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.	<ul style="list-style-type: none"> • Keep trying • Asking someone for help 	<ul style="list-style-type: none"> • “I am finding this challenging. I have tried xyz, but I need help moving forward.”
I take responsibility	This means I take ownership of my ideas, my work, my goals, and my actions.	<ul style="list-style-type: none"> • Self-assessing • Setting goals 	<ul style="list-style-type: none"> • “I think I did this well and here is evidence of that ...” • “I think I could improve ... by ...” • “I decided to make this change because ...”
I collaborate	This means I can work well with others to accomplish a task or goal.		

Working to Become Effective Learners Anchor Chart
 (Example, for Teacher Reference)

Develop the mindsets and skills for success in college, career, and life

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I collaborate	This means I can work well with others to accomplish a task or goal.	<ul style="list-style-type: none"> • One person talking at a time and the others listening 	<ul style="list-style-type: none"> • “What do you think?” • “I’m not sure I understand. Can you say that again?” • “I’d like to build on that idea ...” • “That sounds like a great idea, and perhaps we could also ...”

Close Read Note-catcher:
A River of Words, Author's Note
 RI.4.1, RI.4.3, W.4.2, W.4.4, W.4.5

Focus Question: What inspired William Carlos Williams to write poetry, and where can you see evidence of this in his poetry?

Focus Statement:

Poet: William Carlos Williams	
Background	
What inspired your poet?	What evidence do you see of this in his poetry?
Reflection and Connection	

Close Read Note-catcher:

A River of Words, Author’s Note
 (Answers, for Teacher Reference)
 RI.4.1, RI.4.3, W.4.2, W.4.4, W.4.5

Focus Question: What inspired William Carlos Williams to write poetry, and where can you see evidence of this in his poetry?

Focus Statement: William Carlos Williams was inspired by everyday objects and the lives of common people, and you can see this in his poetry.

Poet: William Carlos Williams

Background

- *William Carlos Williams was a family doctor; he helped sick people even when they couldn’t pay him in money*
- *Award-winning poet*
- *Wrote 48 books of poetry*
- *Won prizes such as the National Book Award and the Pulitzer Prize*
- *Named Consultant in Poetry to the Library of National Congress*
- *Poetry style:*
 - *Distinctive*
 - *Short lines and stanzas*
 - *Little or no punctuation*

What inspired your poet?

- *Everyday objects and the lives of common people*
- *Inspired to write poetry by the sounds and rhythms of the work of famous English poets*
- *Wrote about ordinary things and people he could see around him*

What evidence do you see of this in his poetry?

- *“The Red Wheelbarrow” describes a red wheelbarrow and how beautiful and important the common wheelbarrow is.*
- *“This Is Just to Say” describes plums and how delicious, sweet, and cold they tasted.*
- *“Children’s Games II” describes the lives of common people by telling about children playing with toys such as pinwheels and hoops, and building with bricks.*

Reflection and Connection

- *My favorite poem is “The Woodthrush”—I like watching birds in my garden.*
- *His work helped inspire others to write poetry.*
- *Jack in Love That Dog wrote his first poem about a blue car after reading “The Red Wheelbarrow.”*

Author's Note:
A River of Words



William Carlos Williams was a family doctor in his hometown of Rutherford, New Jersey, for more than forty years. He specialized in pediatrics (care of children) and obstetrics (delivering babies). Records indicate that he presided over more than 3,000 births. Like most doctors of his time, Williams made house calls, spending his days and some nights, too, caring for the sick in their homes. During the Great Depression, when many adults were unemployed and families could not afford to pay, Williams helped them anyway. Often, after stitching a wound, dispensing medicine for a fever, or helping a woman deliver her child after a long night's labor, he would leave with a homemade scarf, a jar of jam, or a warm casserole as payment.

Despite the constant demands of his profession, Williams always made time for poetry. In his earliest verses, he adopted the methods of traditional English poets who focused on grand topics and used regular patterns of rhyme. Slowly, however, he developed his own distinctive style in which he used shorter lines, brief stanzas, and little or no punctuation. But perhaps his most important contribution to American poetry was his focus on everyday objects and the lives of common people. In his poems, readers can find fire trucks, cats, flowerpots, plums, babies, construction workers, and refrigerators. By stripping away unnecessary details, Williams tried to “see the thing itself . . . with great intensity and perception.”

Although he wrote poems for most of his adult life, his poetry was not well known until he was in his sixties. By then, he had already published more than a dozen poetry books as well as several volumes of essays, plays, and short stories. Today William Carlos Williams is considered one of our most influential American poets and his work is read and studied in schools and universities all over the world. Williams died in 1963 at the age of seventy-nine.

— *Jen Bryant*

Close Reading Guide:

A River of Words, Author’s Note
(For Teacher Reference)

RI.4.1, RI.4.3, RI.4.4, L.4.4, L.4.4a, L.4.4b, L.4.4c

Time: 40 minutes

Directions and Questions	Teaching Notes
<p>1. Describe the demands William Carlos Williams faced as a doctor. (RI.4.1)</p>	<ul style="list-style-type: none"> • Invite students to move to sit with their writing partner. Throughout this close read, students work in pairs to discuss answers to the questions you ask and to annotate their texts. Use different strategies to have them respond—for example, cold call, select volunteers, or respond chorally as a whole group. • Invite students to read along silently in their heads as you read aloud the Author’s Note. • Direct students’ attention to the first paragraph and invite students to reread it with their partner. Using a total participation technique, invite responses from the group: <ul style="list-style-type: none"> * “What is the gist of this paragraph?” (William Carlos Williams was a doctor who cared so much about people that if they could not afford to pay him, he let them pay with gifts other than money.) • Invite students to reread the sentence beginning with “Williams made house calls ...” Ask: <ul style="list-style-type: none"> * “What did Williams spend his days and some nights doing?” (caring for the sick) * “Where did Williams care for the sick?” (in their homes) * “Think about these details. What are house calls?” (when a doctor visits sick patients and cares for them in their homes) • Invite students to reread the sentence beginning with “During the Great Depression ...” Ask: <ul style="list-style-type: none"> * “Why were many families unable to pay?” (Families could not afford to pay because the adults were unemployed.) * “Who were families unable to pay? For what?” (William Carlos Williams; for caring for them when they were sick) * “What did Williams do when families could not afford to pay?” (He helped them anyway.) * “Read the next sentence. Based on the text, how did his patients pay him?” (They would give him gifts such as a scarf or a jar of jam instead of money.) • Ask Q1. (He cared for sick patients in his home; even though his patients sometimes couldn’t pay him with money, he helped his patients anyway.) • Invite students to write notes about William Carlos Williams in the Background box on their note-catcher. (William Carlos Williams was a family doctor; he helped sick people even when they couldn’t pay him in money.)

Close Reading Guide:

A River of Words, Author’s Note
(For Teacher Reference)

RI.4.1, RI.4.3, RI.4.4, L.4.4, L.4.4a, L.4.4b, L.4.4c

Directions and Questions	Teaching Notes
<p>2. Explain how William Carlos Williams’s poetry style changed over time. (RI.4.3)</p>	<ul style="list-style-type: none"> • Direct students’ attention to the second paragraph and invite students to reread it with their partner. Using a total participation technique, invite responses from the group: <ul style="list-style-type: none"> * “What is the gist of this paragraph?” (William Carlos Williams started out writing poems in a more traditional style but then developed his own style.) • Invite students to reread the first sentence of this paragraph. Ask: <ul style="list-style-type: none"> * “What is the gist of the first part of the sentence?” (Williams’s job as a doctor was demanding.) * “What is the gist of the second part of the sentence?” (Williams continued to write poems.) * “How does the first part of the sentence relate to the second part of the sentence?” (They tell two opposite ideas.) * “Think about these details. What does this sentence help you to understand about William Carlos Williams?” (Even though Williams was very busy with work, but he still wrote poems.) * “Why might Williams make time for poetry even though he was so busy?” (because it was something he loved to do) * “Put your finger under the word <i>despite</i>. This word means ‘even though.’ How does this word link the first paragraph to the second paragraph?” (The first paragraph was about Williams’s job as a doctor. The second paragraph is about his poetry writing. <i>Despite</i> signals that the text is changing focus.) * “Think about these details. Is this how you imagined a poet’s life to be—being a doctor during the day and writing poetry at night?” (Responses will vary.) • If productive, cue students to expand the conversation by saying more: <ul style="list-style-type: none"> * “Can you say more about that?” (Responses will vary.) • Invite students to reread the sentences from “In his earliest verses ...” to “... little or no punctuation.” Ask: <ul style="list-style-type: none"> * “Put your finger under the phrase <i>earliest verses</i>. What is a synonym for <i>verses</i>? When did Williams write these verses?” (poems, poetry; when he first started writing poetry) * “Describe Williams’s early verses.” (They were traditional. They were about grand topics and used regular rhyme patterns.) * “Think about what we read earlier in the book about Williams’s early poems. What <i>grand topics</i> did he try to write about?” (love, death) * “What is the gist of this sentence?” (Williams tried to write his early poems like traditional English poets.)

Close Reading Guide:

A River of Words, Author’s Note
(For Teacher Reference)

RI.4.1, RI.4.3, RI.4.4, L.4.4, L.4.4a, L.4.4b, L.4.4c

Directions and Questions	Teaching Notes
	<ul style="list-style-type: none"> * “Read the next sentence. What word signals an opposite idea? How does this sentence connect to the previous sentence?” (however; It’s about how Williams’s poems changed.) * “Put your finger under the word <i>distinctive</i>. What was distinctive about Williams’s poems?” (He used shorter lines, brief stanzas, and little or no punctuation.) * “Think about these details. What does <i>distinctive</i> mean? What does this help you to understand about Williams’s writing style?” (<i>Distinctive</i> means unique or different; his writing style became unique or different because of the different techniques he used.) <ul style="list-style-type: none"> • Invite students to add <i>distinctive</i> and its definition to their vocabulary logs. • Ask Q2. (When he first started writing, Williams tried to write poems in a traditional style; slowly he developed his own style that was unique and different from traditional poets.) • Invite students to write notes about William Carlos Williams in the Background box on their note-catcher. (William Carlos Williams had a distinctive poetry style, using short lines and stanzas, and little or no punctuation.)
<p>3. What inspired William Carlos Williams? Why? (RI.4.3)</p>	<ul style="list-style-type: none"> • Invite students to reread from the sentence beginning with “But perhaps his most ...” to the end of the paragraph. Ask: <ul style="list-style-type: none"> * “What was the focus of Williams’s poems?” (everyday objects and the lives of common people like firetrucks, cats, flowerpots, plums, babies, construction workers, and refrigerators) * “Put your finger under the word <i>unnecessary</i>. What familiar word do you see in this word? What does <i>necessary</i> mean?” (necessary; needed) * “The prefix <i>un-</i> means not. What do you think <i>unnecessary</i> means?” (not necessary; not needed) * “Reread the last sentence. What was unnecessary?” (details) * “What did Williams do with these unnecessary details?” (He stripped them away.) * “Think about Williams’s writing style. What does the phrase <i>stripping away unnecessary details</i> mean?” (to remove or take away details that aren’t needed) * “Think about these details. What does this help you to understand about Williams’s writing style?” (His poems had short lines and stanzas and little or no punctuation because he tried to leave out the details that weren’t needed.) * “Why did Williams try to strip away the unnecessary details?” (to “see the thing itself ... with great intensity and perception”)

Close Reading Guide:

A River of Words, Author’s Note
(For Teacher Reference)

RI.4.1, RI.4.3, RI.4.4, L.4.4, L.4.4a, L.4.4b, L.4.4c

Directions and Questions	Teaching Notes
	<ul style="list-style-type: none"> * “What <i>thing</i> was Williams trying to see? Give an example.” (whatever he was writing about—a firetruck, a cat, a red wheelbarrow, etc.) • Tell students that when something is done with great intensity, it is done with great strength and power, and that perception is understanding or interpreting something through the senses. Ask: <ul style="list-style-type: none"> * “Think about these details. In your own words, explain why Williams stripped away the unnecessary details.” (to see what he was writing about clearly for what it really was) • Ask Q3. (He was inspired by everyday objects and common people, and trying to see these things clearly for what they really were.) • Invite students to write notes about what inspired William Carlos Williams in the “What inspired William Carlos Williams?” box on their note-catchers.
<p>LANGUAGE DIVE</p>	<ul style="list-style-type: none"> • Throughout the Language Dive: <ul style="list-style-type: none"> – Encourage rich conversation among students about the meaning of each of the sentence strip chunks, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues. – Consider focusing students’ attention on subject-predicate structure by color-coding the sentence strip chunks (subject: blue; predicate: red). The purpose of this Language Dive is only to bring attention to these features, as they are again investigated in the Lesson 9 Language Dive. If students point out these features in this Language Dive, congratulate them and invite them to discuss, time allowing. – After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. – After students share responses with the whole group, use Goal 1 Conversation Cues to promote further language development and invite students to share ideas and expand reasoning. For example, invite them to say more. – Record and display student responses next to or underneath the target language for visual reference. – For translation work, invite students to use their online or paper translation dictionary if necessary. Invite students to add new vocabulary to their vocabulary logs.

Close Reading Guide:

A River of Words, Author’s Note
(For Teacher Reference)

RI.4.1, RI.4.3, RI.4.4, L.4.4, L.4.4a, L.4.4b, L.4.4c

Directions and Questions	Teaching Notes
<p>LANGUAGE DIVE</p> <p>4. “What is the gist of this sentence? What is it mostly about? What, in the sentence, makes you think so?” (RI.3.1)</p>	<ul style="list-style-type: none"> • Invite students to put their finger by the sentence from <i>A River of Words</i> Author’s Note: “By stripping away unnecessary details, Williams tried to “see the thing itself ... with great intensity and perception.” • Invite students to chorally read the sentence aloud with you. • Ask students to take turns reading the sentence aloud with their partners. • Tell students you will give them time to think and discuss with their partner. • Ask Q4. (Responses will vary, but may include: He tried his best to see everyday things. He didn’t write about details.) • After providing time and inviting responses, write student ideas on the board.
	<ul style="list-style-type: none"> • If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students. • Tell students you will give them time to think, use their dictionary, and write or sketch on their note-catcher. Say: “There are some words and phrases in this sentence that you might not know: <i>itself, intensity, perception.</i>” * “Place your finger on the word <i>perception</i>. What is the translation of <i>perception</i> in our home languages? What is the meaning of <i>perception</i>? What, in the sentence or text, makes you think so? • After providing time, call on student volunteers to share. Ask other students to choose one translation to quietly repeat. Invite students to say their chosen translation aloud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. (<i>postrzeganie</i> in Polish; the way you think about or understand someone or something; The text says that he was trying to see objects and understand them.)
<p>LANGUAGE DIVE (continued)</p> <p>5. What does this chunk tell us? What, in the sentence, makes you think so? I’ll give you some time to discuss this with your partners.</p> <p>6. What do you think <i>the thing</i> is?</p>	<ul style="list-style-type: none"> • Display the following chunk: “Williams tried to “see the thing itself ...” • Underline <i>Williams</i> in blue and <i>tried to “see the thing itself ...</i> in red, and invite students to do the same on their note-catcher. • Ask Q5. (This chunk tells us what Williams was trying to see.) After providing time and inviting responses, record and display student ideas. • Ask Q6. (to emphasize that Williams wants to see just the thing, the most important part of the thing, or the thing by itself) • Invite students to think about one of the subjects of William Carlos Williams’s poems, and invite them to reread the chunk with a partner, replacing the word <i>thing</i> with the subject of their choice. (Williams tried to see the <i>red wheelbarrow</i> itself.)

Close Reading Guide:

A River of Words, Author’s Note
(For Teacher Reference)

RI.4.1, RI.4.3, RI.4.4, L.4.4, L.4.4a, L.4.4b, L.4.4c

Directions and Questions	Teaching Notes
<p>LANGUAGE DIVE (continued)</p> <p>7. What does this chunk describe? What, in the sentence, makes you think so? I’ll give you some time to discuss this with your partners.</p> <p>8. Intensity means power, strength, or concentration. What do you think it means to see objects with great intensity?</p>	<ul style="list-style-type: none"> • Display the following chunk: “with great intensity and perception.” • Underline <u>with great intensity and perception.</u> in red, and invite students to do the same on their note-catcher. • Ask Q7. (This chunk describes the way Williams was trying to see everyday objects. I see the word <i>with</i> and I know that <i>with</i> is a connecting word, so I think this is connected to the chunk before about seeing objects.) • Ask Q8. (Responses will vary, but may include: to focus and concentrate on an object; to try to see it clearly.) • If productive, cue students to clarify the conversation by confirming what they mean: <ul style="list-style-type: none"> * “So, do you mean _____?” (Responses will vary.) • Invite students to look at their elbow partners as if they were seeing them with intensity. • Ask: <ul style="list-style-type: none"> * “<i>Perception</i> means the way you think about or understand someone or something. What do you think it means to see objects with perception?” (Responses will vary, but may include: seeing something to really understand it.) * “Is this chunk a complete sentence? Why or why not?” (No, it does not have a subject.)
<p>LANGUAGE DIVE (continued)</p> <p>9. What are <i>unnecessary details</i>? What makes you think so? I’ll give you some time to discuss this with your partners.</p> <p>10. What do you think it means to <i>strip away</i> unnecessary details?</p>	<ul style="list-style-type: none"> • Display the following chunk: “By stripping away unnecessary details,” • Underline <u>By stripping away unnecessary details.</u> in red, and invite students to do the same on their note-catcher. • Place your finger on <i>unnecessary details</i>, and invite students to do the same. • Ask Q9. (Unnecessary details are details that you don’t need. I think this because <i>necessary</i> means something is needed, so <i>unnecessary</i> means something that is not needed.) After providing time and inviting responses, write student ideas on the board. • Ask: <ul style="list-style-type: none"> * “The Author’s Note says that William Carlos Williams wrote about refrigerators. What are some necessary facts about refrigerators? What are some unnecessary details about refrigerators?” (Necessary facts: They keep food cold. They help save food for later. Unnecessary details: They are magnetic. They are heavy. Mine is blue.) • If productive, cue students to expand the conversation by saying more: <ul style="list-style-type: none"> * “Can you say more about that?” (Responses will vary.)

Close Reading Guide:

A River of Words, Author’s Note
(For Teacher Reference)

RI.4.1, RI.4.3, RI.4.4, L.4.4, L.4.4a, L.4.4b, L.4.4c

Directions and Questions	Teaching Notes
	<ul style="list-style-type: none"> • Place your finger on <i>stripping away</i>, and invite students to do the same. • Ask Q10. (To take away, get rid of, or erase details that you don’t need.) • Invite students to sketch a detailed object of their choice on their note-catchers. After providing time, invite students to strip away, or erase, the unnecessary details. • Ask: <ul style="list-style-type: none"> * “How does taking away the unnecessary details change the object you drew?” (Responses will vary, but may include: It makes it very simple; only the shape is left.) • Place your finger on <i>By</i>, and invite students to do the same. • Ask: <ul style="list-style-type: none"> * “What does the word <i>By</i> tell us in this chunk? (It signals that we will find out how Williams tried to see the things he wrote about: by stripping away unnecessary details.) • Point out that although the class discussed this chunk of the sentence last, the author placed it before the other two chunks in her writing. Invite students to chorally read aloud the sentence in the order it was discussed, and then invite a student to move the sentence strip chunk and place it before the other two chunks. Invite students to chorally read the sentence again. • Ask: <ul style="list-style-type: none"> * “What did you notice about the sentence when we read this chunk at the beginning of the sentence and at the end of the sentence?” (The sentence makes sense when this chunk comes at the beginning or the end.) • Write the sentence frame: “I can make sure my writing is clear by _____.” • Say: “Use this frame to talk with your partners about how you make sure your writing is clear. I’ll give you some time to talk or write in your note-catchers.” After providing time and inviting responses, write student sentences on the board. (Responses will vary.) • Post the sentence frame: “By _____, I make sure my writing is clear.” • Say: “Now use this frame to describe how you make sure your writing is clear. I’ll give you some time to talk or write in your note-catchers.” After providing time and inviting responses, write student sentences on the board. (Responses will vary.)

Close Reading Guide:

A River of Words, Author’s Note
(For Teacher Reference)

RI.4.1, RI.4.3, RI.4.4, L.4.4, L.4.4a, L.4.4b, L.4.4c

Directions and Questions	Teaching Notes
<p>LANGUAGE DIVE (continued)</p> <p>11. Why do you think we underlined part of the sentence in blue and part in red?</p> <p>12. How does your understanding of this sentence change your ideas about what inspires poets to write poetry?</p> <p>13. How does your understanding of this sentence change how you understand the purpose of an Author’s Note?</p> <p>14. What questions do you have about this sentence? I’ll give you some time to think and write or sketch.</p> <p>END OF LANGUAGE DIVE</p>	<ul style="list-style-type: none"> • Point to and read the entire sentence on the board: “By stripping away unnecessary details, Williams tried to “see the thing itself ... with great intensity and perception.” • Ask Q11. (to show the different parts of the sentence) • Ask: <ul style="list-style-type: none"> * “What part is underlined in blue? How do you know” (the subject, because it tells whom the sentence is about) * “What part is underlined in red? How do you know?” (the predicate, because it has a verb and tells more about the subject.) • Ask Q12 and Q13. (Responses will vary.) • If productive, cue students to expand the conversation by giving an example: <ul style="list-style-type: none"> * “Can you give an example?” (Responses will vary.) • Ask Q14. (Questions will vary; respond as appropriate and as time allows.)

Close Reading Guide:

A River of Words, Author’s Note
(For Teacher Reference)

RI.4.1, RI.4.3, RI.4.4, L.4.4, L.4.4a, L.4.4b, L.4.4c

Directions and Questions	Teaching Notes
<p>15. Describe some of William Carlos Williams’s accomplishments. (RI.4.1)</p>	<ul style="list-style-type: none"> • Direct students’ attention to the third paragraph and invite students to reread it with their reading partner. Using a total participation technique, invite responses from the group: <ul style="list-style-type: none"> * “What is the gist of this paragraph?” (William Carlos Williams had a lot of writing published and is an influential American poet.) • Invite students to reread the first sentence of this paragraph. Ask: <ul style="list-style-type: none"> * “What is the gist of the first part of the sentence?” (Williams wrote poems throughout his life.) * “What is the gist of the second part of the sentence?” (Most people didn’t know his poems until he was older.) * “How does the first part of the sentence relate to the second part of the sentence?” (They tell two opposite ideas.) * “Think about these details. What does this sentence help you to understand about William Carlos Williams?” (Even though Williams wrote poems throughout his life, most people didn’t know about it until he was older.) * “Put your finger under the word <i>although</i>. This word means ‘even though.’ How does this word link the second paragraph to the third paragraph?” (The second paragraph was about Williams’s poetry. The third paragraph is about his accomplishments with poetry. <i>Although</i> signals that the text is changing focus.) • Invite students to write notes about William Carlos Williams in the Background box on their note-catchers. (William Carlos Williams published dozens of poetry books, essays, plays, and short stories. His work is still read and studied in schools around the world.)
<p>Culminating Task</p> <p>16. With a partner, orally summarize pages 18–19.</p>	<ul style="list-style-type: none"> • Invite students to reread the Author’s Note and review the notes on their note-catcher. • Ask Q5. (Example summary: William Carlos Williams was a family doctor in New Jersey. Even though he was very busy with his job, he always made time to write poetry. His writing was different and unique because he wrote about everyday objects and common people using very few details. He did this by writing poems that had short lines and stanzas, and little or no punctuation. He wrote in this way so that he could focus on what he was writing about. This made his writing different from that of more traditional poets.)

What Inspires Poets to Write Poetry? Note-catcher

(Example, for Teacher Reference)

RL.4.5

Title of Poem and Poet	What inspired the poet?	Where can you see evidence of this in the poem?
“The Red Wheelbarrow” by William Carlos Williams	Everyday objects and the lives of common people	His poem “The Red Wheelbarrow” is about the beauty and importance of a wheelbarrow.

For ELLs: Sentence Strip Chunks

Directions: Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

By stripping away unnecessary details,

Williams tried to “see the thing itself ...

with great intensity and perception.”

Language Dive Note-catcher:
A River of Words, Author’s Note

Language Dive

By stripping away the unnecessary details,

Williams tried to “see the thing itself ...

with great intensity and perception.”

First, sketch something with details. Next, erase all the unnecessary details.

I make sure my writing is clear by _____.

By _____, I make sure my writing is clear.

Expert Group Poet Biographies:
Robert Frost

When you look around you, are you inspired by your surroundings? Do the places you visit make you want to write and describe them to people who have never been there? Robert Frost was. Even though he was born in California, Frost is best known for living in and writing about New England.

Born in San Francisco in 1874, Frost moved with his mother to Lawrence, Massachusetts, when his father died in 1885. Frost worked very hard at his studies, graduating at the head of his class. In fact, he was co-valedictorian with his future wife, Elinor White! He decided he wanted to be a poet while still in high school, publishing his first poem in his school magazine in 1890. In 1892, he sold his first poem, “My Butterfly: An Elegy,” to a magazine for \$15.

After marrying Elinor in 1895, he moved with her to New Hampshire, and together they taught school and worked on their farm. In his free time, Frost continued to write poetry but struggled to get his work published. In 1912, he and Elinor sold their farm and moved across the sea to England, where he hoped to find more success as a writer. There, he published his first book, which helped to establish his reputation as a writer. When World War I began in 1914, the Frosts decided to leave England. They came back to the United States in 1915, and Frost continued his career as a poet. He wrote and taught for the rest of his life.

Frost loved New England and was inspired by the countryside, culture, and nature in the northeast part of the United States. He wrote poems that realistically described the unique landscape of New England, such as the orchards and spring in a farmyard. He was also inspired by his wife.

His poems were unlike any others of the time because they were a mix of traditional and modern styles. Traditional poems of the time were highly structured, with meter and rhyme patterns, and dealt with broad topics such as love, religion, and death. Modern poets used free verse, writing about everyday life or ordinary objects. Frost’s poems were a mix of both styles—his poems weren’t quite modern because they had rhyme and rhythm, but they were also not quite traditional because he wrote in an informal, conversational style. The themes of Frost’s poems were also nontraditional, using imagery, or words that help to see and hear, to describe nature and daily life in New England. Often, he wrote in the voice of a New England farmer, and his poems were intended to be read aloud.

Frost was an accomplished writer. In 1924, he won the first of four Pulitzer Prizes for his book *New Hampshire*. He was awarded the Congressional Gold Medal and was chosen to read a poem at President John F. Kennedy’s inauguration. Frost died in 1963 at the age of 88. Look around you at the place you live in—perhaps this could inspire you, like Robert Frost, to write poetry.

Written by Expeditionary Learning for Instructional Purposes
Lexile: 950L

Sources:

“Robert Frost: 1874–1963, San Francisco, CA.” *Poets.org*. Academy of American Poets. Web. Accessed 08 Mar. 2016. <<https://www.poets.org/poetsorg/poet/robert-frost>>.

“Robert Frost.” *Poetry Foundation*. Poetry Foundation. Web. 08 Mar. 2016. <<http://www.poetryfoundation.org/bio/robert-frost>>.

Expert Group Poet Biographies:
Valerie Worth

Look around you. Look closely at something small, no matter how ordinary, and make a note of everything that you see. Could you write a poem about that object? This is what Valerie Worth did. Worth was a writer and poet from Pennsylvania. Born in Philadelphia in 1933, she lived with her mother, a botanist, and her father, a biology professor. Her parents encouraged a love of poetry from an early age by reading poetry to her, and her father wrote poetry inspired by his work as a biologist. This love of poetry and language led Worth to Swarthmore College, where she graduated with a degree in English.

While in college, Worth met her future husband, George Bahlke. After college, the two married and moved to different places around the country before settling in Clinton, New York. In Clinton, Worth joined a small writing group. It was in this group that she met Natalie Babbitt, a well-known author and illustrator, and began a close friendship. Worth shared some of her poetry with the group and Babbitt sent the poems to her publisher. Valerie Worth’s first book of poems, *Small Poems*, was published in 1972. The book was illustrated by Babbitt. The pair went on to write and illustrate three more books of “small poems.”

Valerie Worth’s “small poems” were written specifically with children in mind. She liked to closely study the details of the everyday things around her, like weeds, flowers, and small animals. She wanted to write poetry that would “reach more deeply into the world [she] saw around [her].” Worth didn’t write about important events from her own life like other writers of her time did. Instead, she wrote about experiences that she felt all children shared. Her poems were written in simple free verse using no stanzas and short lines, and they brought a fresh perspective to ordinary objects that struck a chord with her. She used imagery, or words that help to see and hear, when describing things in her poetry. When asked what advice she would give to young writers, Worth said, “I would say write poetry for the fun of it, for the joy of it, for the love of it. And especially for the love of the things you write about, whatever they may be—whether beautiful or ugly, grand or humble, birds of paradise or mosquitoes, stars or mud puddles: All are worthy of being written about if you feel a deep affection for them—or, indeed, if you feel strongly about them in any way at all.”

Over the course of her career, Worth published a dozen books, both poetry and fiction. She received the NCTE Award for Excellence in Poetry for Children in 1991. Worth died in 1994 at the age of 60. Next time you are struggling for inspiration, look closely at the most ordinary things, and perhaps you will be inspired, like Valerie, to write poetry.

Written by Expeditionary Learning for Instructional Purposes
Lexile: 980L

Sources:

Hopkins, Lee Bennett. “Profile: Valerie Worth.” *Language Arts* 68 (1991): 499–501. National Council of Teachers of English. Web. 8 Mar. 2016.
<<http://www.ncte.org/library/NCTEFiles/About/Awards/Worth.pdf>>.

Expert Group Poet Biographies:
Walter Dean Myers

Look at the people around you. Some might be people you know; some might be strangers. What are their stories? What could you write about them? Walter Dean Myers was a writer from Harlem, New York, who was inspired by people. Born in West Virginia and named Walter Milton Myers, his mother died when he was only two years old. Young Walter was sent to live with Florence and Herbert Dean, who lived in New York City. When he was growing up, his life centered around his neighborhood and his church. His mother read to him from the time he was very small, and reading helped him cope during times of sadness.

As a boy, Myers had a speech impediment, and because of this he did not like speaking in front of the class. One of his teachers discovered his talent for writing and suggested he write original poems using words he could easily pronounce. Myers said, “The rhythm of poetry carried me through [this difficult time].” Throughout his education Myers’s teachers encouraged him to write. At 17, Myers dropped out of high school and joined the army because he realized his family could not afford college. After his time with the army, he worked odd jobs during the day and wrote at night.

In his early 30s, Myers won the Council on Interracial Books for Children contest, which led to the publication of his first book, *Where Does the Day Go?* Myers’s writing centers on the diversity and beauty of New York City, where he grew up. After reading a short story by James Baldwin about the black urban experience, Myers realized he could, and should, write about his own experiences growing up. “I write books for the troubled boy I once was, and for the boy who lives within me still,” Myers explained.

Myers often wrote about his neighborhood and the people he remembered from his childhood. When choosing subjects for his poems, he would imagine a street corner in Harlem and think to himself, “Who would pass this street corner?” The people he remembered from his life in Harlem inspired characters in his books and poems. By using imagery, or words that help to see and hear, plus rhyme and repetition, Myers gave a vibrant voice to the community he loved.

Today, Myers is considered to be one of the best-known young adult authors. He has won more awards than any other author for young adults, including several Coretta Scott King Awards and Newbery Honors. His books have been recognized as *New York Times* bestsellers. Myers died in 2014 at the age of 76. Next time you are out in your community, look at the people around you. Perhaps they might inspire you, too, to write poetry!

Written by Expeditionary Learning for Instructional Purposes
Lexile: 920L

Sources:

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Close Read Note-catcher:

Expert Group Poet

RI.4.1, RI.4.3, W.4.2, W.4.4, W.4.5

Focus Question: What inspired your expert group’s poet to write poetry, and where can you see evidence of this in his or her poetry?

Focus Statement:

Poet: _____	
Background	
What inspired your poet?	What evidence do you see of this in his/her poetry?
Reflection and Connection	

Close Read Note-catcher: Expert Group Poet

(Answers, for Teacher Reference)

RI.4.1, RI.4.3, W.4.2, W.4.4, W.4.5

Focus Question: What inspired your expert group’s poet to write poetry, and where can you see evidence of this in his or her poetry?

Focus Statement: *This famous poet found inspiration for his poems in the beauty of New England. Robert Frost was inspired by the countryside, culture, and nature in New England, and you can see this in his poetry.*

Poet: Robert Frost

Background

- Born in San Francisco in 1874; died in 1963
- Moved to Massachusetts in 1885
- Worked hard in school
- Decided he wanted to be a poet when he was in high school
- Sold his first poem, “My Butterfly: An Elegy,” in 1892
- Lived on a farm in New Hampshire with his wife, Elinor
- 1912–1915: lived in England; published first book
- Moved back to the United States in 1915
- Won 4 Pulitzer Prizes and awarded the Congressional Gold Medal
- Poetry Style:
 - Mix of traditional and modern
 - Rhyme and rhythm
 - Informal, conversational tone
 - Nontraditional themes

What inspired your poet?

- His wife, Elinor
- The countryside, culture, and nature in New England
- Daily life in New England

What evidence do you see of this in his/her poetry?

- “Stopping by Woods on a Snowy Evening” describes a traveler stopping on a winter night, and how soothing and calm the woods can be.
- “The Pasture” describes the joy in doing chores on a farm.
- “Dust of Snow” describes how snow falling can put you in a good mood.

Reflection and Connection

Responses will vary, but may include ideas like:

- The title of the student’s favorite poem by this poet and an explanation about why it is his or her favorite
- A reflection about why the poet and his poems were important
- A connection to Love That Dog, explaining how Jack was inspired by the poet

Close Read Note-catcher: Expert Group Poet

(Answers, for Teacher Reference)

RI.4.1, RI.4.3, W.4.2, W.4.4, W.4.5

Focus Question: What inspired your expert group’s poet to write poetry, and where can you see evidence of this in his or her poetry?

Focus Statement: *This famous poet found inspiration for her poems in children and their shared experiences. Valerie Worth was inspired by the everyday objects around her, and you can see this in her poetry.*

Poet: Valerie Worth

Background

- Born in Philadelphia in 1933
- Parents encouraged a love of poetry
- Graduated from Swarthmore College with a degree in English
- Got married after college and moved to Clinton, NY
- Joined a small writing group and met Natalie Babbitt, a well-known author and illustrator
- Became good friends with Babbitt
- Shared her poems with the writing group
- Babbitt sent her poems to her publisher
- First book, *Small Poems*, published in 1972
- Published dozens of books
- Received the NCTE Award for Excellence in Poetry for Children in 1991
- Died in 1994
- Poetry Style:
 - Simple free verse
 - No stanzas, short lines
 - Used imagery to describe things

What inspired your poet?

- Children and experiences she felt all children shared
- Everyday things around her, like weeds, flowers, and small animals

What evidence do you see of this in his/her poetry?

- “dog” describes a dog sleeping under a tree in the afternoon.
- “Fireworks” describes what fireworks look and sound like as they explode in the sky.
- “Grass” describes how grass can be different depending on where it is growing.

Reflection and Connection

Responses will vary, but may include ideas like:

- The title of the student’s favorite poem by this poet and an explanation about why it is his or her favorite
- A reflection about why the poet and her poems were important
- a connection to Love That Dog, explaining how Jack was inspired by the poet

Close Read Note-catcher: Expert Group Poet

(Answers, for Teacher Reference)

RI.4.1, RI.4.3, W.4.2, W.4.4, W.4.5

Focus Question: What inspired your expert group’s poet to write poetry, and where can you see evidence of this in his or her poetry?

Focus Statement: *This famous poet found inspiration for his poems in the diversity and beauty of New York City. Walter Dean Myers was inspired by the people around him, and you can see this in his poetry.*

Poet: *Walter Dean Myers*

Background

- *Born in West Virginia*
- *Mother died when he was 2, so he went to live with Florence and Herbert Dean in New York City*
- *His life centered around his neighborhood and his church*
- *Had a speech impediment growing up, so he didn’t like speaking in class*
- *A teacher suggested he write poems using words he could easily pronounce*
- *Many of his teachers encouraged him to write*
- *Dropped out of high school at age 17*
- *Published his first book after winning the Council on Interracial Books for Children contest*
- *Has won more awards than any other author for young adults*
- *Died in 2014*
- *Poetry Style:*
 - *Used imagery to describe what he saw and heard*
 - *Rhyme and repetition*

What inspired your poet?

- *The people around him and whom he remembered from his childhood*
- *Diversity and the beauty of New York City*
- *The black urban experience*
- *“I write books for the troubled boy I once was, and for the boy who lives within me still”*

What evidence do you see of this in his/her poetry?






- *“Love That Boy” describes the love a father has for his son.*
- *“Harlem: A Poem” describes how and why different people moved to Harlem in New York City.*
- *“Summer” describes what you hear and see on a hot summer day.*

Reflection and Connection









Responses will vary, but may include ideas like:

- *The title of the student’s favorite poem by this poet and an explanation about why it is his or her favorite*
- *A reflection about why the poet and his poems were important*
- *A connection to Love That Dog, explaining how Jack was inspired by the poet*

Expert Group Poet Guide
 RI.4.1, RI.4.3, RI.4.4, L.4.4, L.4.4c

<p>1. Reread the following paragraphs of your expert group poet’s biography:</p> <ul style="list-style-type: none"> • Frost: Paragraphs 1–3 • Worth: Paragraphs 1–2 • Myers: Paragraphs 1–3 	 <p>What information did the author include in this paragraph? What does this help you to understand about your poet?</p> <p>Reread the paragraph(s) in the box. Describe your expert group poet’s life.</p>
<p>2.  Complete the Background box of your note-catcher using details from the text.</p>	
<p>3. Reread the following paragraphs of your expert group poet’s biography:</p> <ul style="list-style-type: none"> • Frost: Paragraphs 4–5 • Worth: Paragraph 3 • Myers: Paragraph 4 	 <p>What information did the author include in this paragraph? What does this help you to understand about your poet?</p> <p>Describe your poet’s style.</p>
<p>4.  Add this information to the Background box of your note-catcher using details from the text.</p>	
<p>5.  Use a dictionary to look up the following words. Add the words and definitions to your vocabulary log.</p> <ul style="list-style-type: none"> • Frost: publish, traditional • Worth: publish, illustrate • Myers: publish, experience 	

Expert Group Poet Guide
 RI.4.1, RI.4.3, RI.4.4, L.4.4, L.4.4c

<p>6. Reread the following paragraphs of your expert group poet’s biography:</p> <ul style="list-style-type: none"> • Frost: Paragraphs 4–5 • Worth: Paragraph 3 • Myers: Paragraphs 2–4 	<p> Put a sticky note under a sentence that tells what inspired your poet.</p> <p></p> <p>What inspired your poet? Why did this inspire him or her?</p>
<p>7.  Add this information to the What Inspired Your Poet? box on your note-catcher using details from the text.</p>	
<p>8. Reread the last paragraph of your expert group poet’s biography.</p>	<p> What information did the author include in this paragraph?</p> <p> What does this help you to understand about your poet?</p> <p>Describe some of your poet’s accomplishments.</p>
<p>9.  Add this information to the Background box on your note-catcher using details from the text.</p>	
<p>11. Reread your expert group poet’s biography.</p>	<p> Using your note-catcher and details from the text, orally summarize your expert group poet’s biography for a partner.</p> <p></p>

Working to Become Effective Learners Anchor Chart

Teacher Directions: Write the following additions on chart paper, leaving space at the bottom to add to it in the next lesson.

Develop the mindsets and skills for success in college, career, and life

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I persevere	This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.	<ul style="list-style-type: none"> Keep trying Asking someone for help 	<ul style="list-style-type: none"> “I am finding this challenging. I have tried xyz, but I need help moving forward.”
I take responsibility	This means I take ownership of my ideas, my work, my goals, and my actions.	<ul style="list-style-type: none"> Self-assessing Setting goals 	<ul style="list-style-type: none"> “I think I did this well and here is evidence of that ...” “I think I could improve ... by...” “I decided to make this change because ...”
I collaborate	This means I can work well with others to accomplish a task or goal.	<ul style="list-style-type: none"> One person talking at a time and the others listening 	<ul style="list-style-type: none"> “What do you think?” “I’m not sure I understand. Can you say that again?” “I’d like to build on that idea ...” “That sounds like a great idea, and perhaps we could also ...”
I take initiative	This means I see what needs to be done and take the lead on making responsible decisions.		

Working to Become Effective Learners Anchor Chart
(Example, for Teacher Reference)

Develop the mindsets and skills for success in college, career, and life

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I take initiative	This means I see what needs to be done and take the lead on making responsible decisions.	<ul style="list-style-type: none"> • When the group members aren't talking to one another or working well together, one person stepping up to make a decision to help move the group forward. • Someone being a facilitator and allocating roles. • Doing things without being asked. 	<ul style="list-style-type: none"> • “How about we try this?” • “I have an idea. Perhaps we could...”

What Inspires Poets to Write Poetry? Note-catcher

(Example, for Teacher Reference)

RL.4.5

Title of Poem and Poet	What inspired the poet?	Where can you see evidence of this in the poem?
Robert Frost	His wife, Elinor The countryside, culture, daily life, and nature in New England	
Valerie Worth	Children and experiences she felt all children shared Everyday things around her, like weeds, flowers, and small animals	
Walter Dean Myers	The people around him and whom he remembered from his childhood The diversity and the beauty of New York City The black urban experience	

For ELLs: Language Dive Guide
(For Teacher Reference)

Rationale: This sentence was chosen for its complexity, its use of prepositional phrases, and its connection to current and future content. Students will apply their understanding of the content of this sentence when writing information paragraphs about poets and their inspirations.

- Throughout this Language Dive, give students an opportunity to discuss answers to questions with an elbow partner. Then, using a total participation technique, invite responses from the group.
- When students use translation to discuss vocabulary, invite them to use online or paper translation dictionaries. Call on student volunteers to share their translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English.
- Record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their vocabulary logs.

- Invite students to put their finger by the sentence: **The people he remembered from his life in Harlem inspired characters in his books and poems.** and to chorally read it aloud with you.
- Ask students to turn to an elbow partner and take turns reading the sentence aloud.
- Ask:
 - * “What is the gist of this sentence? What, in the sentence, makes you think so?” (Responses will vary.)
- Ask:
 - * “What does this sentence tell us about what inspired Walter Dean Myers to write poetry?” (Responses will vary.)

- Display the following chunk: **The people he remembered**
- Ask:
 - * “Whom is this sentence about?” (people that he remembered)
 - * “Who is *he*? Who remembered these people? How do you know? (Walter Dean Myers. The biography is about Walter Dean Myers.)
 - * “If Walter Dean Myers *remembered* these people, can he see them and touch them? Where are they? (They are in his head; in his memory; they were once part of his life.)
 - * “What is the translation of *remember* in our home languages?” (*recordar* in Spanish)
 - * “Who are people that you remember that you might not see anymore?” (The people I remember are ... my grandparents; my babysitters; my friends from when I was younger.)

For ELLs: Language Dive Guide
(For Teacher Reference)

- Display the following chunk: **from his life in Harlem**
- Ask:
 - * “Why did the author use the word *from*?” (to tell us where the people were)
 - * “How can people be from Walter Dean Myers’s life? What do you think that means?” (They are people who knew or might have seen him when he lived in Harlem.)
 - * “Where is Harlem?” (a neighborhood in New York City)
- Show where Harlem is on a map.
 - * “Who can summarize what we know about the people that Walter Dean Myers remembers?” (They lived in Harlem. They met Walter Dean Myers when he lived there too. He probably does not know them anymore.)
 - * “Think about the people that you might remember from a neighborhood you live in or once, or you lived in now. Who are they?” (Answers will vary.)

- Display the following chunk: **inspired characters in his books and poems.**
- Ask:
 - * “What does this chunk tell us about the people that Walter Dean Myers remembered?” (Responses will vary, but may include: It tells us what the people inspired Walter Dean Myers to write.)
 - * “What does it mean that the people *inspired characters*?” (They helped Walter Dean Myers think about people to write about.)
 - * “What does it mean that the characters are in his books?” (We can read about those characters in his books.)
 - * “What kind of word is *and*? Why did the author write it in this sentence?” (It is a linking word or conjunction. It connects two ideas and tells us that people from Harlem also inspired characters in his poems.)

- * “What questions do you have about this sentence?” (Responses will vary.)
- * “Now what do you think the gist of the sentence is?” (Responses will vary.)
- * “What is the subject of this sentence? How do you know?” (The people he remembered in Harlem; it is who the sentence is about.)
- * “What is the predicate of this sentence? How do you know?” (*inspired characters in his books and poems*; It has a verb and it tells more about what the people did.)
- * “What does this sentence tell us about what inspired Walter Dean Myers to write poetry?” (Answers will vary.)
- If productive, cue students to expand the conversation by saying more:
 - * “Can you say more about that?” (Responses will vary.)
- Ask:
 - * “Can you use this sentence to talk about Jack’s poetry from *Love That Dog*? The _____ from Jack’s life inspired characters in his poems.” (Responses will vary, but may include: The dog from Jack’s life inspired characters in his poems.)

For ELLs: Sentence Strip Chunks

Directions: Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

**The people he
remembered**

**from his life in
Harlem**

**inspired characters
in his books and
poems.**

What Inspires Poets to Write Poetry? Note-catcher

(Example, for Teacher Reference)

RL.4.5

Title of Poem and Poet	What inspired the poet?	Where can you see evidence of this in the poem?
Robert Frost	His wife, Elinor The countryside, culture, daily life, and nature in New England	<ul style="list-style-type: none"> • “Stopping by Woods on a Snowy Evening” describes a traveler stopping on a winter night, and how soothing and calm the woods can be. • “The Pasture” describes the joy in doing chores on a farm. • “Dust of Snow” describes how snow falling can put you in a good mood.
Valerie Worth	Children and experiences she felt all children shared Everyday things around her, like weeds, flowers, and small animals	<ul style="list-style-type: none"> • “dog” describes a dog sleeping under a tree in the afternoon. • “Fireworks” describes what fireworks look and sound like as they explode in the sky. • “Grass” describes how grass can be different depending on where it is growing.
Walter Dean Myers	The people around him and whom he remembered from his childhood The diversity and the beauty of New York City The black urban experience	<ul style="list-style-type: none"> • “Love That Boy” describes the love a father has for his son. • “Harlem: A Poem” describes how and why different people moved to Harlem in New York City. • “Summer” describes what you hear and see on a hot summer day.

Model Literary Essay

W.4.2

William Carlos Williams was an award-winning poet who wrote 48 books of poetry and won prizes including the National Book Award and the Pulitzer Prize. He was also named Consultant in Poetry to the Library of National Congress. This famous poet found the inspiration for his poems in an unusual place. William Carlos Williams was inspired by everyday objects and the lives of common people, and you can see this in his poetry.

William Carlos Williams wrote about the things he knew. In *A River of Words*, a biography of Williams, Jen Bryant explains how at first “Willie” was inspired to write poetry by the sounds and rhythms of the work of the famous English poets read to him by his teacher Mr. Abbott. When he realized that he hadn’t seen a lot of the things he was writing about, he decided to write about ordinary things and people that he could see around him instead. He made notes about things he had heard, seen, or done, such as wheelbarrows and playing with toys, and wrote poems about them. He drew his inspiration from common objects and familiar people.

William Carlos Williams’s poems show us the beauty and importance of the people and objects in our everyday lives. For example, in “The Red Wheelbarrow,” Williams describes a red wheelbarrow, glazed with rain water, and how it is next to white chickens. This short poem helps us understand how beautiful and important the common wheelbarrow is. Another example is in the poem “This Is Just to Say,” where Williams describes some plums that he ate. In this poem, he says, “I have eaten the plums that were in the icebox” and explains how they tasted delicious, sweet, and cold. Williams was also inspired by the lives of common people. In the poem “Children’s Games II,” he describes little girls playing with pinwheels, hoops, and constructions made of bricks. William Carlos Williams’s poems help the reader appreciate how beautiful common things like wheelbarrows, plums, and little girls playing can be.

William Carlos Williams was inspired to write poetry about everyday people and things, and his work has also inspired others to write poetry. My favorite poem by William Carlos Williams is “The Woodthrush” because, like him, I like to watch birds in my garden. In the book *Love That Dog* by Sharon Creech, Jack writes his first poem about a blue car after reading “The Red Wheelbarrow” by William Carlos Williams.

Annotated Model Literary Essay
(For Teacher Reference)

W.4.2

William Carlos Williams was an award-winning poet who wrote 48 books of poetry and won prizes including the National Book Award and the Pulitzer Prize. He was also named Consultant in Poetry to the Library of National Congress. This famous poet found the inspiration for his poems in an unusual place. William Carlos Williams was inspired by everyday objects and the lives of common people, and you can see this in his poetry.

Paragraph 1 Gist:
Background information about the poet and explains what the piece of writing will be about.

William Carlos Williams wrote about the things he knew. In *A River of Words*, a biography of Williams, Jen Bryant explains how at first “Willie” was inspired to write poetry by the sounds and rhythms of the work of the famous English poets read to him by his teacher Mr. Abbott. When he realized that he hadn’t seen a lot of the things he was writing about, he decided to write about ordinary things and people that he could see around him instead. He made notes about things he had heard, seen, or done, such as wheelbarrows and playing with toys, and wrote poems about them. He drew his inspiration from common objects and familiar people.

Paragraph 2 Gist:
Description of what inspired the poet.

William Carlos Williams’s poems show us the beauty and importance of the people and objects in our everyday lives. For example, in “The Red Wheelbarrow,” Williams describes a red wheelbarrow, glazed with rain water, and how it is next to white chickens. This short poem helps us understand how beautiful and important the common wheelbarrow is. Another example is in the poem “This Is Just to Say,” where Williams describes some plums that he ate. In this poem, he says, “I have eaten the plums that were in the icebox” and explains how they tasted delicious, sweet, and cold. Williams was also inspired by the lives of common people. In the poem “Children’s Games II,” he describes little girls playing with pinwheels, hoops, and constructions made of bricks. William Carlos Williams’s poems help the reader appreciate how beautiful common things like wheelbarrows, plums, and little girls playing can be.

Paragraph 3 Gist:
Description of examples from the poet’s poems of what inspired him.

*William Carlos Williams was inspired to write poetry about everyday people and things, and his work has also inspired others to write poetry. My favorite poem by William Carlos Williams is “The Woodthrush” because, like him, I like to watch birds in my garden. In the book *Love That**

Paragraph 4 Gist: Reflects on the poet and his poems and connects to *Love That Dog*.

Dog by Sharon Creech, Jack writes his first poem about a blue car after reading “The Red Wheelbarrow” by William Carlos Williams.

Key:Red*Green*YellowYellow and BlueBlue

The Painted Essay®
A tool for teaching basic essay form

Introduction

*Catches readers' attention
Gives some background information*

FOCUS STATEMENT

Point 1

Point 2

Body Paragraph 1

Gives evidence and reasons to support point 1

Transition

Provides a transition between the ideas in Body Paragraph 1 and the ideas in Body Paragraph 2

Body Paragraph 2

Gives evidence and reasons to support point 2

Conclusion

*What?
So What?*

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Painting an Essay Lesson Plan
(For Teacher Reference)
W.4.2

Introduction (red):

1. Point to the first paragraph of the model literary essay and remind students of the gist statement for this paragraph.
2. Read the sentences marked “red” on the annotated model literary essay (for teacher reference). Using a total participation technique, invite responses from the group:
 - * “What is the purpose of the first sentences of this paragraph?” (They provide background information and grab readers’ attention so that they want to read more. For example, in the model, the introduction gives some background about the poet.)
3. Explain that you are going to color the first part of this paragraph in red because it is an eye-catching color, like the information catching the readers’ attention. Refer to the annotated model literary essay (for teacher reference).
4. Focus students on the first box at the top of their Painted Essay template that says “Introduction.” Invite students to paint this red, just as you did on the model literary essay. Emphasize that they are to stay in the lines and not to paint into the Focus Statement box.
5. When most have finished, instruct students to put their brushes down.

Focus Statement (green):

6. Repeat steps 1–5 with the next part of the model literary essay, the focus statement, marked “green” on the annotated model literary essay (for teacher reference). Students will paint in green. **Ensure students understand that the focus statement provides the main idea that you want the reader to take away.** For example, in the model, the focus statement explains that the author has identified what inspired the poet that he or she studied and that evidence of this can be found in the poet’s poems.

Points 1 and 2 (yellow and blue):

7. Repeat steps 1–5 with the next part of the model literary essay, points 1 and 2, marked “yellow” and “blue” on the annotated model literary essay (for teacher reference). Students will paint in yellow and blue. **Ensure students understand that the two points tell the reader the two big things that will be explained in the writing in support of the focus statement.** For example, in the model, the two points are what inspired the poet and evidence of this in his poems.
8. Briefly check all student work before moving on to the next step.

Body Paragraph 1 (yellow):

9. Repeat steps 1–5 with the next part of the model literary essay, Body Paragraph 1, marked “yellow” on the annotated model literary essay (for teacher reference). Students will paint in yellow. **Ensure students understand that the purpose of this paragraph is to give evidence and reasons to prove point 1.** For example, in the model, this paragraph provides more detail about what inspired the poet described in point 1, and what made the poet’s poetry unique.
10. Briefly check all student work before moving on to the next step.

Painting an Essay Lesson Plan (For Teacher Reference)

Transition (yellow and blue):

11. Repeat steps 1–5 with the next part of the model literary essay, transition, marked “yellow and blue” on the annotated model literary essay (for teacher reference). Students will paint in both yellow and blue—their designs can be however they’d like, as long as both colors are identifiable (for example, students could paint blue and yellow stripes or blue and yellow polka dots). **Ensure students understand that the purpose of this sentence is to provide a transition between the ideas in Body Paragraph 1 and the ideas in Body Paragraph 2.** For example, in the model, this sentence links Body Paragraph 1, which was about what inspired the poet, to Body Paragraph 2, which gives evidence of this inspiration in his poems.
12. Briefly check all student work before moving on to the next step.

Body Paragraph 2 (blue):

13. Repeat steps 1–5 with the next part of the model literary essay, Body Paragraph 2, marked “blue” on the annotated model literary essay (for teacher reference). Students will paint in blue. **Ensure students understand that the purpose of this paragraph is to give evidence and reasons to prove point 2.** For example, in the model, this paragraph provides evidence from the poet’s poems of what inspired the poet, as described in point 2.
14. Briefly check all student work before moving on to the next step.

Conclusion (green, yellow, and blue):

15. Point to the final paragraph of the model literary essay and remind students of the gist statement for this paragraph.
16. Read the final paragraph, sentences marked “green,” “yellow,” and “blue,” on the annotated model literary essay (for teacher reference). Using a total participation technique, invite responses from the group:
 - * “What is the purpose of this final paragraph?” (The purpose is to wrap up the piece by restating the focus and adding some of your own thinking about why it is important. For example, in the model, this paragraph provides a reflection from the author on the poet and his poems, and connects the poet to *Love That Dog*.)
17. Explain to students that you are going to color the first part of this paragraph in green, yellow, and blue because it is a mix of the focus statement, point 1, and point 2. Refer to the annotated model literary essay (for teacher reference).
18. Invite students to mix their yellow and blue paints to make a shade of green. Explain that although the shade of green might be different from the color used for the focus statement, this shows that when they run the ideas in the yellow paragraph and the ideas in the blue paragraph through their own mind they come together to make something new—their own thinking on the topic!
19. Invite students to use the green they made to paint the final box on their template.
20. Review the structure of the model using the colors.

For ELLs: Language Dive Guide
(For Teacher Reference)

Rationale: This sentence was chosen for its complexity, its use of figurative language, its use of prepositional phrases, and its connection to present and future content. Students will apply their understanding of the content and structure of this sentence when writing their informational essays in upcoming lessons.

- Throughout the Language Dive:
 - Encourage rich conversation among students about the meaning of each of the **sentence strip chunks**, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
 - Consider suggestions in the Lesson 6 Language Dive to use colored pencils to focus students’ attention on prior instruction of subject-predicate structure.
 - After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group.
 - After students share responses with the whole group, use Goal 1 Conversation Cues to promote further language development and invite students to share ideas and expand reasoning. For example, invite them to say more.
 - Record and display student responses next to or underneath the target language for visual reference.
 - For translation work, invite students to use their online or paper translation dictionary if necessary. Invite students to add new vocabulary to their vocabulary log.

- Invite students to put their finger by the sentence from the first paragraph of the model literary essay: “This famous poet found the inspiration for his poems in an unusual place.”
- Invite students to chorally read the sentence aloud with you.
- Ask students to turn to an elbow partner and take turns reading the sentence aloud.
- Tell students that you will give them time to think and discuss with their partner. Ask:
 - * “What is the gist of this sentence? What, in the sentence, makes you think so?” (Responses will vary.)
- After providing time and inviting responses, write student ideas on the board.
- Ask:
 - * “Do you think this is a good focus statement for the essay? Why or why not?” (Responses will vary.)

- If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students.
- Tell the students that you will give them time to think, use their dictionary, and write or sketch on their note-catcher. Say: “There are some words and phrases in this sentence you might not know: *famous*, *unusual*.”
 - * “Place your finger on the word *unusual*. What is the translation of *unusual* in our home languages? What is the meaning of *unusual*? What, in the sentence, makes you think so?”
- After providing time, call on student volunteers to share. Ask other students to choose one translation to quietly repeat. Invite students to say their chosen translation aloud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. (*hindi karaniwan* in Filipino; it describes the kind of place the poet found his inspiration; *usual* means regular and *un-* means not, so I think *unusual* means not regular, or different)

For ELLs: Language Dive Guide
(For Teacher Reference)

- Display the following sentence strip chunk: **This famous poet**
- Ask:
 - * “What is the purpose of this chunk? What is the author telling us?” I’ll give you some time to discuss with your partners. (The author is telling us that the sentence is going to be about a poet, and that the poet is famous, or well-known.)
 - * “What famous poet is the sentence about? How do you know?” (The sentence is about William Carlos Williams. The author tells us his name at the beginning of the paragraph.)
- Ask the students to listen as you read aloud the entire sentence. As you read, insert *William Carlos Williams* in place of this chunk.
- Ask:
 - * “Does using the poet’s name in place of this chunk change the meaning of the sentence?” (no)
 - * “Why do you think the author uses *This famous poet* instead of *William Carlos Williams* here? I’ll give you some time to discuss with your partners.” (The author already uses his name at the beginning and end of the paragraph, so it sounds better to use “this famous poet” here.)
- Ask:
 - * “Is this chunk a complete sentence? How do you know?” (No, it needs a verb that tells more about the poet.)
- Display the sentence strip chunks from the Lesson 6 Language Dive and remind students that they worked with this sentence in a previous lesson. Ask:
 - * “What do you remember about why this sentence is underlined in different colors?” (The subject is in blue, and the predicate is in red.)
- Ask:
 - * “What part of a sentence is this chunk? How do you know?” (It is the subject because it has a noun. It tells who the sentence is about.)
- Invite a student to underline the sentence strip chunk in blue and ask the rest of the class to do the same on their note-catchers.

For ELLs: Language Dive Guide
(For Teacher Reference)

- Display the following sentence strip chunk: **found the inspiration for his poems**
- Place your finger on *found* and invite students to do the same.
- Ask:
 - * “*Found* is the past tense of *find*. What does it mean to find something?” (to discover something; to come across something)
 - * “What do you think the author means that William Carlos Williams *found the inspiration*? What did he find inspiration for? I’ll give you some time to discuss this with your partners.” (It means that he found ideas for his poetry; it means he was inspired by something to write poetry.)
 - * “What do you think it looks like to find inspiration? What do you think William Carlos Williams looked like when he found the inspiration for his poems? I’ll give you some time to think and write or sketch in your note-catcher.”
- After providing time, invite students to act out their thinking. (Look for students to draw or express feelings of surprise, contentment, or discovery.)
- Ask:
 - * “Is this chunk a complete sentence? How do you know?” (No, it needs needs a subject.) “Do you think it is part of the subject or the predicate?” (the predicate, because it tells has a verb and tells more about the subject)
- Invite a student to underline the sentence strip chunk in red and ask the rest of the class to do the same on their note-catchers.

- Display the following sentence strip chunk: **“in an unusual place.”**
- Ask:
 - * “What does this chunk tell us? What, in the sentence, makes you think so? I’ll give you some time to think with your partners.” (This chunk tells us where William Carlos Williams found his inspiration; the word *in* signals that the author is about to tell us where.)
- Place your finger on *unusual place* and invite students to do the same.
 - * “What do you think the author means that Williams found his inspiration in an *unusual place*? What, in the sentence, makes you think so?” (It means that he got his ideas in places where poets don’t usually find ideas. I know that *usual* means regular, so an unusual place is a place that is different, or not regular.)
- Ask:
 - * “Is this chunk a complete sentence? How do you know?” (No, it doesn’t have a subject or a verb.) “Do you think it is part of the subject or the predicate?” (the predicate, because it tells us where the poet found his inspiration)
- Invite a student to underline the sentence strip chunk in red and ask the rest of the class to do the same on their note-catchers.

For ELLs: Language Dive Guide
(For Teacher Reference)

- Display, point to, and read the entire sentence: **This famous poet found the inspiration for his poems in an unusual place.** Tell students you will give them time to think and write or sketch. Ask:
 - * “What questions do you have about this sentence? I’ll give you some time to think.” (Questions will vary; respond as appropriate and as time allows.)
- Ask:
 - * “Is this a complete sentence? How do you know?” (Yes, because it has a subject and a predicate that tells more about the subject. The first word is capitalized and it has a period at the end.)
- Ask:
 - * “Do you think this sentence is a good focus statement for the essay? Why or why not?” (Responses will vary, but may include: Yes, because it tells what the essay will be about and it is a complete sentence.)
- If productive, cue students to clarify the conversation by confirming what they mean:
 - * “So, do you mean _____?” (Responses will vary.)
- Write the sentence frame: “_____ found the inspiration for his/her poems in _____.”
- Say:
 - * “Use this frame to talk with your partners about where your expert group poet found the inspiration for his or her poems.” After providing time and inviting responses, write student ideas on the board and encourage students to add their thinking to their note-catchers. (Responses will vary.)

Language Dive Note-catcher:
Model Literary Essay

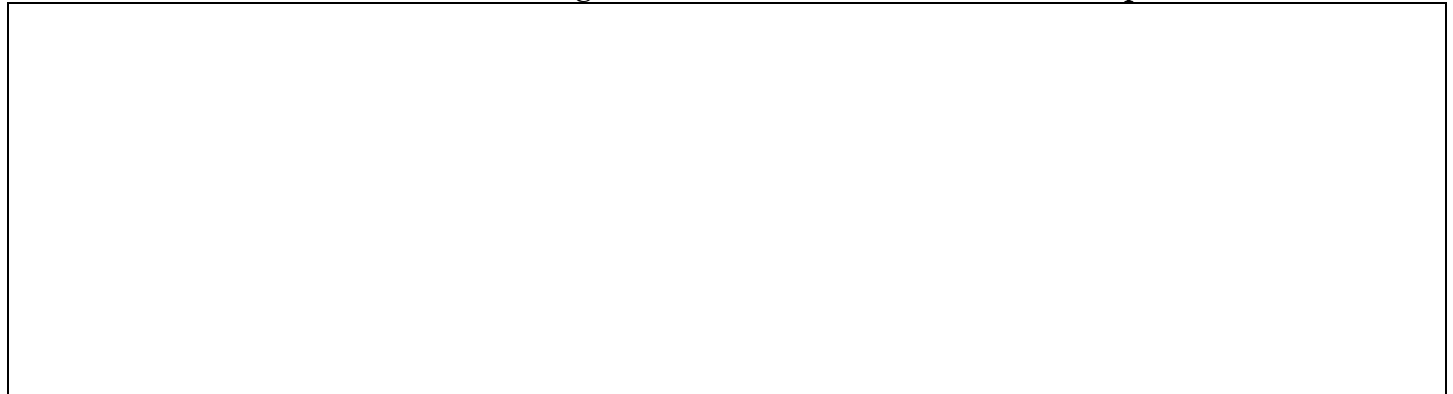
Language Dive

This famous poet

found the inspiration for his poems

in an unusual place.

Sketch what William Carlos Williams might have looked like when he found inspiration.



_____ found inspiration for her/his poems

in _____.

For ELLs: Sentence Strip Chunks

Directions: Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

This poet

**found the inspiration
for his poems**

in an unusual place.

Parts of the Model Literary Essay Introductory Paragraph

William Carlos Williams was an award-winning poet who wrote 48 books of poetry and won prizes including the National Book Award and the Pulitzer Prize. He was also named Consultant in Poetry to the Library of National Congress.

This famous poet found the inspiration for his poems in an unusual place.

William Carlos Williams was inspired by everyday objects and the lives of common people

and you can see this in his poetry.

Literary Essay Anchor Chart
 (Example, for Teacher Reference)
 W.4.2

Introductory Paragraph

- Introduction that catches the reader’s attention and gives some background information: Who is your poet? What makes him or her interesting?
- **Focus statement:** This famous poet found the inspiration for his or her poems in an unusual place.
- **Point 1:** What inspired your poet.
- **Point 2:** Evidence of what inspired your poet in his or her poetry.

Writing Complete Sentences Anchor Chart

L.4.1f

Teacher Directions: Write the following on chart paper, leaving space at the bottom to add to it in the next lesson.

A complete sentence:

- Has a subject with a predicate and expresses a complete thought
- Begins with a capital letter
- Ends with an end mark—either a period, question mark, or exclamation point

Examples

William Carlos Williams was a poet.

This short poem helps us understand the beauty of the common wheelbarrow.

Organizing the Model: Body Paragraph 1 Strips

William Carlos Williams wrote about the things he knew.

In “A River of Words,” a biography of William Carlos Williams, Jen Bryant explains how at first “Willie” was inspired to write poetry by the sounds and rhythms of the work of the famous English poets read to him by his teacher Mr. Abbott.

When he realized that he hadn’t seen a lot of the things he was writing about, he decided to write about ordinary things and people that he could see around him instead. He made notes about things he had heard, seen, or done, such as wheelbarrows and playing with toys, and wrote poems about them.

He drew his inspiration from common objects and familiar people.

Literary Essay Anchor Chart
(Example, for Teacher Reference)
W.4.2

Introductory Paragraph

- Introduction that catches the reader’s attention and gives some background information: Who is your poet? What makes him or her interesting?
- Focus statement: This famous poet found the inspiration for his or her poems in an unusual place.
- Point 1: What inspired your poet.
- Point 2: Evidence of what inspired your poet in his or her poetry.

Body Paragraph 1

- **Describes what inspired the poet**
- **Describes why the poet may have been inspired**

Writing Complete Sentences Anchor Chart

L.4.1f

Teacher Directions: Write the following additions on chart paper.

A complete sentence:

- Has a subject with a predicate and expresses a complete thought
- Begins with a capital letter
- Ends with an end mark—either a period, question mark, or exclamation point

Examples

William Carlos Williams was a poet.

This short poem helps us understand the beauty of the common wheelbarrow.

If the sentence is not complete, it’s either a fragment or a run-on sentence. Avoid fragments and run-on sentences in formal writing.

A fragment is missing either a subject or a predicate, so it is not a complete thought.

Examples

Fragment	Complete Sentence
Inspired by everyday objects and the lives of common people.	
William Carlos Williams about the things he knew.	

A run-on sentence has more than one subject with a predicate, but the subjects with predicates are joined without correct punctuation or a conjunction.

Examples

Run-on Sentence	Complete Sentence
He made notes about things he had heard he wrote poems about them.	
My favorite poem by William Carlos Williams is “The Woodthrush” I like to watch birds.	

Body Paragraph 1 Writing Template

W.4.2a, W.4.2b

.....
Name:

.....
Date:

(Poet's name) _____ was inspired by _____

This inspired him or her because

.....

.....

.....

.....

.....

.....

Organizing the Model: Body Paragraph 2 Strips

William Carlos Williams’s poems show us the beauty and importance of the people and objects in our everyday lives.

For example, in “The Red Wheelbarrow,” Williams describes a red wheelbarrow, glazed with rain water, and how it is next to white chickens. This short poem helps us understand how beautiful and important the common wheelbarrow is.

Another example is in the poem “This Is Just to Say,” where Williams describes some plums that he ate. In this poem, he says, “I have eaten the plums that were in the icebox” and explains how they tasted delicious, sweet, and cold.

Williams was also inspired by the lives of common people. In the poem “Children’s Games II,” he describes little girls playing with pinwheels, hoops, and constructions made of bricks.

William Carlos Williams’s poems help the reader appreciate how beautiful common things like wheelbarrows, plums, and little girls playing can be.

Literary Essay Anchor Chart
(Example, for Teacher Reference)
W.4.2

Introductory Paragraph

- Introduction that catches the reader’s attention and gives some background information: Who is your poet? What makes him or her interesting?
- Focus statement: This famous poet found the inspiration for his or her poems in an unusual place.
- Point 1: What inspired your poet.
- Point 2: Evidence of what inspired your poet in his or her poetry.

Body Paragraph 1

- Describes what inspired the poet
- Describes why the poet may have been inspired

Body Paragraph 2

- **Links the ideas in Body Paragraph 1 to Body Paragraph 2**
- **Gives specific examples from the poet’s poems of what inspired him or her**
- **Explains how each specific example shows what inspired him or her**

Marking Direct Quotes Anchor Chart
 (Example, for Teacher Reference)
 L.4.2b

Teacher Directions: Write the following on chart paper.

Marking Direct Quotes

In this poem, he says, “I have eaten the plums that were in the icebox” and explains how they tasted delicious, sweet, and cold.

To correctly mark quotations from a text:

- Use **quotation marks** right before and right after the exact words from the text
- Use a **comma** before the first quotation mark
- Use phrases to show the words that are coming next are someone else’s, like:
 - he says
 - In the poem, he says

Body Paragraph 2 Writing Template

W.4.2a, W.4.2b

Name:

Date:

(Poet's name) _____ 's poems show us _____

For example, _____

This poem helps us understand _____

Another example is _____

In this poem, he or she says _____

(Poet's name) _____ was also inspired by _____

In the poem _____

(Poet's name) _____ 's poems help the reader _____

Organizing the Model: Conclusion Paragraph Strips

William Carlos Williams was inspired to write poetry about everyday people and things, and his work has also inspired others to write poetry.

My favorite poem by William Carlos Williams is “The Woodthrush” because, like him, I like to watch birds in my garden.

In the book *Love That Dog* by Sharon Creech, Jack writes his first poem about a blue car after reading “The Red Wheelbarrow” by William Carlos Williams.

Literary Essay Anchor Chart
(Example, for Teacher Reference)
W.4.2

Introductory Paragraph

- Introduction that catches the reader’s attention and gives some background information: Who is your poet? What makes him or her interesting?
- Focus statement: This famous poet found the inspiration for his or her poems in an unusual place.
- Point 1: What inspired your poet.
- Point 2: Evidence of what inspired your poet in his or her poetry.

Body Paragraph 1

- Describes what inspired the poet
- Describes why the poet may have been inspired

Body Paragraph 2

- Links the ideas in Body Paragraph 1 to Body Paragraph 2
- Gives specific examples from the poet’s poems of what inspired him or her
- Explains how each specific example shows what inspired him or her

Concluding Paragraph

- **What? Restate what inspired the poet**
- **So what? Reflect on the poet’s poems and connect to *Love That Dog***

Organization Model

W.4.2a

Example 1:

This famous poet found the inspiration for his poems in an unusual place. William Carlos Williams was inspired by everyday objects and the lives of common people, and you can see this in his poetry.

William Carlos Williams wrote about the things he knew. In *A River of Words*, a biography of William Carlos Williams, Jen Bryant explains how at first “Willie” was inspired to write poetry by the sounds and rhythms of the work of the famous English poets read to him by his teacher Mr. Abbott. For example, in one of his first poems he made some of the lines rhyme when he wrote, “The Archer is awake! / The Swan is flying! / Gold against blue / An Arrow is lying.” When he realized that he hadn’t seen a lot of the things he was writing about, he decided to write about ordinary things and people that he could see around him instead. He made notes about things he had heard, seen, or done, such as wheelbarrows and playing with toys, and wrote poems about them. For example, in “The Red Wheelbarrow,” Williams describes a red wheelbarrow, glazed with rain water, and how it is next to white chickens. This short poem helps us understand how beautiful and important the common wheelbarrow is. He drew his inspiration from common objects and familiar people.

William Carlos Williams’s poems show us the beauty and importance of the people and objects in our everyday lives. In the poem “This Is Just to Say,” Williams describes some plums that he ate. In this poem, he says, “I have eaten the plums that were in the icebox” and explains how they tasted delicious, sweet, and cold. Williams was also inspired by the lives of common people. In the poem “Children’s Games II,” he describes little girls playing with pinwheels, hoops, and constructions made of bricks. William Carlos Williams’s poems help the reader appreciate how beautiful common things like wheelbarrows, plums, and little girls playing can be.

Example 2:

This famous poet found the inspiration for his poems in an unusual place. William Carlos Williams was inspired by everyday objects and the lives of common people, and you can see this in his poetry.

William Carlos Williams wrote about the things he knew. In *A River of Words*, a biography of William Carlos Williams, Jen Bryant explains how at first “Willie” was inspired to write poetry by the sounds and rhythms of the work of the famous English poets read to him by his teacher Mr. Abbott. When he realized that he hadn’t seen a lot of the things he was writing about, he decided to write about ordinary things and people that he could see around him instead. He made notes about things he had heard, seen, or done, such as wheelbarrows and playing with toys, and wrote poems about them. He drew his inspiration from common objects and familiar people.

William Carlos Williams’s poems show us the beauty and importance of the people and objects in our everyday lives. For example, in “The Red Wheelbarrow,” Williams describes a red wheelbarrow, glazed with rain water, and how it is next to white chickens. This short poem helps us understand how beautiful and important the common wheelbarrow is. Another example is in the poem “This Is Just to Say,” where Williams describes some plums that he ate. In this poem, he says, “I have eaten the plums that were in the icebox” and explains how they tasted delicious, sweet, and cold. Williams was also inspired by the lives of common people. In the poem “Children’s Games II,” he describes little girls playing with pinwheels, hoops, and constructions made of bricks. William Carlos Williams’s poems help the reader appreciate how beautiful common things like wheelbarrows, plums, and little girls playing can be.

Tracking Progress: Informative Writing

Name: _____

Date: _____

Learning Target: I can write an informative text.

Standard I'm Tracking: W.4.2

1. How am I doing?

- For each criterion, self-assess by putting a check mark in the appropriate column.
- Write the number of each standard on a sticky note or flag. Then on your own writing, place each sticky note in an area that shows evidence you have met that criterion. Make sure you have evidence for each criterion.
- Strive to be honest with yourself. Remember, your ability grows with your effort, so it's fine if you aren't there yet!

You will receive feedback on different colored sticky notes/flags, and in a different colored pen on the checklist.

Standard	Characteristics of an Effective Informative Piece	4 Advanced	3 Proficient	2 Developing	1 Beginning
*W.4.9	My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.				
*W.4.2a	I state my focus clearly, and my writing stays focused throughout the piece.				
*W.4.2a	I have an introduction that gives readers the important information they need to understand the piece.				
*W.4.2e	I have a conclusion that is clearly related to the focus and the information presented.				

*W.4.2a	Information is grouped in paragraphs and sections. Each paragraph or section explains a main idea.				
W.4.2c	I use linking words to connect ideas.				
*W.4.2b	I use accurate and relevant facts, definitions, concrete details, quotations, or other information and examples to explain my thinking.				
W.4.2a	I use formatting, illustrations, and multimedia to help the reader understand information and ideas.				
W.4.2d L.4.6	The words I use show that I am knowledgeable about this topic.				
*W.4.4	Information and ideas are clearly presented and easy to understand.				
*W.4.4 L.4.3 L.4.6	My writing is appropriate for this purpose and audience.				
W.4.8 (partial)	I list my sources.				
*L.4.1	The words and sentences follow the rules of writing.				
*L.4.2 L.4.3b	My spelling, capitalization, and punctuation are correct.				

2. How have I improved since I last worked on this skill?

Teacher Response:

3. How can I improve next time?

Teacher Response:

Anchor Standard: W.2

By the end of Grade 12, I will be able to: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



Grade 4: Module 1: Unit 2:
Homework Resources
(For Families)

Unit 2: Writing to Inform: What Inspires Writers to Write Poetry?

Common Core State Standards addressed: RL.4.3, W.4.2, W.4.5, L.4.1f, L.4.2b

Guiding Questions and Big Ideas:

What makes a poem a poem?

- *Poetry has characteristics that are unique and distinct from prose.*

What inspires writers to write poetry?

- *Writers draw inspiration from many places, including the work of other writers and their own lives.*

What will your student be doing at school?

In the first half of Unit 2, students finish reading *Love That Dog*. They think about what inspired the main character, Jack, to write and they collect evidence from his poetry supporting their thinking. In the second half of the unit, students continue thinking about what inspires people to write poetry, first focusing on poet William Carlos Williams as a class and then studying a poet of their choice in more depth. The poets they choose from are poets Jack learned about in *Love That Dog*: Robert Frost, Valerie Worth, and Walter Dean Myers. Students work in expert groups to learn about their selected poet and to read and analyze his or her poems. They then use the Painted Essay structure to write an informative, four-paragraph essay about what inspired their selected poet to write poetry.

Working to become an effective learner is the habit of character emphasized in this unit. These are the specific effective learning skills students will focus on:

- I take initiative. This means I see what needs to be done and take the lead on making responsible decisions.
- I take responsibility. This means I take ownership of my ideas, my work, my goals, and my actions.
- I persevere. This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.
- I collaborate. This means I work effectively with others.

The Painted Essay®

A tool for teaching basic essay form

Introduction*Catches readers' attention
Gives some background information***FOCUS STATEMENT****Point 1****Point 2****Body Paragraph 1***Gives evidence and reasons to support point 1***Transition***Provides a transition between the ideas in Body Paragraph 1 and the ideas in Body Paragraph 2***Body Paragraph 2***Gives evidence and reasons to support point 2***Conclusion***What?
So What?*

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Writing Complete Sentences

A complete sentence:

- Has a subject with a predicate, and expresses a complete thought
- Begins with a capital letter
- Ends with an end mark—either a period, question mark, or exclamation point

If the sentence is not complete, it's either a **fragment** or a **run-on sentence**. Avoid fragments and run-on sentences in formal writing.

A **fragment** is missing either a subject or a predicate, so it is not a complete thought.

Fragment	Complete Sentence
Inspired by everyday objects and the lives of common people.	William Carlos Williams was inspired by everyday objects and the lives of common people.

A **run-on sentence** has more than one subject and a predicate, but the subjects with predicates are joined without correct punctuation or conjunction.

Run-on Sentence	Complete Sentence
He made notes about things he had heard he wrote poems about them.	He made notes about things he had heard, and he wrote poems about them.

Marking Direct Quotes

In this poem, he says, “I have eaten the plums that were in the icebox” and explains how they tasted delicious, sweet, and cold.

To correctly mark quotations from a text:

- Use **quotation marks** right before and right after the exact words from the text
- Use a **comma** before the first quotation mark
- Use phrases to show the words that are coming next are someone else's, like:
 - he says
 - In the poem, he says

How can you support your student at home?

- Read poetry aloud with your student and invite him or her to find poems or a poet that he or she particularly likes.
- Talk to your student about the meaning of the poems he or she is reading and what inspired the poet. Encourage your student to find evidence of that inspiration in the poems.
- Talk to your student about what inspires him or her and what is meaningful to him or her in preparation for writing poetry in the next unit. Some examples might include a place, a person, an animal, a vehicle, a sport, or an event.
- Talk to your student about his or her essay and the elements of an effective informative text.

Unit 2: Homework

In Lessons 1–8, homework focuses on research reading. In Lesson 2, students have the option to think of a time they experienced a strong emotion (i.e., happiness, sadness, anger, etc.) and write a poem about it in their poetry journals.

In Lessons 9–14, homework focuses on informative writing, grammar, and writing conventions.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary Logs:

- In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* could be found in books on any topic.
- In the back, students record new **topic vocabulary**: words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* could be found on the topic of frogs.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
1	Students read a selection from <i>Love That Dog</i> and think about what happens and how Jack feels about it, and about what inspires Jack to write poetry.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students read an emotionally charged poem about the death of a pet from <i>Love That Dog</i> and discuss what inspired Jack to write this poem.	1. Research reading and answering prompt 2. Optional: Think of a time you experienced a strong feeling, such as happiness, sadness, anger, or another emotion. Write a poem about this experience in the “My Poems” section of your poetry journal.	1. Teacher will check independent reading journals strategically. 2. Lesson 3.	
3	Students finish reading <i>Love That Dog</i> and analyze an informative paragraph about what inspired Jack to write poetry. They write a focus statement for their own paragraph about what inspired Jack.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
4	Students gather evidence about what inspired Jack based on the focus statement drafted in the previous lesson. They write an informational paragraph about this for the Mid-Unit 2 Assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
5	Students are introduced to biographies and read <i>A River of Words</i> , a biography about poet William Carlos Williams, for the gist.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
6	Students closely read the Author's Note from <i>A River of Words</i> , thinking about what inspired William Carlos Williams to write poetry.	1. Research reading and answering prompt 2. For ELLs: Language Dive Practice I	1. Teacher will check independent reading journals strategically. 2. Lesson 8	
7	Students work in expert groups to closely read a biography about their selected poet, thinking about what inspired him or her to write poetry.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
8	Students read and analyze poems by William Carlos Williams and their selected poet, thinking about what inspired him or her to write poetry.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
9	Students are introduced to the Painted Essay and analyze a model using this structure.	<ol style="list-style-type: none"> Respond to an informative writing prompt Research reading and answering prompt For ELLs: Language Dive Practice II 	<ol style="list-style-type: none"> Lesson 14. Teacher will check independent reading journals strategically. Lesson 11. 	
10	Students write the introduction to their essays and learn about what makes a complete sentence.	<ol style="list-style-type: none"> Complete Sentences Practice Research reading and answering prompt 	<ol style="list-style-type: none"> Lesson 12. Teacher will check independent reading journals strategically. 	
11	Students write the first body paragraph of their essay, describing what inspired their selected poet to write poetry. They learn how to revise fragments and run-on sentences so they are complete sentences.	<ol style="list-style-type: none"> Fragments and Run-Ons Practice Research reading and answering prompt 	<ol style="list-style-type: none"> Lesson 12. Teacher will check independent reading journals strategically. 	
12	Students write the second body paragraph of their essay, giving evidence from their selected poet's poems of what inspired him or her. They learn how to mark direct quotes from a text using commas and quotation marks.	<ol style="list-style-type: none"> Marking Quotes Practice Research reading and answering prompt 	<ol style="list-style-type: none"> Lesson 13. Teacher will check independent reading journals strategically. 	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
13	Students write the concluding paragraph of their essays and revise their essays for organization of ideas.	<ol style="list-style-type: none"> 1. Respond to an informative writing prompt 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 14. 2. Teacher will check independent reading journals strategically. 	
14	Students revise their essays for organization, and for spelling, punctuation, and capitalization as part of the End of Unit 2 Assessment.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2016

Book Title and Author: Love That Dog by Sharon Creech

Pages Read: 42–45

Prompt: Describe in depth an event in the text using details from the text.

Response: Jack reads a poem by Walter Dean Myers called “Love That Boy,” and he loves it so much that he takes the book home without asking permission. He gets a spot on it and tears the page when he tries to get the spot out. He copies the poem out of the book and hangs it on his bedroom wall because he likes it so much.

Consider using the following independent reading prompts*:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What does the text tell you about poetry or writing?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in other lessons?
- Describe in depth a character in the text using details from the text.
- Describe in depth a setting in the text using details from the text.
- Describe in depth an event in the text using details from the text.
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)						
Break up the word using this chart: <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="padding: 5px;">Prefix</th> <th style="padding: 5px;">Root</th> <th style="padding: 5px;">Suffix</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Prefix	Root	Suffix				Words with the same affix or root
Prefix	Root	Suffix					
Translation in home language (where appropriate):							

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Directions:

In the classroom, you have been reading and writing informational texts.

Choose a prompt to respond to. For each response, be sure to use the informational writing techniques discussed in class and develop the topic with facts, definitions, and details from the text. Try to choose a different prompt each time.

- Read about a new poet from *Love That Dog*. Explain his or her background.
- Read about a new poet from *Love That Dog*. Describe what inspired him or her to write poetry.
- Compare and contrast what inspired your expert group's poet to write poetry with another poet from *Love That Dog*.

Name: _____

Date: _____

Directions: Remember the rules you have learned about complete sentences. Complete the following:

A complete sentence:

- Has a subject with a predicate and expresses a complete thought
- Begins with a capital letter
- Ends with an end mark—either a period, question mark, or exclamation point

Sentence	Is it a complete sentence? (circle one)	Why or why not?
Robert Frost and his wife moved to New Hampshire in 1895.	Yes No	
Wrote and taught for the rest of his life.	Yes No	
Frost's poems were a mix of traditional and modern poetry.	Yes No	
Valerie Worth small poems for children.	Yes No	
She liked to study the details of the everyday things around her.	Yes No	
Used imagery, or words that help to see and hear, when describing things in her poetry.	Yes No	
Walter Dean Myers was a writer from Harlem, New York.	Yes No	
Myers wrote about his own experiences growing up.	Yes No	
He remembered from his life in Harlem inspired his poetry.	Yes No	

Name:

Date:

Directions: Remember the rules you have learned about complete sentences, fragments, and run-on sentences.

A complete sentence:

- Has a subject with a predicate and expresses a complete thought
- Begins with a capital letter
- Ends with an end mark—either a period, question mark, or exclamation point

A **fragment** is missing either a subject or a predicate, so it is not a complete thought.

A **run-on sentence** has more than one subject and predicate, but the subjects with predicates are joined without correct punctuation or conjunction.

Revise these fragments so they are complete sentences:

Fragment	Complete Sentence
Wrote and taught for the rest of his life.	
Valerie Worth small poems for children.	
He remembered from his life in Harlem inspired his poetry.	

Revise these run-on sentences so they are complete sentences:

Run-on Sentence	Complete Sentence
In his free time, Frost continued to write poetry he struggled to get his work published.	
Her poems were written in simple free verse using no stanzas and short lines her poems brought a fresh perspective to ordinary objects that struck a chord with her.	
One of his teachers discovered his talent for writing his teacher suggested he write original poems using words he could easily pronounce.	

Name:

Date:

Directions: Remember the rules you have learned about marking direct quotes using commas and quotation marks.

To correctly mark quotations from a text:

- Use **quotation marks** right before and right after the exact words from the text
- Use a **comma** before the first quotation mark
- Use phrases to show the words that are coming next are someone else's

Correct the following sentences so they correctly use punctuation to mark the direct quotes from the poems:

1. Robert Frost describes the joy in doing chores on a farm when he writes “I shan’t be gone long.—
You come too.

2. In the poem, Valerie Worth, “under a maple tree the dog lies down” to describe a dog sleeping under a tree in the afternoon.

3. Myers compares the love a father has for his son to how much a rabbit loves to run when he writes, Love that boy, like a rabbit loves to run.

.....
Name:
.....

Date:
.....

1. The sentence below is scrambled. Rewrite the sentence in the correct order in the boxes below.

with great intensity and perception.”	By stripping away the unnecessary details,	Williams tried to “see the thing itself ...
---------------------------------------	--	---

--	--	--

2. In the boxes above, underline the **subject** of the sentence in blue. Underline the **predicate** in red.

3. Complete the sentence frames below.

I make sure my writing is clear by _____.

By _____, I make sure my writing is clear.

.....
Name:

.....
Date:

1. In the sentence below, underline the **subject** in blue and the **predicate** in red.

This famous poet found the inspiration for his poems in an unusual place.

2. **Circle the correct answer:** Who is the famous poet in this sentence?

William Carlos Williams

Walter Dean Myers

Valerie Worth

3. **Circle the correct answer:** In a Painted Essay, what color would this sentence be?

red

blue

green

4. Use what you have learned about your expert group poet to complete the sentence frame below:

_____ found the inspiration for his/her poems in _____.



Grade 4: Module 1: Unit 3:

Writing a Poem: Planning Graphic Organizer

W.4.5

.....
Name:.....
Date:
.....**Topic Ideas****Topic 1 Ideas:**(structure, imagery, rhythm and rhyme,
repetition)**Topic 2 Ideas:**(structure, imagery, rhythm and rhyme,
repetition)**Topic Choice:**

Poetry Options Anchor Chart

- Animals (tigers, elephants, bears, etc.)
- People (family members, friends, people you see a lot in your life, etc.)
- Pets (cats, dogs, rabbits, etc.)
- Vehicles (cars, boats, planes, trains, etc.)
- Big event (birthday, trip, death, etc.)
- Favorite place (beach, city, country of origin, vacation, etc.)
- Sports (soccer, softball, etc.)
- Arts (painting, playing/listening to music, dance, etc.)

Photographs to Inspire Poetry



Pandu, D. "Sumatra Tiger." May 2012. Flickr. Web. Accessed 18 Mar. 2016. <<https://flic.kr/p/cnFb9w>>



Mignon, S. "Verdure autour de la source de la Woluwe (Forêt de Soignes)." Oct 2010. Flickr. Web. Accessed 18 Mar. 2016. <<https://flic.kr/p/4dr9YH>>

Photographs to Inspire Poetry
(continued)



Dougiamas, M. "Busy Streets." Aug. 2009. Flickr. Web. Accessed 18 Mar. 2016. <<https://flic.kr/p/6Q5gab>>



Brenn, M. "Cappadocia." Aug. 2012. Flickr. Web. Accessed 18 Mar. 2016. <<https://flic.kr/p/dBd8UG>>

Discussion Norms Anchor Chart
(Example, for Teacher Reference)

SL.4.1

- I listen carefully and wait my turn to speak (I do not interrupt).
- I ask questions to better understand what people are saying.
- I make comments that contribute to the discussion.
- I respond to questions to help people better understand what I am saying and to build on the discussion.
- I stay on topic.
- I link my ideas to those of others.
- I speak in complete sentences.
- I assume positive intent.

Cue	Response
Expand a response	
<ul style="list-style-type: none"> • “Can you say more about that?” • “Can you give an example?” • “I’m interested in what you said about _____. Can you tell me more?” • “Can you give us more details about _____?” • “How did you come to that conclusion? What made you think that?” • “What did you learn/do you hope to learn from _____? Why?” 	<ul style="list-style-type: none"> • “Sure, I think that _____.” • “OK. One example is _____.”
Clarify a response	
<ul style="list-style-type: none"> • “So, do you mean _____?” • “I’m not sure I understand _____. Can you clarify?” • “Could you say that again? I’m not sure I understand.” 	<ul style="list-style-type: none"> • “Yes, you’ve got it.” • “No, sorry, that’s not what I mean. I mean _____.”

Discussion Norms Anchor Chart

(Example, for Teacher Reference)

(continued)

SL.4.1

Cue	Response
Repeat or paraphrase	
<ul style="list-style-type: none"> • “Let me make sure I understand. You’re saying that _____?” 	<ul style="list-style-type: none"> • “Yes, that’s right.” • “No, I was trying to say that _____.”

Model for Critique: Poem
L.4.3a,b

“Running Horse”

He turns his head and moves his ears to a sound that my ears can't hear

And suddenly he moves running fast

He is red blur that I can only just see

His legs running and reaching hooves throwing dirt

Created for instructional purposes by EL Education.

Model for Critique: Poem
(Example, for Teacher Reference)
L.4.3a,b

“Running Horse”

He flicks his head around and pricks up his ears to a sound my ears can't hear,

And, suddenly, he bolts, running like the wind!

He is a fiery red blur that I can barely see, like a fire engine racing to an emergency,

His legs reaching and stretching, hooves spraying clods of dirt like confetti in the air.

Created for instructional purposes by EL Education.

Model Poetry Presentation
 RL.4.1, W.4.2

“Breathing Fire”

He turns his head and pricks his ears to a sound that my ears can't hear,
 And suddenly he bolts, running like the wind!
 A fiery red blur that I can barely focus my eyes on,
 Legs reaching and stretching spray clods of dirt like confetti at a wedding.
 Black mane and tail streaming out behind him,
 Flickering like dark flames licking at the air.
 He stops suddenly, throwing his head high,
 And flared nostrils snort the smoke of fire like a dragon in the crisp morning air.

My poem, “Breathing Fire,” is about my horse. I was inspired to write my poem about him because he means a lot to me and I spend a lot of time with him. I particularly love to watch him run. When he runs I see a fiery, mythical creature, so I tried to convey this precisely through my word choice.

My horse’s coat is bright red, and in the morning sunlight it reminds me of the red glow of fire. In the line “A fiery red blur that I can barely focus my eyes on,” I used the words “fiery red” to describe this precisely. Also, he has a black mane and tail that stream out behind him when he runs. The way his hair moves in the wind makes me think of flames flickering, which is why I wrote, “Black mane and tail streaming behind him, Flickering like dark flames licking at the air.” I chose the word “licking” because the tips of his hair flutter like tongues licking at the air. Another thing that makes me think of a fiery, mythical creature is when he suddenly stops dead and throws his head high in the air. He snorts and breathes heavily from running fast, reminding me of a dragon breathing fire, so I wrote, “And flared nostrils snort the smoke of fire like a dragon in the crisp morning air.” I chose to describe the “crisp morning air” because in the morning when it is particularly cold, breath in the air often looks like plumes of smoke in the air.

The words I have chosen in my poem were chosen to help you imagine my horse as the fiery, mythical creature that inspires me. I hope that it inspires you to see magical qualities next time you see a running horse.

Written by EL Education for instructional purposes.

Poetry Presentation: Annotated Teacher Model

RL.4.1, W.4.2

(For Teacher Reference)

Introduction

My poem, “Breathing Fire,” is about my horse. I was inspired to write my poem about him because he means a lot to me and I spend a lot of time with him. I particularly love to watch him run. When he runs I see a fiery mythical creature, so I tried to convey this precisely through my word choice.

Gist: Explains poem was inspired by poet’s horse and the way he looks like a fiery mythical creature.

Evidence paragraph

My horse’s coat is bright red, and in the morning sunlight it reminds me of the red glow of fire. In the line “A fiery red blur that I can barely focus my eyes on,” I used the words “fiery red” to describe this precisely. Also, he has a black mane and tail that stream out behind him when he runs. The way his hair moves in the wind makes me think of flames flickering, which is why I wrote, “Black mane and tail streaming behind him, Flickering like dark flames licking at the air.” I chose the word “licking” because the tips of his hair flutter like tongues licking at the air. Another thing that makes me think of a fiery, mythical creature is when he suddenly stops dead and throws his head high in the air. He snorts and breathes heavily from running fast reminding me of a dragon breathing fire, so I wrote, “Flared nostrils snort the smoke of fire like a dragon in the crisp morning air.” I chose to describe the “crisp morning air” because in the morning when it is particularly cold, breath in the air often looks like plumes of smoke in the air.

Gist: Explains, using evidence from the text, how the poet has compared different parts of the horse to fire, and provides reasons for specific word and phrase choice.

Conclusion

The words I have chosen in my poem were chosen to help you imagine my horse as the fiery, mythical creature that inspires me. I hope that it inspires you to see magical qualities next time you see a running horse.

Gist: Restates that the horse was the poet’s inspiration and that the purpose of the poem was to help others see this horse and other horses in the same way.

Written by EL Education for instructional purposes.

Poetry Presentation Structure Anchor Chart
(Example, for Teacher Reference)

W.4.2

Introduction: Introduces what the poem was inspired by and why.

- Introduces what the poem was inspired by
- Introduces why the poet is inspired by the source of inspiration
- Introduces how this inspiration is conveyed in the poem

Evidence: Provides evidence of that inspiration in the poem and explains why.

Conclusion: Restates what the poem was inspired by and why, and describes hopes.

For ELLs: Language Dive Guide:
Model Poetry Presentation, Part I
(For Teacher Reference)

Rationale: This sentence was chosen for its complexity, the relationship between the first part of the sentence that describes the inspiration for the poem and the second part that gives evidence from the poem, and the use of the adverbial phrase *which is why I wrote* that connects the former to the latter. Students will apply their understanding of the content and structure of this sentence when writing their poetry presentations.

Throughout the Language Dive:

- Encourage rich conversation among students about the meaning of each of the **sentence strip chunks**, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
- Consider suggestions to use **colored markers** to focus students’ attention on phrases that will help them see the relationship between the first part of the sentence that describes the inspiration for the poem and the second part that gives evidence from the poem. In addition, focus attention on how to use the phrase *which is why I wrote* to connect the former to the latter.
- After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite triads to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group.
- Record and display student responses next to or underneath the target language for visual reference.
- For translation work, invite students to use their **online or paper translation dictionary** if necessary. Invite students to add new vocabulary to their **vocabulary log**.

- Invite students to put their finger by the sentence from the second paragraph of model poetry presentation: **The way his hair moves in the wind makes me think of flames flickering, which is why I wrote, “Black mane and tail streaming behind him, Flickering like dark flames licking at the air.”**
- Invite students to chorally read the sentence aloud with you.
- Ask students to take turns reading the sentence aloud in their triads.
- Ask:
 - * “What is the gist of this sentence? What, in the sentence, makes you think so?” (Responses will vary.)
- After inviting responses, write and display student ideas.

- If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students.
- Say:
 - * “There are words in this sentence you might not know: *flickering, mane, streaming.*”
 - * “Place your finger on the word *flickering*. What is the translation of *flickering* in our home languages? What is the meaning of *flickering*? What, in the sentence, makes you think so?” (*flackern* in German; it means burning and moving; this sentence says that flames were flickering, and I have seen flames burn and move.)
- Call on student volunteers to share. Ask other students to choose one translation to quietly repeat. Invite students to say their chosen translation aloud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English.

For ELLs: Language Dive Guide:
Model Poetry Presentation, Part I
(For Teacher Reference)

- Display the following chunk: **The way his hair moves in the wind**
 - * “What is the gist of this chunk?” (Responses will vary.)
- Underline *his hair moves in the wind* in black, and invite students to do the same.
- Place your finger on *his* and invite students to do the same.
- Ask:
 - * “Who is the pronoun *his* referring to in this chunk? How do you know?” (It refers to the author’s horse. I know because the presentation tells how the horse was the inspiration for the poem.)
 - * “What is this chunk describing about the horse?” (His hair moving in the wind.)
- After inviting responses, write and display student ideas.

- Display the following chunk: **makes me think of**
- Place your finger on *makes me think of* and invite students to do the same.
- Ask:
 - * “What is another way to say *makes me think of*?” (reminds me of)
- Invite students to practice using the phrase *makes me think of* with an elbow partner. Ask:
 - * “Close your eyes and imagine hair moving in the wind. What does that remind you of? What does that image *make you think of*?” (Hair moving in the wind *makes me think of* _____. Responses will vary, but may include: when it is a windy day; standing in front of a fan; my mom’s hair)
- After inviting responses, write and display student ideas.

- Display the following chunk: **flames flickering**
- Underline *flames flickering* in **orange marker**, and invite students to do the same. Ask:
 - * “What does the horse’s hair make the author think of?” (flames flickering)
- Place your finger on *flickering* and invite students to do the same.
- Ask:
 - * “What kind of word is *flickering*? What is it describing in this chunk?” (It is a verb. It describes the flames.)
 - * “What does the *-ing* ending tell us about the verb? (It tells us that the action continues; the flames continue to burn and move.)
- Point to and read the three chunks on display: **The way his hair moves in the wind makes me think of flames flickering**
- Invite students to close their eyes and picture this part of the sentence in their minds.
- Invite students to move their index fingers as if they are flickering flames.

For ELLs: Language Dive Guide:
Model Poetry Presentation, Part I
(For Teacher Reference)

- Display the following chunk: **which is why I wrote**,
- Circle which is why I wrote, and invite the students to do the same.
- Place your finger on the word *which* and invite students to do the same. Ask:
 - * “Why does the author use the word *which* in this chunk?” (To point us back to the beginning of the sentence about the horse’s hair and flickering flames.)
- Tell students you will give them time to think and discuss with their partners. Ask:
 - * “What is the purpose of this chunk? Why did the author use this phrase in the middle of the sentence?” (To tell us that what he described in the beginning of the sentence is his inspiration for the writing, and to signal that he is about to tell us what he wrote.)
- Invite students to practice using the phrase *which is why* with an elbow partner. Say:
 - * “We use the phrase *which is why* to explain our reasons for making a choice. With your elbow partners, complete these sentences using the phrase *which is why*. I’ll complete the first one as an example:”
 - I want to be healthy, which is why I exercise every day.
 - It rained, which is why I wore _____. (a raincoat, boots)
 - Jack loved his dog, Sky, which is why he wrote _____. (*Love That Dog*; *My Sky*)
 - William Carlos Williams was inspired by everyday objects, which is why he wrote _____. (“The Red Wheelbarrow;” “This Is Just to Say”)
- After inviting responses, write and display student ideas.

- Display the following chunk: “**Black mane and tail streaming behind him**,
- Underline Black mane and tail in **black marker**, and invite students to do the same.
- Point to *him* and invite students to do the same.
- Ask:
 - * “Who is *him* in this chunk? How do you know?” (the horse; that is who the poem is about.)
- Point the word *streaming* and invite students to do the same.
 - * What does the word *streaming* mean?” (flowing, moving) “What is streaming describing in this chunk?” (the movement of horse’s black mane and tail.)
- After inviting responses, write and display student ideas.
- Invite students to close their eyes and imagine this part of the sentence in their minds.
- Invite students to move their arms in a streaming motion.

For ELLs: Language Dive Guide:
Model Poetry Presentation, Part I
(For Teacher Reference)

- Display the following chunk: **Flickering like dark flames licking at the air.**
- Underline Flickering like dark flames in orange, and invite students to do the same.
- Place your finger on the word *flickering* and invite students to do the same.
- Ask:
 - * “Where have we seen the word *flickering* before? What did it describe?” (We saw it in the first part of the sentence. It described the flames.)
- Tell students you will give them time to think and discuss with their partners. Ask:
 - * “What is *flickering* describing in this chunk?” (the horse’s mane and tail)
 - * “What do you think it means that the flames were licking at the air?” (that they were moving up and down in the air)
- After inviting responses, write and display student ideas.
- Point to and read the last two displayed chunks: **“Black mane and tail streaming behind him, Flickering like dark flames licking at the air.”**
- Invite students to close their eyes, imagine this part of the sentence in their minds, and then sketch what they imagined on their note-catchers.

- Point to and read the entire sentence on display: **The way his hair moves in the wind makes me think of flames flickering, which is why I wrote, “Black mane and tail streaming behind him, Flickering like dark flames licking at the air.”**
- Tell students you will give them time to think and write or sketch. Ask:
 - * “What questions do you have about this sentence?” (Responses will vary.)
- Ask the students to look at the underlined words.
 - * “Why do you think I underlined some words in black and some in orange?” (The words underlined in black describe the horse’s hair. The words underlined in orange describe the flames.)
 - * “What is the difference between the words underlined at the beginning of the sentence and the end of the sentence?” (The words at the end of the sentence are words that come directly from the poem. I also know this because they are in quotation marks. The words at the beginning describe the author’s inspiration.)
- Ask:
 - * “How will your understanding of this sentence help you when writing your own presentation?” (It shows me how I can describe my inspiration and then connect it to evidence in my poem.)
- If productive, use a Goal 2 Conversation Cue to encourage students to understand what a classmate said:
 - * “Who can repeat what your classmate said?” (Responses will vary.)
- Say:
 - * “You can use the phrase *which is why I wrote* when you write your poetry presentation to connect a description of what inspired you to evidence in your poem.”
- Display the sentence frame: _____ makes me think of _____, which is why I wrote, “_____.”

For ELLs: Language Dive Guide:
Model Poetry Presentation, Part I
(For Teacher Reference)

- Tell students you will give them time to think and discuss in their triads. Say:
“Use this frame to talk in your triad about what the inspiration of your poem makes you think of, and where you can see evidence of it in your poem.”
- After providing time and inviting responses, write student ideas on the board and invite students do the same on their note-catchers.

For ELLs: Sentence Strip Chunks:
Model Poetry Presentation

Directions: Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

The way his hair moves in the wind

makes me think of

flames flickering,

which is why I wrote,

**“Black mane and tail streaming behind
him,**

**Flickering like dark flames licking at the
air.”**

Language Dive Note-catcher: Model Poetry Presentation

Language Dive

The way his hair moves in the wind makes me think of flames flickering, which is why I wrote, “Black mane and tail streaming behind him, Flickering like dark flames licking at the air.”

Sketch the second part of the sentence.

_____ makes me think of _____,
 which is why I wrote, “_____.”

Fluent Readers Do These Things Anchor Chart

(Example, for Teacher Reference)

RF.4.4

Directions: Students will help you generate the criteria for this anchor chart, but ensure the following criteria are represented:

- Read smoothly.
- Correct yourself when you make mistakes.
- Read at an appropriate volume for everyone to hear you.
- Read at an appropriate pace for everyone to understand the words you are saying.
- Pause at commas and fully stop at periods.
- Read questions like questions and exclamations with excitement.
- Change voice and volume depending on meaning.
- Change the tone to match the message (sad, serious, funny, joyful, surprised).
- Read dialogue between quotation marks with expression to convey meaning.
- Change your facial and body language to convey meaning.

Poetry Presentation Structure Anchor Chart
(Example, for Teacher Reference)
W.4.2

Introduction: Introduces what the poem was inspired by and why

- Introduces what the poem was inspired by
- Introduces why the poet is inspired by the source of inspiration
- Introduces how this inspiration is conveyed in the poem

Evidence Paragraph: Provides evidence of that inspiration in the poem and explains why

- **Cites evidence from the poem to explain what inspired him or her to write the poem**
- **Explains specific precise word choices**

Conclusion: Restates what the poem was inspired by and why, and describes hopes

Evidence Paragraph Planning Graphic Organizer
W.4.2a, W.4.2b

.....
Name:
.....

.....
Date:
.....

Which parts of your poem are the best to support your description of what inspired you in the introduction of your presentation?

Evidence	How it shows what inspired you to write poetry	Specific words and why you chose them

Evidence Paragraph Planning Graphic Organizer
 (Example, for Teacher Reference)
 W.4.2a, W.4.2b

Which parts of your poem are the best to support your description of what inspired you in the introduction of your presentation?

Evidence	What inspired you to write this?	Specific words in this evidence and why you chose them
<i>“A fiery red blur that I can barely focus my eyes on,”</i>	<i>His coat is bright red, which reminds me of the red glow of fire.</i>	<i>“Fiery red” because his coat is bright red like the glow of fire</i>
<i>“Black mane and tail streaming behind him, Flapping like dark flames licking at the air.”</i>	<i>He has a black mane and tail that stream out behind him when he runs. The way his hair moves in the wind makes me think of flames.</i>	<i>“Licking” because the tips of his hair flutter like tongues licking the air</i>
<i>“Flared nostrils snort the smoke of fire like a dragon in the crisp morning air.”</i>	<i>When he stops, he usually throws his head high in the air and snorts or breathes heavily from running fast. This reminds me of a dragon breathing fire.</i>	<i>“Crisp morning air” because in the morning when it is particularly cold, breathing often looks like smoke in the air</i>

Reading Fluency Poem 1

“Danse Africaine” by Langston Hughes

The low beating of the tom-toms,
 The slow beating of the tom-toms,
 Low . . . slow
 Slow . . . low —
 Stirs your blood.
 Dance!
 A night-veiled girl
 Whirls softly into a
 Circle of light.
 Whirls softly . . . slowly,
 Like a wisp of smoke around the fire —
 And the tom-toms beat,
 And the tom-toms beat,
 And the low beating of the tom-toms
 Stirs your blood.

Hughes, Langston. “Danse Africaine.” *Crisis Chronicales Cyber Litmag*. Web. Accessed 30 May 2016.
 <<https://cclitmag.wordpress.com/2009/09/21/danse-africaine-by-langston-hughes/>>

Poetry Presentation Structure Anchor Chart
 (Example, for Teacher Reference)
 W.4.2

Introduction: Introduces what the poem was inspired by and why

- Introduces what the poem was inspired by
- Introduces why the poet is inspired by the source of inspiration
- Introduces how this inspiration is conveyed in the poem

Evidence Paragraph: Provides evidence of that inspiration in the poem and explains why

- Cites evidence from the poem to explain what inspired him or her to write the poem
- Explains specific precise word choices

Conclusion: Restates what the poem was inspired by and why, and describes hopes

- **Restates what inspired the poet and how he or she communicated that inspiration in the poem**
- **Explains what the poet hopes the audience will take away from reading or hearing it**

Reading Fluency Poem 2

An excerpt from “My Shadow” by Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head; And I see him jump before me, when I jump
into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there’s none of him at all.

Source:

Stevenson, R.L. “My Shadow.” *Poems Every Child Should Know*. New York: Doubleday, Doran and Co., 1904. Project Gutenberg. Web. 21 Mar. 2016. <
<https://www.gutenberg.org/files/16436/16436-h/16436-h.htm>>

Linking Words and Phrases Model

W.4.2c

Example 1

My poem, “Breathing Fire,” is about my horse. I was inspired to write my poem about him because he means a lot to me. I spend a lot of time with him. I love to watch him run. When he runs I see a fiery, mythical creature. I tried to say this precisely through my word choice.

My horse’s coat is red. In the sunlight it reminds me of the red glow of fire. In the line “A fiery red blur that I can barely focus my eyes on,” I used the words “fiery red” to describe this precisely. He has a black mane and tail that stream out behind him when he runs. The way his hair moves in the wind makes me think of flames, which is why I wrote, “Black mane and tail streaming behind him, Flickering like dark flames licking at the air.” I chose the word “licking” because the tips of his hair look like tongues licking the air. He stops and throws his head high in the air. He snorts and breathes heavily from running fast. This reminds me of a dragon breathing fire. I wrote, “Flared nostrils snort the smoke of fire like a dragon in the crisp morning air.” I chose to describe the “crisp morning air” because in the morning when it is particularly cold, breath in the air often looks like smoke in the air.

The words I have chosen in my poem were chosen to help you imagine my horse as the fiery, mythical creature that inspires me. I hope that it inspires you to see magical qualities next time you see a running horse.

Linking Words and Phrases Model

W.4.2c

Example 2

My poem, “Breathing Fire,” is about my horse. I was inspired to write my poem about him because he means a lot to me and I spend a lot of time with him. I particularly love to watch him run. When he runs I see a fiery, mythical creature, so I tried to convey this precisely through my word choice.

My horse’s coat is bright red, and in the morning sunlight it reminds me of the red glow of fire. In the line “A fiery red blur that I can barely focus my eyes on,” I used the words “fiery red” to describe this precisely. Also, he has a black mane and tail that stream out behind him when he runs. The way his hair moves in the wind makes me think of flames flickering, which is why I wrote, “Black mane and tail streaming behind him, Flickering like dark flames licking at the air.” I chose the word “licking” because the tips of his hair flutter like tongues licking at the air. Another thing that makes me think of a fiery, mythical creature is when he suddenly stops dead and throws his head high in the air. He snorts and breathes heavily from running fast reminding me of a dragon breathing fire, so I wrote, “Flared nostrils snort the smoke of fire like a dragon in the crisp morning air.” I chose to describe the “crisp morning air” because in the morning when it is particularly cold, breath in the air often looks like plumes of smoke in the air.

The words I have chosen in my poem were chosen to help you imagine my horse as the fiery, mythical creature that inspires me. I hope that it inspires you to see magical qualities next time you see a running horse.

Linking Words and Phrases Model

W.4.2c

(Example, for Teacher Reference)

Example 1

My poem, “Breathing Fire,” is about my horse. I was inspired to write my poem about him because he means a lot to me. I spend a lot of time with him. I love to watch him run. When he runs I see a fiery, mythical creature. I tried to say this precisely through my word choice.

My horse’s coat is red. In the sunlight it reminds me of the red glow of fire. In the line “A fiery red blur that I can barely focus my eyes on,” I used the words “fiery red” to describe this precisely. He has a black mane and tail that stream out behind him when he runs. The way his hair moves in the wind makes me think of flames, which is why I wrote, “Black mane and tail streaming behind him, Flickering like dark flames licking at the air.” I chose the word “licking” because the tips of his hair look like tongues licking the air. He stops and throws his head high in the air. He snorts and breathes heavily from running fast. This reminds me of a dragon breathing fire. I wrote, “Flared nostrils snort the smoke of fire like a dragon in the crisp morning air.” I chose to describe the “crisp morning air” because in the morning when it is particularly cold, breath in the air often looks like smoke in the air.

The words I have chosen in my poem were chosen to help you imagine my horse as the fiery, mythical creature that inspires me. I hope that it inspires you to see magical qualities next time you see a running horse.

Linking Words and Phrases Model

W.4.2c

(Example, for Teacher Reference)

Example 2

My poem, “Breathing Fire,” is about my horse. I was inspired to write my poem about him because he means a lot to me and I spend a lot of time with him. I particularly love to watch him run. When he runs I see a fiery, mythical creature, so I tried to convey this precisely through my word choice.

My horse’s coat is bright red, and in the morning sunlight it reminds me of the red glow of fire. In the line “A fiery red blur that I can barely focus my eyes on,” I used the words “fiery red” to describe this precisely. Also, he has a black mane and tail that stream out behind him when he runs. The way his hair moves in the wind makes me think of flames flickering, which is why I wrote, “Black mane and tail streaming behind him, Flickering like dark flames licking at the air.” I chose the word “licking” because the tips of his hair flutter like tongues licking at the air. Another thing that makes me think of a fiery, mythical creature is when he suddenly stops dead and throws his head high in the air. He snorts and breathes heavily from running fast reminding me of a dragon breathing fire, so I wrote, “Flared nostrils snort the smoke of fire like a dragon in the crisp morning air.” I chose to describe the “crisp morning air” because in the morning when it is particularly cold, breath in the air often looks like plumes of smoke in the air.

The words I have chosen in my poem were chosen to help you imagine my horse as the fiery, mythical creature that inspires me. I hope that it inspires you to see magical qualities next time you see a running horse.

Linking Words and Phrases

(W.4.1c, W.4.2c, W.4.3c)

Hint: Where do you add new facts about your topic? You might need a linking word or phrase here!

Add to this chart if you find new linking words and phrases you would like to remember.

<p>Temporal words and phrases (Time Order)</p>	<p>Words and phrases that connect ideas</p>
<ul style="list-style-type: none"> • First • Second • Next • Finally • Then • Lastly • In the end • After that 	<ul style="list-style-type: none"> • Also • Another • And • But • More • So • For example • As you can see • In addition

Peer Critique Anchor Chart
(Example, for Teacher Reference)

W.4.5

Criteria	What does this mean?	What does it look like?	What does it sound like?
Be kind	Always treat others with dignity and respect.	<ul style="list-style-type: none"> • Listening carefully 	<ul style="list-style-type: none"> • “I like the way you have ... because it meets these criteria.”
Be specific	Focus on particular strengths and weaknesses.	<ul style="list-style-type: none"> • Identifying the parts that you think were done well using the criteria • Identifying the parts that you think could be improved using the criteria 	<ul style="list-style-type: none"> • “This part meets these criteria by ...” • “Have you thought about adding/revising ... in order to...?” • “I can’t see evidence of this criteria in your work. Where do you think you could revise to show evidence of this criteria?”
Be helpful	Positively contribute to the individual or the group.	<ul style="list-style-type: none"> • Helping a peer identify where he or she can improve 	<ul style="list-style-type: none"> • “Perhaps you could revise this ... in order to...?”
Participate	Peer critique is a process to support each other, and your feedback is valued!	<ul style="list-style-type: none"> • Listening carefully • Providing feedback as well as receiving it 	<ul style="list-style-type: none"> • “Would you read it to me again?” • “Can I help you improve your work?”

Directions for Peer Critique

1. Partner B reads presentation aloud to A. Partner A listens to where it sounds jumpy, where linking words and phrases might help.
2. As a pair, discuss places where linking words and phrases would improve the flow of the writing and would help to connect sentences or paragraphs.
3. Highlight in blue.
4. As a pair, look at the Linking Words and Phrases handout to choose appropriate linking words and phrases to make the writing flow more smoothly.
5. Read aloud how it would sound with different options before recording the chosen linking word or phrase on the line below the blue highlighted area.
6. Partner B reads presentation aloud a second time to A. Partner A listens to where the language could be more precise to describe something more exactly.
7. As a pair, discuss places where adding or revising the vocabulary would make the description more precise. Where is it vague or not clear?
8. Highlight in orange.
9. As a pair, consider precise vocabulary to improve the writing. Use a thesaurus if necessary. Record the revision on the line below the orange highlighted area.
10. Repeat steps 1–9 with partner A's work.

Reading Fluency Poem 3

“A Golden Day” by Paul Laurence Dunbar

I found you and I lost you,
All on a gleaming day.
The day was filled with sunshine,
And the land was full of May.

A golden bird was singing
Its melody divine,
I found you and I loved you,
And all the world was mine.

I found you and I lost you,
All on a golden day,
But when I dream of you, dear,
It is always brimming May.

Dunbar, Paul Laurence. “A Golden Day.” *The Complete Poems of Paul Laurence Dunbar*. New York: Dodd, Mead, and Company. 1913.

Model Presentation with Images
W.4.2

He turns his head and pricks his ears to a sound that my ears can't hear,
 And suddenly he bolts, running like the wind!
 A fiery red blur that I can barely focus my eyes on,
 Legs reaching and stretching, spray clods of dirt like confetti at a wedding.
 Black mane and tail streaming out behind him,
 Flickering like dark flames licking at the air.
 He stops suddenly, throwing his head high,
 And flared nostrils snort the smoke of fire like a dragon in the crisp morning air.

My poem, "Breathing Fire," is about my horse. I was inspired to write my poem about him because he means a lot to me and I spend a lot of time with him (show picture 1).



EL Education. For instructional use only.

This is a picture of him pulling silly faces. I particularly love to watch him run. When he runs I see a fiery, mythical creature, so I tried to convey this precisely through my word choice. This is a picture of him running (show picture 2).



EL Education. For instructional use only.

As you can see from the picture, my horse’s coat is bright red, and in the morning sunlight it reminds me of the red glow of fire. In the line “A fiery red blur that I can barely focus my eyes on,” I used the words “fiery red” to describe this precisely. Also, you can see on the picture that he has a black mane and tail that stream out behind him when he runs. The way his hair moves in the wind makes me think of flames flickering, which is why I wrote, “Black mane and tail streaming behind him, Flickering like dark flames licking at the air.” I chose the word “licking” because the tips of his hair flutter like tongues licking at the air. Another thing that makes me think of a fiery, mythical creature is when he suddenly stops dead and throws his head high in the air. He snorts and breathes heavily from running fast reminding me of a dragon breathing fire, so I wrote, “Flared nostrils snort the smoke of fire like a dragon in the crisp morning air.” I chose to describe the “crisp morning air” because in the morning when it is particularly cold, breath in the air often looks like plumes of smoke in the air.

The words I have chosen in my poem were chosen to help you imagine my horse as the fiery, mythical creature that inspires me. I hope that it inspires you to see magical qualities next time you see a running horse.

Tracking Progress: Reading Fluency

Name: _____

Date: _____

Learning Target: I can read aloud a new text fluently and accurately.

Standards I'm Tracking: RF.4.4

1. How am I doing?

- For each criterion, self-assess by putting a check mark in the appropriate column.
- Strive to be honest with yourself. Remember, your ability grows with your effort, so it's fine if you aren't there yet!

You will receive feedback in a different colored pen on the checklist.

Standard	Characteristics of an Effective Summary	4 Advanced	3 Proficient	2 Developing	1 Beginning
RF.4b,c	I can read all/almost all of the words correctly.				
RF.4c	I can correct myself and reread when what I read was wrong or didn't make sense.				
RF.4a,b	I can read at a speed that is appropriate for the piece.				
RF.4a,b	I can read smoothly without many breaks.				
RF.4a,b	I can read groups of related words and phrases together.				
RF.4a,b	I can notice and read punctuation. <i>(Examples: Pauses after a comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)</i>				
RF.4b	I can use the appropriate tone to express the author's meaning.				

RF.4b	I can use facial expressions and body language to match the expression in my voice.				
RF.4b	I can use the appropriate volume and change volume naturally as if I am talking to a friend.				

2. How have I improved since I last worked on this skill?

Teacher Response:

3. How can I improve next time?

Teacher Response:

Effective Presentations Anchor Chart
(Example, for Teacher Reference)
SL.4.4

In an effective presentation, the presenter:

- Reads the poem with expression
- Speaks loudly, confidently, and clearly
- Presents at an appropriate pace—not too fast or too slow
- Presents the images when it makes sense
- Makes eye contact with audience members (not always looking at paper)
- Uses appropriate facial and body language

Peer Critique Form
SL.4.4, SL.4.5.....
Name:.....
Date:
.....

Stars	Steps



Grade 4: Module 1: Unit 3:
Homework Resources
(For Families)

Unit 3: Writing to Entertain: Poetry

Common Core State Standards addressed: W.4.4, L.4.3a-c, RF.4.4a-c.

Guiding Questions and Big Ideas:

What makes a poem a poem?

- *Poetry has characteristics that are unique and distinct from prose.*

What inspires writers to write poetry?

- *Writers draw inspiration from many places, including the work of other writers and their own lives.*

What will your student be doing at school?

In Unit 3, students prepare for the performance task by writing original poems about something meaningful to them, and writing a presentation explaining what they were inspired by and why, and where you can see evidence of this in their poems. They use visuals in their presentations (e.g., images, videos, or objects) to support the content of their presentation. For the performance task, they present their poem and presentation to an audience.

Working to become an effective learner and working to become ethical people are habits of character emphasized in this unit.

Working to become an effective learner. These are the specific effective learning skills students will focus on:

- I take initiative. This means I see what needs to be done and take the lead on making responsible decisions.
- I take responsibility. This means I take ownership of my ideas, my work, my goals, and my actions.
- I persevere. This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.
- I collaborate. This means I work effectively with others.

Working to become an ethical person. These are the specific skills students will focus on:

- I show empathy. This means I understand and I share or take into account the feelings, situation, or attitude of others.
- I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- I show respect. This means I appreciate the abilities, qualities and achievements of others, and treat myself, others, and the environment with care.
- I show compassion. This means I notice when others are sad or upset and try to help them.

How can you support your student at home?

- Read poetry aloud with your student and invite him or her to find poems or a poet that he or she particularly likes.
- Help your student practice reading aloud fluently and accurately.
- Talk to your student about the meaning of the poems he or she is reading and what inspired the author. Encourage your student to find evidence of that inspiration in the poems.
- Talk about what inspires your student and what is meaningful to him or her in preparation for writing poetry (e.g., a place, a person, an animal, a vehicle, a sport, or an event).

Unit 1: Homework

In Lessons 1–3, homework focuses on research reading.

In Lessons 4–11, homework focuses on reading poems aloud for fluency. In Lessons 6–7, for homework students gather visuals (images, videos, or objects) to support the content of their poem and presentation.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

- In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* could be found in books on any topic.
- In the back, students record new **topic vocabulary**: words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* could be found on the topic of frogs.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
1	Students plan and begin to write their own original poems about something that inspires them.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students finish writing their own original poems about something that inspires them.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students revise their poems for precise word and phrase choice and to add punctuation for effect. This is the Mid-Unit 3 Assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students analyze the structure of the model presentation and write the introduction of their poetry presentation.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
5	Students write the reasons and evidence paragraph for their poetry presentation. They also read a new poem aloud for fluency.	1. Reading a new poem or excerpt of poem aloud for fluency 2. Research reading and answering prompt	1. Students will read aloud a new poem for fluency in Lessons 8 and 9 . 2. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
6	Students write the conclusion of their poetry presentation. They also read a new poem aloud for fluency.	<ol style="list-style-type: none"> 1. Reading a new poem or excerpt of poem aloud for fluency 2. Prepare visuals (images, video, objects) to support content of poem and presentation 3. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Students will read aloud a new poem for fluency in Lessons 8 and 9. 2. Lessons 8 and 9. 3. Teacher will check independent reading journals strategically. 	
7	Students revise their poetry presentations, specifically for linking words and phrases and precise vocabulary.	<ol style="list-style-type: none"> 1. Reading a new poem or excerpt of poem aloud for fluency 2. Prepare visuals (images, video, objects) to support content of poem and presentation 3. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Students will read aloud a new poem for fluency in Lessons 8 and 9. 2. Lessons 8 and 9. 3. Teacher will check independent reading journals strategically. 	
8 and 9	Students read aloud a new poem for fluency and accuracy for the End of Unit 3 Assessment. Students also choose visuals for their poetry presentation and revise their presentation to reference the visuals.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	

* Note to Teacher: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
10	Students practice their poetry presentations and participate in a peer critique to help them improve their poems.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
11	Students present their poem and presentation with visuals for an audience for the performance task.	None for this lesson		

* Note to Teacher: Please complete the Anticipated Date column according to your schedule.

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2016

Book Title and Author: Love That Dog by Sharon Creech

Pages Read: 42–45

Prompt: Describe in depth an event in the text using details from the text.

Response: Jack reads a poem by Walter Dean Myers called “Love That Boy,” and he loves it so much that he takes the book home without asking permission. He gets a spot on it and tears the page when he tries to get the spot out. He copies the poem out of the book and hangs it on his bedroom wall because he likes it so much.

Consider using the following independent reading prompts*:

- What is the theme or main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations tell you? How do they help you to understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in other lessons?
- Describe in depth a character in the text using details from the text.
- Describe in depth a setting in the text using details from the text.
- Describe in depth an event in the text using details from the text.
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)						
Break up the word using this chart: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="padding: 5px;">Prefix</th> <th style="padding: 5px;">Root</th> <th style="padding: 5px;">Suffix</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Prefix	Root	Suffix				Words with the same affix or root
Prefix	Root	Suffix					
Translation in home language (where appropriate):							

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

“After Many Springs” by Langston Hughes

Now,
In June,
When the night is a vast softness
Filled with blue stars,
And broken shafts of moon-glimmer
Fall upon the earth,
Am I too old to see the fairies dance?
I cannot find them any more.

Hughes, Langston. “After Many Springs.” *Crisis*. n.p., 1922. *Crisis Chronicles Cyber Litmag (2008-2014)*. Web. 16 June 2016.

“The Wind Has Such a Rainy Sound” by Christina Rossetti

The wind has such a rainy sound
Moaning through the town,
The sea has such a windy sound—
Will the ships go down?

The apples in the orchard
Tumble from the tree.
Oh, will the ships go down, go down,
In the windy sea?

Rossetti, Christina G. “The Wind Has Such a Rainy Sound.” *Sing-Song A Nursery Rhyme Book*. London: Macmillan and Co., 1893. *A Celebration of Women Writers*. Web. 16 June 2016.

Excerpt from “Afternoon in February” by Henry Wadsworth Longfellow

The day is ending,
The night is descending;
The marsh is frozen,
The river dead.

Through clouds like ashes
The red sun flashes
On village windows
That glimmer red.

Longfellow, Henry Wadsworth “Afternoon in February” Henry Wadsworth Longfellow [online resource], Maine Historical Society, Accessed 16 June 2016.
<http://www.hwlongfellow.org>

“Trees” by Sara Coleridge

The Oak is called the King of Trees,
The Aspen quivers in the breeze,
The Poplar grows up straight and tall,
The Pear tree spreads along the wall,
The Sycamore gives pleasant shade,
The Willow droops in watery glade,
The Fir tree useful timber gives,
The Beech amid the forest lives.

Coleridge, Sara. “Trees.” *Pretty Lessons in Verse for Good Children; with Some Lessons in Easy Rhyme.* London: John W. Parker and Son, 1853. *Google Books*.
Web. 16 June 2016.

Education

Grade 4: Module 1: **Assessment Overview and Resources**

Final Performance Task	<p>Poetry Presentation</p> <p>In this performance task, students synthesize their learning about what inspires poets to write poetry by presenting their own original poems inspired by something meaningful, along with a speech, including supporting visuals, about what inspired their poem and where you can see evidence of this in their poem. Their speech answers the question: What inspired you to write poetry, and where can you see evidence of this in your poem? This task centers on CCSS ELA SL.4.4 and SL.4.5.</p>
Mid-Unit 1 Assessment	<p>Summarizing a Poem and Comparing Prose and Poetry</p> <p>This assessment centers on CCSS ELA RL.4.1, RL.4.2, RL.4.5, and W.4.9a. Students apply what they have learned about reading poems to a familiar poem as well as to a new poem. In Part I, they reread “Stopping by Woods on a Snowy Evening” and compare the poem to a prose version of the same event by completing a chart. They then show their understanding of the elements of poetry by answering selected response questions about the poem. In Part II, students read a new poem and write a summary, demonstrating their ability to use details from the poem to determine a theme and summarize the text.</p>
End of Unit 1 Assessment	<p>Analyzing Changes in Jack’s Character</p> <p>This assessment centers on CCSS ELA RL.4.1, RL.4.3, W.4.9a, SL.4.1a, SL.4.1b, and SL.4.1c. Students complete two tasks in which they describe Jack’s character in depth, drawing on specific details in the text. In Part I, students use notes prepared in the previous lesson to discuss the change in Jack’s feelings about poetry. They question each other to check for understanding and to gather additional information, demonstrating their ability to participate actively and respectfully in collaborative discussions. In Part II, students answer selected response and short constructed response questions to show their understanding of Jack’s thoughts, feelings, and actions and how his character has developed.</p>

Mid-Unit 2 Assessment	<p>Writing an Informative Paragraph about What Inspired Jack</p> <p>This assessment centers on CCSS ELA RL.4.1, RL.4.3, W.4.2a, W.4.2b, W.4.2e, and W.4.9a. Students use notes from earlier in the unit to write an informative paragraph that answers the question: What inspired Jack to write poetry, and where can you see evidence of this in his poetry? Students use what they have learned about explanatory writing to show a deep understanding of characters and events in the text.</p>
End of Unit 2 Assessment	<p>Revising a Literary Essay</p> <p>This assessment centers on CCSS ELA W.4.2a, W.4.5, L.4.1f, and L.4.2b and has two parts. Students revise the drafts of their literary essays with a focus on organizing relevant text evidence, writing in complete sentences and correctly punctuating quotations. In an optional Part II, students revise a sample paragraph to more thoroughly assess targeted language standards.</p>
Mid-Unit 3 Assessment	<p>Revising a Poem</p> <p>This assessment centers on CCSS ELA W.4.4, L.4.3a–c. Students revise their poems to choose words and phrases to convey ideas precisely and to choose punctuation for effect. They then complete a revisions form to show what they have revised and the rationale for the choice they have made.</p>
End of Unit 3 Assessment	<p>Reading a New Poem Aloud for Fluency</p> <p>This assessment centers on CCSS ELA RF.4.4a–c. Students are given an excerpt of a new poem to read aloud and are assessed on their fluency and accuracy.</p>

Student Checklists

Students are provided with checklists for their writing, which outline the key criteria required of the writing type by the CCSS. These checklists are closely aligned with the teacher rubrics used to grade student assessments. An empty column is provided on each student checklist for students to add criteria for the specific characteristics required by the writing prompt, and time, directions, and examples for this process are built into the relevant lessons.

Informative Writing Checklist: Unit 2

Name: _____

Date: _____

Standard	Characteristics of Effective Informative Writing	Characteristics of ... (specific writing piece)	Yes? No?
W.4.9	My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.		
W.4.2a	I state my topic clearly, and my writing stays focused throughout the piece.		
W.4.2a	I have an introduction that gives the reader important information needed to understand the piece.		
W.4.2a	I group related information in paragraphs and sections. Each paragraph or section explains a main idea.		
W.4.2a	I use formatting, illustrations, and multimedia to help the reader understand information and ideas.		
W.4.2b	I use accurate and relevant facts, definitions, concrete details, quotations, or other information to explain my thinking.		
W.4.2c	I use linking words to connect ideas.		
W.4.2e	I have a conclusion that is clearly related to the focus and the information presented.		
W.4.2d L.4.6	The words I use show that I am knowledgeable about this topic.		
W.4.4	Information and ideas are clearly presented and easy to understand.		
W.4.4 L.4.3 L.4.6	My writing is appropriate for this task, purpose, and audience.		
W.4.8 (partial)	I provide a list of sources.		
L.4.1	My words and sentences follow the rules of writing.		
L.4.2 L.4.3b	My spelling, capitalization, and punctuation are correct.		

**Mid-Unit 1 Assessment:
Summarizing a Poem and Comparing Prose and Poetry
(For Teacher Reference)**

This assessment centers on CCSS ELA RL.4.1, RL.4.2, RL.4.5, and W.4.9a. Students apply what they have learned about reading poems to a familiar poem as well as to a new poem. In Part I, they reread “Stopping by Woods on a Snowy Evening” and compare the poem to a prose version of the same event by completing a chart. They then show their understanding of the elements of poetry by answering selected response questions about the poem. In Part II, students read a new poem and write a summary, demonstrating their ability to use details from the poem to determine a theme and summarize the text.

CCSS Addressed:

RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9a	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

Mid-Unit 1 Assessment:
Summarizing a Poem and Comparing Prose and Poetry, Part I
(Answers, for Teacher Reference)

Part I: Reread the poem “Stopping by Woods on a Snowy Evening” by Robert Frost (in the appendix of *Love that Dog*). Then read a version of the same event written in prose below.

“Stopping by Woods on a Snowy Evening” (prose version)

The man and his horse were far from the village, on a lonely road between the woods and the frozen lake. It was snowing hard. It was dark and beautiful. Even though it didn’t make sense, the man stopped to watch the snow come down in the quiet woods. The sound of his horse shaking his harness reminded the man that it was time to get going. He still had so much to do, and it was a long way home.

1. Complete the chart below to explain one way in which the prose and poetry versions are the same, and two ways that they are different. Be sure to give examples from each text to support your response. (RL.4.5)

Answers will vary. Sample responses below.

Similarity/Difference	Example from Prose	Example from Poem
Similarity: <i>They are both about a man who stops to watch the snow fall in the woods with his horse.</i>	<i>He still had so much to do, and it was a long way home.</i>	<i>But I have promises to keep, And miles to go before I sleep.</i>
Difference 1: <i>The poem uses rhyme and repetition, and the prose does not.</i>	<i>He still had so much to do, and it was a long way home.</i>	<i>But I have promises to keep, And miles to go before I sleep, And miles to go before I sleep.</i>
Difference 2: <i>The poem has a capital letter at the beginning of each line, and the prose has a capital letter at the beginning of each sentence.</i>	<i>The sound of his horse shaking his harness reminded the man that it was time to get going.</i>	<i>He gives his harness bells a shake To ask if there is some mistake.</i>

Refer to the poem “Stopping by Woods on a Snowy Evening” by Robert Frost when answering the questions below.

2. Which of the following describes the structure of the poem? (RL.4.5)

- a. *The poem has four stanzas and four lines in each stanza.*
- b. The poem has four paragraphs and four sentences in each paragraph.
- c. The poem is made up of 16 sentences.
- d. The poem has four stanzas and four sentences in each stanza.

3. What is imagery? Use an example from the poem to explain your answer. (RL.4.5)

Answers will vary. Sample response below.

Imagery is when authors make pictures with words that help the reader see, feel, or hear what is happening in the poem. One example is “He gives his harness bells a shake.” This line helps the reader imagine the sound of harness bells ringing in the quiet woods.

4. Which best describes the rhyme pattern in this poem? (RL.4.5)

- a. The first two lines and the last two lines of each stanza rhyme.
- b. The first and last word in each line rhyme.
- c. *The first, second, and fourth line of each stanza rhyme.*
- d. The poem is free verse.

Mid-Unit 1 Assessment:

Summarizing a Poem and Comparing Prose and Poetry, Part II
(Answers, for Teacher Reference)

Part II: Read Jack’s poem about the animal shelter on pages 25–27. Then write a summary of the poem. (RL.4.2, W.4.9a)

Be sure your summary includes:

- An introduction to the text stating the title, pages, and author
- A brief outline of what the text is about
- A possible theme (the point or message the author wants you to take away) of Jack’s poem
- Details from the text to support your theme
- A brief explanation of how Jack uses one of the poetry elements we studied (structure, imagery, rhyme/rhythm, or repetition) to help the reader better understand the theme of the poem

Student note-catchers are not assessed.

Answers will vary. Sample response below.

This poem is about a father who takes his son on a drive and surprises him by stopping at the animal shelter. They walk past many dogs. Jack uses imagery to show how much the dogs wanted to go home with him. He writes that they were “bark, bark, barking” and “jumping up against the wire cage” like “they were saying Me! Me! Choose me!” Finally, Jack and his father come to a yellow dog who is different. He is not jumping or barking. He has big black eyes, and his tail is “wag-wag-wagging.” Jack chooses the yellow dog, and they take him home. This happy part of the poem is followed by Jack’s sadness in the last stanza:

*“And the other dogs
in the cages get killed dead
if no one chooses them.”*

This poem is about how some things that happen can be both happy and sad at the same time. Jack is happy about his new dog, but sad for all the other dogs not chosen.

Evaluate responses using the rubric on the following page.

Mid-Unit 1 Assessment:
Summarizing a Poem and Comparing Prose and Poetry, Rubric
(Answers, for Teacher Reference)

Note: Responses are assessed on mastery of RL.4.2 and W.4.9a, not on the quality of written expression.

Summarizing a Poem Rubric

Advanced	Proficient	Developing	Beginning
Accurately identifies and clearly describes the key events in the poem.	Accurately identifies and briefly describes the key events in the poem.	Accurately identifies and briefly describes most key events.	Missing many key events and/or events are described in a way that indicates misunderstanding.
Identifies and explains how the author uses more than one of the poetry elements studied, supporting each with at least one example from the text.	Identifies and explains how the author uses structure, imagery, rhyme/rhythm, or repetition in the story using an example from the text.	Identifies how the author uses structure, imagery, rhyme/rhythm, or repetition in the story, but does not include an example from the text.	Does not identify how the author uses structure, imagery, rhyme/rhythm, or repetition in the poem
Identifies an insightful theme and briefly explains its relationship to the events or craft in the poem.	States a plausible theme and briefly explains its relationship to the events or craft in the poem.	States a plausible theme but does not explain its relationship to the events or craft in the poem.	No theme stated or stated theme indicates a misunderstanding of the poem.

Mid-Unit 1 Assessment:
Summarizing a Poem and Comparing Prose and Poetry

.....
Name:
.....

.....
Date:
.....

This assessment has two parts. In Part I, you will reread “Stopping by Woods on a Snowy Evening” and compare the poem to prose by completing a chart. Then you will answer selected response questions about the poem. In Part II, you will read a new poem from *Love That Dog* and write a summary.

Part I: Reread the poem “Stopping by Woods on a Snowy Evening” by Robert Frost (in the appendix of *Love that Dog*). Then read a version of the same event written in prose below.

“Stopping by Woods on a Snowy Evening” (prose version)

The man and his horse were far from the village, on a lonely road between the woods and the frozen lake. It was snowing hard. It was dark and beautiful. Even though it didn’t make sense, the man stopped to watch the snow come down in the quiet woods. The sound of his horse shaking his harness reminded the man that it was time to get going. He still had so much to do, and it was a long way home.

1. Complete the chart below to explain one way in which the prose and poetry versions are the same, and two ways that they are different. Be sure to give examples from each text to support your response. (RL.4.5)

Similarity/Difference	Example from Prose	Example from Poem
Similarity:		
Difference 1:		
Difference 2:		

Refer to the poem “Stopping by Woods on a Snowy Evening” by Robert Frost when answering the questions below.

2. Which of the following describes the structure of the poem? (RL.4.5)

- a. The poem has four stanzas and four lines in each stanza.
- b. The poem has four paragraphs and four sentences in each paragraph.
- c. The poem is made up of 16 sentences.
- d. The poem has four stanzas and four sentences in each stanza.

3. What is imagery? Use an example from the poem to explain your answer. (RL.4.5)

4. Which best describes the rhyme pattern in this poem? (RL.4.5)

- a. The first two lines and the last two lines of each stanza rhyme.
- b. The first and last word in each line rhyme.
- c. The first, second, and fourth line of each stanza rhyme.
- d. The poem is free verse.

Mid-Unit 1 Assessment:
Summarizing a Poem and Comparing Prose and Poetry

Part II: Read Jack’s poem about the animal shelter on pages 25–27. Then write a summary of the poem. (RL.4.2, W.4.9a)

Be sure your summary includes:

- An introduction to the text stating the title, pages, and author
- A brief outline of what the text is about
- A possible theme (the point or message the author wants you to take away) of Jack’s poem
- Details from the text to support your theme
- A brief explanation of how Jack uses one of the poetry elements we studied (structure, imagery, rhyme/rhythm, or repetition) to help the reader better understand the theme of the poem

You can use this note-catcher to capture your notices about the characteristics of poetry, as well as the theme and supporting details. This will not be assessed.

Title of Poem and Poet	Notices	Characteristics of Poetry
		Structure (how the poem is organized): - Stanza: a group of lines divided by a space - Line: a row with a group of words
		Rhyme and Meter (whether the poem rhymes and the rhythm or beat) - Free verse: doesn't rhyme or have a rhythm
		Imagery (words and phrases an author uses to help the reader imagine with the senses—sight, sound, touch, taste, smell)
		Repetition (repeated words and phrases)
Theme:		
Supporting Detail:	Supporting Detail:	

End of Unit 1 Assessment:
Analyzing Changes in Jack’s Character
(For Teacher Reference)

This assessment centers on CCSS ELA RL.4.1, RL.4.3, W.4.9a, SL.4.1a, SL.4.1b and SL.4.1c. Students complete two tasks in which they describe Jack’s character in depth, drawing on specific details in the text. In Part I, students use notes prepared in the previous lesson to discuss the change in Jack’s feelings about poetry. They question each other to check for understanding and to gather additional information, demonstrating their ability to participate actively and respectfully in collaborative discussions. In Part II, students answer selected response and short constructed response questions to show their understanding of Jack’s thoughts, feelings, and actions and how his character has developed.

CCSS Addressed:

RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9a	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

End of Unit 1 Assessment, Part I:
Collaborative Discussion: How Does Jack Change?
(For Teacher Reference)

Part I: Collaborative Discussion: How Does Jack Change?

Throughout this unit, you have been summarizing key events in *Love That Dog* and analyzing Jack's reaction to them. For this assessment, you are going to reflect on how Jack's character has changed since the beginning of the story. (RL.4.1, RL.4.3, SL.4.1a, SL.4.1b, SL.4.1c)

In this part of the assessment, you will meet with a small group to discuss the follow question:

How have Jack's feelings about poetry changed from the beginning of *Love That Dog* to where we are at in the story now (page 45)? Why have they changed?

Remember to use details and examples from the text to support and explain your thinking.

Throughout the discussion, refer to:

- the **Discussion Norms anchor chart**
- the notes on your **Preparing for a Text-Based Discussion note-catcher**

Note: Copy the **Collaborative Discussion Checklist** on the next page and use it to record your observations during the small group discussions.

**End of Unit 1 Assessment, Part I:
Collaborative Discussion Checklist
(For Teacher Reference)**

Student Name:						Grade 4
Date:						
CCSS	Criteria	4	3	2	1	Notes
	Comprehension and Collaboration					
SL.4.1a	Comes to discussions prepared, having read or studied required material.					
SL.4.1a	Explicitly draws on preparation and other information known about the topic to explore ideas under discussion.					
SL.4.1b	Follows agreed-upon rules for discussions and carries out assigned roles.					
SL.4.1c	Makes comments that contribute to the discussion.					
SL.4.1c	Poses and responds to specific questions to clarify or follow up on information.					
SL.4.1c	Links comments to the remarks of others.					
SL.4.1d	Reviews the key ideas expressed.					
SL.4.1d	Explains own ideas and understanding in light of the discussion.					

	Conventions and Language Use	4	3	2	1	
SL.4.6 L.4.3c	Differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); uses formal English when appropriate to the task and situation.					
L.4.1 L.4.3	Demonstrates command of the conventions of standard English grammar and usage, and uses knowledge of language and its conventions when speaking and listening.					
L.4.1a	Uses relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).					
L.4.1b	Forms and uses the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.					
L.4.1c	Uses modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.					
L.4.1d	Orders adjectives within sentences according to conventional patterns.					
L.4.1e	Forms and uses prepositional phrases.					

	Conventions and Language Use	4	3	2	1	
L.4.1f	Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.					
L.4.1g	Correctly uses frequently confused words (e.g., <i>to, too, two; there, their</i>).					
L.4.3a L.4.6	Accurately uses grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.					
L.4.6	Accurately uses grade-appropriate general academic and domain-specific words and phrases.					
L.4.6	Accurately uses grade-appropriate words and phrases that signal precise actions, emotions, or states of being and that are basic to a particular topic.					

End of Unit 1 Assessment, Part II:
Selected Response Questions: How Does Jack Change?
(Answers, for Teacher Reference)

Part II: How Does Jack Change?

You will need a copy of *Love that Dog* to answer the questions about Jack’s character below.

1. Reread pages 6–7 of *Love That Dog*. Which is the **most likely** reason that Jack asks the questions on these pages? (RL.4.3)

- a. Miss Stretchberry is doing a poor job of teaching poetry.
- b. The poems are too difficult for students this age.
- c. *Jack is angry about having to read and write poetry.*
- d. Jack did not read the poems carefully.

2. On page 18, Jack writes, “But, I think it would look better if there was more space between the lines.” Which of the following **best** describes what Jack may be thinking and feeling when he writes this entry? (RL.4.3)

- a. Jack is angry at Miss Stretchberry for not typing his poem correctly.
- b. *Jack is beginning to care about the poetry he writes.*
- c. Jack is worried about what his classmates will think of his poem.
- d. Jack is very embarrassed that Miss Stretchberry hung up his poem.

3. Reread pages 22–23 of *Love That Dog*. What has Jack learned about poetry? (RL.4.3)

- a. It does not matter how a poem looks.
- b. All poems have short lines.
- c. Poems often have rhyming words.
- d. *Poems often use imagery.*

4. Reread pages 39–41 of *Love That Dog*. Which of the following details from the text best supports the idea that Jack’s attitude toward poetry has changed? (RL.4.1, RL.4.3)

- a. He is embarrassed that people liked his yellow dog poem.
- b. He likes the way his poem looks on yellow paper.
- c. He enjoyed writing the poem about the tree.
- d. *He wants to know why the anonymous poet did not put his or her name on the poem.*

5. How did Jack feel about poetry in the beginning of the story? (RL.4.3)

In the beginning of the story, Jack hated poetry and didn’t want to read or write poems.

5a. Below, list one piece of evidence from the text to support your thinking. (RL.4.1)

“I don’t want to because boys don’t write poetry.”

6. How does Jack feel about poetry now? (RL.4.3)

Now Jack enjoys writing poetry and is proud of his poems.

6a. Below, list one piece of evidence from the text to support your thinking. (RL.4.1)

“That was the best best BEST poem you read yesterday.”

7. What do you think may have caused this change? (RL.4.3)

I think Jack’s attitude toward poetry changed because his teacher encouraged him to write poetry and because he was inspired by the poems he read.

End of Unit 1 Assessment:
Analyzing Changes in Jack's Character

Name:

Date:

This assessment has two parts. Your teacher will tell you in which order to complete them. In Part I, you will discuss in a small group how Jack's attitude toward poetry has changed. In Part II, you will answer selected response and short response questions to show your understanding of Jack's thoughts, feelings, and actions, and how Jack's character has developed since the beginning of the book. You will need your copy of *Love That Dog* and the notes you prepared in the previous session for both parts of this assessment.

Part I: Collaborative Discussion: How Does Jack Change?

Throughout this unit, you have been summarizing key events in *Love That Dog* and analyzing Jack's reaction to them. For this assessment, you are going to reflect on how Jack's character has changed since the beginning of the story. (RL.4.1, RL.4.3, SL.4.1a, SL.4.1b, SL.4.1c)

In this part of the assessment, you will meet with a small group to discuss the follow questions:

How have Jack's feelings about poetry changed from the beginning of *Love That Dog* to where we are at in the story now (page 45)? Why have they changed?

Remember to use details and examples from the text to support and explain your thinking.

Throughout the discussion refer to:

- the **Discussion Norms anchor chart**
- the notes on your **Preparing for a Text-Based Discussion note-catcher**

**End of Unit 1 Assessment:
Analyzing Changes in Jack’s Character**

.....
Name:
.....

Date:
.....

Part II: Selected Response Questions: How Does Jack Change?

You will need a copy of *Love that Dog* to answer the questions about Jack’s character below.

1. Reread pages 6–7 of *Love That Dog*. Which is the **most likely** reason that Jack asks the questions on these pages? (RL.4.3)
 - a. Miss Stretchberry is doing a poor job of teaching poetry.
 - b. The poems are too difficult for students this age.
 - c. Jack is angry about having to read and write poetry.
 - d. Jack did not read the poems carefully.

2. On page 18, Jack writes, “But, I think it would look better if there was more space between the lines.” Which of the following **best** describes what Jack may be thinking and feeling when he writes this entry? (RL.4.3)
 - a. Jack is angry at Miss Stretchberry for not typing his poem correctly.
 - b. Jack is beginning to care about the poetry he writes.
 - c. Jack is worried about what his classmates will think of his poem.
 - d. Jack is very embarrassed that Miss Stretchberry hung up his poem.

3. Reread pages 22–23 of *Love That Dog*. What has Jack learned about poetry? (RL.4.3)
 - a. It does not matter how a poem looks.
 - b. All poems have short lines.
 - c. Poems often have rhyming words.
 - d. Poems often use imagery.

4. Reread pages 39–41 of *Love That Dog*. Which of the following details from the text best supports the idea that Jack’s attitude toward poetry has changed? (RL.4.1, RL.4.3)

- a. He is embarrassed that people liked his yellow dog poem.
- b. He likes the way his poem looks on yellow paper.
- c. He enjoyed writing the poem about the tree.
- d. He wants to know why the anonymous poet did not put his or her name on the poem.

5. How did Jack feel about poetry in the beginning of the story?

5a. Below, list one piece of evidence from the text to support your thinking.

6. How does Jack feel about poetry now?

6a. Below, list one piece of evidence from the text to support your thinking.

7. What do you think may have caused this change?

Mid-Unit 2 Assessment:

Writing an Informative Paragraph about What Inspired Jack
(For Teacher Reference)

This assessment centers on CCSS ELA RL.4.1, RL.4.3, W.4.2a, W.4.2b, W.4.2e and W.4.9a. Students use notes from earlier in the unit to write an informative paragraph that answers the question: What inspired Jack to write poetry, and where can you see evidence of this in his poetry? Students use what they have learned about explanatory writing to show a deep understanding of characters and events in the text.

CCSS Addressed:

RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9a	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

Mid-Unit 2 Assessment:
Writing an Informative Paragraph about What Inspired Jack
(For Teacher Reference)

Directions: Throughout Units 1 and 2, you have been reading *Love That Dog* and thinking about what inspires Jack to write poetry. Now you are going to write an informative paragraph to answer the question: What inspires Jack to write poetry, and where can you see evidence of this in his poetry? Use details from the notes you color-coded in class to explain your thinking. (RL.4.1, RL.4.3, W.4.2a, W.4.2b, W.4.2e and W.4.9a)

A well-written paragraph:

- Introduces the book and the author, and briefly explains what the book is about
- Clearly states a focus about what inspired Jack and stays focused throughout the piece
- Uses accurate and relevant details and explains how each detail is evidence of what inspired Jack
- Provides a concluding sentence that restates the focus
- Follows the rules of writing (spelling, punctuation, and grammar)

While you are working, refer to:

- the criteria for a well-written paragraph above
- the **What Inspires Jack? note-catcher**

Now begin work on your paragraph. Manage your time carefully so that you can:

1. Look over your notes and think about what inspired Jack.
2. Plan the paragraph. Think about what you are going to say.
3. Write the paragraph.
4. Revise your paragraph using the criteria above. Put a check mark next to each of the criteria you have met.

Mid-Unit 2 Assessment:

Writing an Informative Paragraph about What Inspired Jack
(Sample Proficient Response: Scorepoint 3, for Teacher Reference)

Use rows A–D, G, and J on the Informative/Explanatory Writing Rubric: Grade 4 and the sample response below to assess student writing.

In *Love That Dog* by Sharon Creech, the main character, Jack, gradually begins to understand and write poems. One of Jack’s inspirations is his yellow dog, Sky. Jack writes several poems about Sky. On January 24, Jack wrote the poem “You Come, Too,” which is the story of how Jack first got Sky from the Animal Protection Shelter. Again, in February, Jack wrote a shape poem called “My Yellow Dog,” which told how Sky would sniff and slobber and wag his tail. In his journal entry on March 22, Jack wrote another poem about how Sky followed him everywhere and was funny, straggly, furry, and always smiling. Jack wrote his most important poem, “My Sky,” on May 14. This is a very sad poem about how Sky was hit by a blue car and killed. In this poem, Jack uses pieces from many of his other poems, and we discover that even some of Jack’s poems that didn’t seem to be about Sky, like his poem about the blue car, were really part of Sky’s story. Even though Jack didn’t like or understand poetry at first, he wanted to tell us about his very special dog Sky, and that inspired Jack to become a poet.

Introductory sentence gives the title and author and briefly explains what the book is about.

Clearly states a focus about what inspired Jack.

Develops the focus with relevant evidence from the text.

Provides a concluding sentence that restates the focus.

Mid-Unit 2 Assessment:
Writing an Informative Paragraph about What Inspired Jack

.....
Name:

.....
Date:

Directions: Throughout Units 1 and 2, you have been reading *Love That Dog* and thinking about what inspires Jack to write poetry. Now you are going to write an informative paragraph to answer the question: What inspires Jack to write poetry, and where can you see evidence of this in his poetry? Use details from the notes you color-coded in class to explain your thinking. (RL.4.1, RL.4.3, W.4.2a, W.4.2b, W.4.2e and W.4.9a)

A well-written paragraph:

- Introduces the book and the author, and briefly explains what the book is about
- Clearly states a focus about what inspired Jack and stays focused throughout the piece
- Uses accurate and relevant details and explains how each detail is evidence of what inspired Jack
- Provides a concluding sentence that restates the focus
- Follows the rules of writing (spelling, punctuation, and grammar)

While you are working, refer to:

- the criteria for a well-written paragraph above
- the **What Inspires Jack? note-catcher**

Now begin work on your paragraph. Manage your time carefully so that you can:

1. Look over your notes and think about what inspired Jack.
2. Plan the paragraph. Think about what you are going to say.
3. Write the paragraph.
4. Revise your paragraph using the criteria above. Put a check mark next to each of the criteria you have met.

End of Unit 2 Assessment:
Revising a Literary Essay
(For Teacher Reference)

This assessment centers on CCSS ELA W.4.2a, W.4.5, L.4.1f, and L.4.2b and has two parts. Students revise the drafts of their literary essays with a focus on organizing relevant text evidence, writing in complete sentences and correctly punctuating quotations. In an optional Part II, students revise a sample paragraph to more thoroughly assess targeted language standards.

CCSS Addressed:

W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4 on page 29.)
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.

End of Unit 2 Assessment:
Revising a Literary Essay, Part I
(for Teacher Reference)

Directions: In this unit, you have written the first draft of an essay about what inspired the poet you researched. Over the past few lessons, you have been making revision notes, and giving and receiving feedback that will help you improve your draft. In this assessment, you will revise and edit your piece using your revision notes and the feedback you have received. (W.4.2a, W.4.5, L.4.1f, and L.4.2b)

REMEMBER: A well-written, literary essay:

- Has a clear focus statement that tells the main idea of the piece
- Groups related information in paragraphs that explain and support each part of the focus statement
- Uses complete sentences and correctly punctuates quotations

Now, begin revising and editing your essay using your revision notes and the feedback you have received. Manage your time carefully so that you can:

1. Read the draft of your essay.
2. Read the feedback given and consider how you can use this feedback to improve your work.
3. Revise your essay by **crossing out any evidence or information that does not support the focus** of each paragraph.
4. Edit to be sure that you have used **complete sentences** throughout the piece.
5. Edit to be sure that you have **correctly punctuated** any **quotations** in your essay.

Make your changes directly on your first draft. You do not need to recopy your essay for this assessment.

Note: Because this is the students' first introduction to writing a full essay, they will not be required to create a final draft. If desired, students can recopy their essays, incorporating edits and revisions, at another time. For formative assessment, you may choose to evaluate these pieces using the Informative/Explanatory Writing Rubric: Grade 4.

End of Unit 2 Assessment:
Revising a Literary Essay, Optional Part II
Complete Sentences and Punctuating Quotations
(For Teacher Reference)

Part II: (W.4.5, L.4.1f, and L.4.2b)

Note: Part II of this assessment is optional. Alternatively, teachers can assess the ability to use complete sentences and punctuate direct quotations in the student's writing.

Directions: Below is the first draft of a paragraph about what inspired Jack to write poetry. To help the author revise and edit the piece:

- Highlight any sentence fragments in blue. **(indicated in bold below)**
- Highlight run-on sentences in orange. **(underlined below)**
- Correctly punctuate all quotations from poems. **(correctly punctuated below)**

Jack's poems show us that he was inspired by the poetry he read in class. For example, after reading "The Red Wheelbarrow" by William Carlos Williams, Jack wrote a poem about a blue car that began with the line, "so much depends." This is the same first line as "The Red Wheelbarrow." Another example is Jack's blue car poem with tiger sounds. The first lines of Jack's poem are, "Blue car, blue car shining bright in the darkness of the night." This is just like the poem "The Tiger" by William Blake that Jack read in class both have lines that end in rhyming words. **Also, Walter Dean Meyers.** After reading Walter Dean Meyers's poem "Love That Boy," Jack wrote a similar poem about his dog. Meyers's poem begins with the lines, "Love that boy, like a rabbit loves to run." Jack's poem begins with, "Love that dog, like a bird loves to fly." Jack was clearly inspired by the poems he read in Miss Stretchberry's class.

**End of Unit 2 Assessment:
Revising a Literary Essay, Part I**

.....
Name:

.....
Date:

Directions: In this unit, you have written the first draft of an essay about what inspired the poet you researched. Over the past few lessons, you have been making revision notes, and giving and receiving feedback that will help you to improve your draft. In this assessment, you will revise and edit your piece using your revision notes and the feedback you have received. (W.4.2a, W.4.5, L.4.1f, and L.4.2b)

REMEMBER: A well-written, literary essay:

- Has a clear focus statement that tells the main idea of the piece
- Groups related information in paragraphs that explain and support each part of the focus statement
- Uses complete sentences and correctly punctuates quotations

Now, begin revising and editing your essay using your revision notes and the feedback you have received. Manage your time carefully so that you can:

1. Read the draft of your essay.
2. Read the feedback given and consider how you can use this feedback to improve your work.
3. Revise your essay by **crossing out any evidence or information that does not support the focus** of each paragraph.
4. Edit to be sure that you have used **complete sentences** throughout the piece.
5. Edit to be sure that you have **correctly punctuated** any **quotations** in your essay.

Make your changes directly on your first draft. You do not need to recopy your essay for this assessment.

End of Unit 2 Assessment:
Revising a Literary Essay, Part II

Name:

Date:

Part II: (W.4.5, L.4.1f, and L.4.2b)

Directions: Below is the first draft of a paragraph about what inspired Jack to write poetry. To help the author revise and edit the piece:

- Highlight any sentence fragments in blue.
- Highlight run-on sentences in orange.
- Correctly punctuate all quotations from poems.

Jack’s poems show us that he was inspired by the poetry he read in class. For example, after reading “The Red Wheelbarrow,” by William Carlos Williams, Jack wrote a poem about a blue car that began with the line so much depends. This is the same first line as “The Red Wheelbarrow.” Another example is Jack’s blue car poem with tiger sounds. The first two lines of Jack’s poem are Blue car, blue car shining bright in the darkness of the night. This is just like the poem “The Tiger” by William Blake that Jack read in class both have lines that end in rhyming words. Also, Walter Dean Meyers. After reading Walter Dean Meyers’s poem “Love That Boy,” Jack wrote a similar poem about his dog. Meyers’s poem begins with the lines Love that boy, like a rabbit loves to run. Jack’s poem begins with Love that dog, like a bird loves to fly. Jack was clearly inspired by the poems he read in Miss Stretchberry’s class.

**Mid-Unit 3 Assessment:
Revising a Poem for Word Choice and Punctuation
(For Teacher Reference)**

This assessment centers on CCSS ELA W.4.5, L.4.3a–c. Students revise their poems to choose words and phrases to convey ideas precisely and to choose punctuation for effect. They then complete a revisions form to show what they have revised and the rationale for the choice they have made.

CCSS Addressed:

W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4 on page 29.)
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3a	Choose words and phrases to convey ideas precisely.
L.4.3b	Choose punctuation for effect.
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).

Mid-Unit 3 Assessment:
Revising a Poem for Word Choice and Punctuation, Part I
(For Teacher Reference)

Part I:

Directions: During the first half of the unit, you drafted a poem. For this assessment, you will revise some of the words, phrases, and punctuation in your poem to make it more effective. (W.4.5, L.4.3)

REMEMBER: An effective poem

- Uses words and phrases to convey ideas, images, and feelings precisely
- Uses punctuation for effect

Now, begin revising your poem. Manage your time carefully so that you can:

1. Read the draft of your poem.
2. Consider the punctuation you have used and how it will affect the reader's understanding of the poem. Then **revise the punctuation** to strengthen the message or emotion in your poem.
3. Consider the words and phrases you have used and how they will affect the reader. Then **revise some words and phrases** to create strong images or emotions for the reader.

Highlight the changes you made in yellow. Then carefully recopy your poem onto lined paper.

Answers will vary. See Part II for sample revisions.

Mid-Unit 3 Assessment:
Revising a Poem for Word Choice and Punctuation, Part II
(Answers, for Teacher Reference)

Part II:

Once you have revised your poem and written the final draft, use this form to explain what you changed and why: (W.4.5, L.4.3)

Answers will vary. Sample responses below.

Word and Phrase Choice:

I changed ...	to ...
<i>A little white dog</i>	<i>A tiny white mop of fur</i>
How does this convey meaning or emotion more precisely?	
<i>It shows the reader how scraggly her coat is.</i>	

I changed ...	to ...
<i>her tail wags</i>	<i>her whole body wiggles and wags</i>
How does this convey meaning or emotion more precisely?	
<i>It helps the reader understand how happy she is to see me.</i>	

Punctuation for Effect:

I added or changed punctuation in this line ...	What effect will this have on the reader?
<i>I'm home!</i>	<i>It shows the reader how happy I feel.</i>
<i>Wiggle, wiggle, waggle!</i>	<i>The commas make you read the line more slowly, so you can feel the rhythm of her tail.</i>

Did you write your poem in formal or informal English? Why?

Formal Informal (please circle)

My poem is about my dog, who is funny and scraggly, not fancy or formal.

Mid-Unit 3 Assessment:
Revising a Poem for Word Choice and Punctuation, Part I

Name: _____

Date: _____

Part I:

Directions: During the first half of the unit, you drafted a poem. For this assessment, you will revise some of the words, phrases, and punctuation in your poem to make it more effective. (W.4.5, L.4.3)

REMEMBER: An effective poem

- Uses words and phrases to convey ideas, images, and feelings precisely
- Uses punctuation for effect

Now, begin revising your poem. Manage your time carefully so that you can:

1. Read the draft of your poem.
2. Consider the punctuation you have used and how it will affect the reader’s understanding of the poem. Then **revise the punctuation** to strengthen the message or emotion in your poem.
3. Consider the words and phrases you have used and how they will affect the reader. Then **revise some words and phrases** to create strong images or emotions for the reader.

Highlight the changes you made in yellow. Then carefully recopy your poem onto lined paper.

Mid-Unit 3 Assessment:
Revising a Poem for Word Choice and Punctuation, Part II

.....
Name:
.....

.....
Date:
.....

Part II:

Once you have revised your poem and written the final draft, use this form to explain what you changed and why: (W.4.5, L.4.3)

Word and Phrase Choice:

I changed ...	to ...
How does this convey meaning or emotion more precisely?	

I changed ...	to ...
How does this convey meaning or emotion more precisely?	

Punctuation for Effect:

I added or changed punctuation in this line ...	What effect will this have on the reader?

Did you write your poem in formal or informal English? Why?

Formal Informal (please circle)

End of Unit 3 Assessment:
Reading a New Poem Aloud for Fluency
(For Teacher Reference)

This assessment centers on CCSS ELA RF.4.4a-c. Students are given an excerpt of a new poem to read aloud and are assessed on their fluency and accuracy.

CCSS Addressed:

RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4a	Read grade-level text with purpose and understanding.
RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

End of Unit 3 Assessment:
Reading a New Poem Aloud for Fluency, Part I
(For Teacher Reference)

Part I

Note: Record your observations on the **Reading Fluency Checklist** on the next page. Then ask students for a brief oral summary of the poem for Part II of this assessment.

Directions: Throughout the second half of this unit, you have been practicing reading aloud poems or excerpts of poems for fluency and accuracy. In this assessment, you are going to read aloud a new poem called “Good Hours” by Robert Frost. (RF.4.4b, RF.4.4c)

To prepare, read the poem once silently. Your teacher will tell you when you should begin reading aloud. Remember the criteria you recorded on the **Fluent Readers Do These Things anchor chart** as you read the poem with accuracy and expression.

“Good Hours” by Robert Frost

I had for my winter evening walk
No one at all with whom to talk,
But I had the cottages in a row
Up to their shining eyes in snow.

And I thought I had the folk within:
I had the sound of a violin;
I had a glimpse through curtain laces
Of youthful forms and youthful faces.

I had such company outward bound.
I went till there were no cottages found.
I turned and repented, but coming back
I saw no window but that was black.

Over the snow my creaking feet
Disturbed the slumbering village street
Like profanation, by your leave,
At ten o'clock of a winter eve.

Glossary
repent = to be sorry for something you have done

profanation = an act of disrespect toward something

Frost, Robert. “Good Hours.” *North of Boston*. New York: Henry Holt and Company, 1915.

For students reading significantly below grade level, you may choose to assign shorter excerpts of the poem instead.

**Reading Foundational Skills Informal Assessment:
Reading Fluency Checklist (Grades K–5)**

To assess student progress, prepare one checklist for each student. Place a check mark in the appropriate column using the following key:

- 1 = Beginning
- 2 = Developing
- 3 = Proficient
- 4 = Advanced

Student Name:					Grade:	
					Date:	
CCSS	Criteria	4	3	2	1	Notes
Fluency						
RF.4a	Reads on-level text with purpose and understanding.					
RF.4b	Reads with 99–100% accuracy.					
RF.4c	Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.					
RF.4b	Reads at a rate that is appropriate for the piece.					
RF.4b	Reading flows smoothly, without many breaks.					
RF.4b	Reads groups of related words and phrases together.					

	Fluency					
RF.4b	Notices and reads punctuation (e.g., pauses after a comma; questions sound like questions).					
RF.4b	(For prose or poetry) Tone expresses the author’s meaning (e.g., surprise, grief, anger, joy, etc.).					
RF.4b	(For prose or poetry) Facial expressions and body language match expression in voice.					

End of Unit 3 Assessment:
Reading a New Poem Aloud for Fluency, Part II
(For Teacher Reference)

Part II**Directions:**

Reread the poem once again silently. Then briefly summarize the major events in the poem to show basic understanding of what you have read. (RF.4.4a)

The summary should show a clear understanding of the major events in the poem and may include the following details:

- The speaker went for a walk in the village by himself on a winter evening.
- He saw young people through the curtains and heard a violin.
- He walked past all of the houses and then turned back.
- All of the windows were dark on his way back.
- His feet sounded loud in the sleeping village as he walked back in the dark.

Record your observations in the first row of the Reading Fluency Checklist. Place a check mark in the appropriate column of the first row using the following key:

- 1 = Beginning
- 2 = Developing
- 3 = Proficient
- 4 = Advanced

If certain students struggle with this task, consider asking them to summarize one stanza at a time.

End of Unit 3 Assessment:
Reading a New Poem Aloud for Fluency, Parts I & II

.....
Name:
.....

.....
Date:
.....

Part I

Directions: Throughout the second half of this unit, you have been practicing reading aloud poems or excerpts of poems for fluency and accuracy. In this assessment, you are going to read aloud a new poem called “Good Hours” by Robert Frost. (RF.4.4b, RF.4.4c)

To prepare, read the poem once silently. Your teacher will tell you when you should begin reading aloud. Remember the criteria you recorded on the **Fluent Readers Do These Things Anchor Chart** as you read the poem with accuracy and expression.

“Good Hours” by Robert Frost

I had for my winter evening walk
No one at all with whom to talk,
But I had the cottages in a row
Up to their shining eyes in snow.

And I thought I had the folk within:
I had the sound of a violin;
I had a glimpse through curtain laces
Of youthful forms and youthful faces.

I had such company outward bound.
I went till there were no cottages found.
I turned and repented, but coming back
I saw no window but that was black.

Over the snow my creaking feet
Disturbed the slumbering village street
Like profanation, by your leave,
At ten o'clock of a winter eve.

Glossary

repent = to be sorry for something you have done

profanation = an act of disrespect toward something

Frost, Robert. “Good Hours.” *North of Boston*. New York: Henry Holt and Company, 1915.

Part II

Directions: Reread the poem once again silently. Then briefly summarize the major events in the poem to show basic understanding of what you have read. (RF.4.4a)

Education

Grade 4: Module 1: **Performance Task**

Summary of Task
Poetry Presentation

In this performance task, students synthesize their learning about what inspires poets to write poetry by presenting their own original poems inspired by something meaningful, along with a speech, including supporting visuals, about what inspired their poem and where you can see evidence of this in their poem. Their speech answers the question: What inspired you to write poetry, and where can you see evidence of this in your poem? **This task centers on CCSS ELA SL.4.4 and SL.4.5.**

Format

Oral presentation with visuals. This could include projected images in a slideshow or photographs handed out for the audience to pass around.

Standards Assessed through This Task

- SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of mains or themes.

Student-Friendly Writing Invitation/Task Description

Now that you have written an original poem about something that was meaningful to you and inspired you, you are going to present your poem and explain what inspired you to write your poem and where can you see evidence of this in your poem. Your presentation will also include visuals—for example, images or video—to help the listener better understand what inspired you and why.

Key Criteria for Success

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed.

Your presentation will include:

- A read-aloud of your original poem
- An oral presentation to answer the question: What inspired you to write your poem, and where can you see evidence of this in your poem?
- Visuals—for example, images or video—to help the reader better understand what inspired you

Options for Students

- Extension: Students may create a complete slideshow using presentation software including not only visuals, but also verbal cues.
- Students could record their presentations rather than present them to a live audience, or deliver to a smaller specifically selected audience.

Options for Teachers

- Students could present to an audience including: their own class, other classes in the school, teachers, family members, or community members.
- Student use of technology will vary depending on access to technology. In situations where technology is not available, students can pass around images to audience members. In situations where technology is available, students can project visuals.

Performance Task Anchor Chart
SL.4.4, SL.4.5

Now that you have written an original poem about something that was meaningful to you and inspired you, you are going to present your poem and explain what inspired you to write your poem and where can you see evidence of this in your poem. Your presentation will also include visuals—for example, images or video—to help the listener better understand what inspired you and why.

Your presentation will include:

- A read-aloud of your original poem
- An oral presentation to answer the question: What inspired you to write your poem, and where can you see evidence of this in your poem?
- Visuals—for example, images or video—to help the reader better understand what inspired you