

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES		POETRY		
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>participate in a variety of oral language activities, such as<ul style="list-style-type: none"><li>listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectives</li><li>listening to stories and poems read aloud daily</li><li>participating in discussions about stories and poems</li><li>talking about words and their meanings as they are encountered in stories, poems, and conversations</li><li>giving reactions to stories and poems</li></ul></li><li>participate in oral activities, including choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns</li><li>express themselves in complete sentences</li><li>use words to orally describe actions, people, places, things, and ideas</li><li>use prior knowledge to interpret pictures</li><li>use titles and pictures to make predictions about text</li><li>use pictures to confirm vocabulary choice</li><li>use intonation, pauses, and emphasis that signal the structure of the sentence when reading</li><li>use clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their reading</li><li>reread to confirm vocabulary choice</li><li>reread and self-correct when text does not make sense</li><li>use expression and intonation to convey meaning when reading aloud</li><li>practice reading in texts on their independent reading level to develop accuracy, fluency, and expression</li><li>use previous experiences to generate ideas</li><li>participate in teacher-directed brainstorming activities</li><li>participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas</li><li>use familiar writing forms, including lists, letters, stories, reports, messages, and poems.</li></ul>	Reading	<ul style="list-style-type: none"><li><b>Comprehension strategy, Evaluate</b> (not a target in Houghton Mifflin but is an appropriate strategy to use) Ask yourself:<ul style="list-style-type: none"><li>➤ How do I feel about what I read?</li><li>➤ Do I agree or disagree with it?</li><li>➤ Am I learning what I wanted to know?</li><li>➤ How good a job has the author done?</li></ul></li><li><b>Fluency:</b> Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis)</li></ul>	<b>Comprehension skills:</b> <ul style="list-style-type: none"><li>noting detail</li><li>distinguishing fantasy from realism</li><li>making inferences</li><li>visualizing</li><li>making generalizations</li><li>comparing and contrasting with story</li><li>drawing conclusions</li></ul>	<b>Phonics/Decoding Strategy</b> <ul style="list-style-type: none"><li>Look carefully at the word.</li><li>Look for word parts you know and think about the sounds for the letters.</li><li>Blend the sounds to read the word.</li><li>Ask yourself: Is it a word I know? Does it make sense in what I am reading?</li><li>If not, ask yourself: What else can I try?</li></ul>
	Poetry Concepts	<ul style="list-style-type: none"><li><b>Poetry:</b> kind of writing that describes something in an interesting way (creates a picture for the reader)</li><li><b>Format:</b> usually, single column with stanzas (parts of a poem made of groups of lines)</li><li><b>Rhyme:</b> to have the same ending sound. Sometimes the lines of poetry rhyme. Not all poetry uses rhyme.</li><li><b>Capitalization:</b> may or may not capitalize the beginning of each line</li><li><b>Punctuation:</b> uses punctuation to signal pause (comma), end of thought (period, exclamation mark, question mark), note that someone is speaking (quotation marks)</li><li><b>Figurative language:</b> distinguishing between literal and figurative use of language, e.g., "The Sun/calls me/through the window."</li><li><b>Techniques:</b> onomatopoeia (words that imitate sounds, e.g., <i>pop</i>, <i>crunch boom</i>; alliteration (series of words that begin with the same sound, e.g., <i>six silly swans</i>).</li></ul>		
	Writing: Descriptive Poem	<ul style="list-style-type: none"><li><b>Writing Process</b> (may be Shared or Independent writing activity)<ul style="list-style-type: none"><li>➤ <b>Prewriting/ Planning:</b> Brainstorm/collect rhyming words they might want to use in a poem. Brainstorm a list of poem ideas and select a subject for the poem</li><li>➤ <b>Drafting/Composing</b> Brainstorm words related to the topic; decide if poem will rhyme or not</li><li>➤ <b>Revising/Written Expression:</b> Choose interesting ways to describe the topic/subject of the poem</li><li>➤ <b>Proofreading/Edition:</b> Use checklist and proofreading marks</li><li>➤ <b>Publishing:</b> Share from author's chair; create class display with illustration or class book</li></ul></li></ul>		