



Unit 5: Poetry  
Grade 3

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Read Aloud	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice
<b>Reading Workshop</b>  VSC: 3.3.A.4 Analyze elements of poetry to facilitate understanding and interpretation	<b>Analyze Elements of Poetry</b> <ul style="list-style-type: none"> <li>- recognize types of poems (by structural features: lines and stanzas, refrain/chorus, shape)</li> <li>- identify and explain the meaning of lines, words, and phrases</li> <li>- identify and describe sound elements (rhyme, rhyme scheme, rhythm, alliteration, and other repetition)</li> </ul> VSC: 3.3.A.4.a-c	<b>Analyze Elements of Poetry</b> <ul style="list-style-type: none"> <li>- recognize types of poems</li> <li>- identify and explain the meaning of lines, words, and phrases</li> <li>- identify and describe sound elements (rhyme, rhyme scheme, rhythm, alliteration, and other repetition)</li> </ul> VSC: 3.3.A.4.a-c	<b>Analyze Elements of Poetry</b> <ul style="list-style-type: none"> <li>- recognize types of poems</li> <li>- identify and explain the meaning of lines, words, and phrases</li> <li>- identify and describe sound elements (rhyme, rhyme scheme, rhythm, alliteration, and other repetition)</li> </ul> * <b>collect student product</b> VSC: 3.3.A.4.a-c	<b>Understanding Poetry</b> <i>*determine important ideas and messages by:</i> <ul style="list-style-type: none"> <li>- identify main idea and theme (of the entire text or portion of it, literal vs. interpretive meaning, experiences, explaining emotions and ideas that lead to universal themes)</li> <li>- identify and explain similar themes across texts (compare texts)</li> </ul> <b>**What is this poem about? How do you know? How does the title contribute to meaning? Author vs. speaker of the poem? How does speaker feel about ____?</b>  VSC: 3.3.A.6.a-b	<b>Understanding Poetry</b> <i>*determine important ideas and messages by:</i> <ul style="list-style-type: none"> <li>- identify main idea and theme (of the entire text or portion of it, literal vs. interpretive meaning, experiences, explaining emotions and ideas that lead to universal themes)</li> <li>- identify and explain similar themes across texts (compare texts)</li> </ul> <b>**What is this poem about? How do you know? How does the title contribute to meaning? Author vs. speaker of the poem? How does speaker feel about ____?</b>  VSC: 3.3.A.6.a-b
Word Study	<b>Word Wall Words :</b> meanwhile, somehow, everything, afternoon, whenever	<b>Figurative Language</b> -similes	<b>Figurative Language</b> -similes	<b>Figurative Language</b> -similes	<b>Figurative Language</b> -similes  * <b>teacher created/selected assessment</b>
Writing Workshop	<b>Poetry</b> Seeing with poets eyes Session 1	<b>Poetry</b> Listening for line breaks Session 2	<b>Poetry</b> Hearing the “music” in poetry Session 3	<b>Poetry</b> Putting powerful thoughts in tiny packages Session 4	<b>Poetry</b> Finding ingredients of a poem Session 5
Notes	Writing will reference the lessons in the Lucy Calkins kit Unit 7 (Poetry: Powerful Thoughts in Tiny Packages)			After reading each poem there should be discussion that answers “What is this poem about? How do we know? What are the clues the author gives us?”	

Fund for Educational Excellence: Scope and Sequence

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<b>Read Aloud</b>	<b>Teacher's Choice</b>	<b>Teacher's Choice</b>	<b>Teacher's Choice</b>	<b>Teacher's Choice</b>	<b>Teacher's Choice</b>
<b>Reading Workshop</b>  <b>VSC:</b> <b>3.5.A.4</b> Analyze elements of poetry to facilitate understanding and interpretation	<b>Understanding Poetry</b> <i>*determine important ideas and messages by:</i> - identify main idea and theme (of the entire text or portion of it, literal vs. interpretive meaning, experiences, explaining emotions and ideas that lead to universal themes) - identify and explain similar themes across texts (compare texts)  <b>**What is this poem about? How do you know? How does the title contribute to meaning? Author vs. speaker of the poem? How does speaker feel about ____?</b>  <b>VSC: 3.3.A.6.a-b</b>	<b>Understanding Poetry</b> <i>*determine important ideas and messages by:</i> - identify main idea and theme (of the entire text or portion of it, literal vs. interpretive meaning, experiences, explaining emotions and ideas that lead to universal themes) - identify and explain similar themes across texts (compare texts)  <b>**What is this poem about? How do you know? How does the title contribute to meaning? Author vs. speaker of the poem? How does speaker feel about ____?</b>  <b>VSC: 3.3.A.6.a-b</b>	<b>Understanding Poetry</b> <i>*determine important ideas and messages by:</i> - identify main idea and theme (of the entire text or portion of it, literal vs. interpretive meaning, experiences, explaining emotions and ideas that lead to universal themes) - identify and explain similar themes across texts (compare texts)  <b>**What is this poem about? How do you know? How does the title contribute to meaning? Author vs. speaker of the poem? How does speaker feel about ____?</b>  <b>* teacher created/selected assessment</b>  <b>VSC: 3.3.A.6.a-b</b>	<b>Interpreting Poetry</b> <i>* identify and describe author's use of language</i> - identify and explain words or phrases that contribute to meaning (significant words and phrases with a specific effect on meaning) - identify and explain figurative language that contributes to meaning (similes, personification, onomatopoeia)  <b>**What is the connection between figurative language and meaning?</b> - describing language that appeals to senses and feelings - repetition and exaggeration - alliteration  What is the connection between repetition/exaggeration and meaning?  <b>VSC: 3.3.A.7.b-f</b>	<b>Interpreting Poetry</b> <i>* identify and describe author's use of language</i> - identify and explain words or phrases that contribute to meaning (significant words and phrases with a specific effect on meaning) - identify and explain figurative language that contributes to meaning (similes, personification, onomatopoeia)  <b>**What is the connection between figurative language and meaning?</b> - describing language that appeals to senses and feelings - repetition and exaggeration - alliteration  What is the connection between repetition/exaggeration and meaning?  <b>VSC: 3.3.A.7.b-f</b>
<b>Word Study</b>	<b>Word Wall Words:</b> moist, crowd, tighten, shallow, wrong <b>Figurative Language</b> -metaphors	<b>Figurative Language</b> -metaphors  <b>VSC: 3.3.A.7.d</b>	<b>Figurative Language</b> -metaphors <b>* collect student product</b>	<b>Figurative Language</b> -personification	<b>Figurative Language</b> -personification
<b>Writing Workshop</b>	<b>Poetry</b> Showing, not telling Session 6	<b>Poetry</b> Hearing the voices of poetry Session 7	<b>Poetry</b> Searching for honest, precise words Session 8	<b>Poetry</b> Patterning on the page Session 9	<b>Poetry</b> Using comparisons to convey feelings Session 10

Fund for Educational Excellence: Scope and Sequence

	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<b>Read Aloud</b>	<b>Teacher's Choice</b>	<b>Teacher's Choice</b>	<b>Teacher's Choice</b>	<b>Teacher's Choice</b>	<b>Teacher's Choice</b>
<p><b>Reading Workshop</b></p> <p><b>VSC:</b> 3.5.A.4 Analyze elements of poetry to facilitate understanding and interpretation</p>	<p><b>Interpreting Poetry</b> <i>* identify and describe author's use of language</i></p> <ul style="list-style-type: none"> <li>- identify and explain words or phrases that contribute to meaning</li> <li>- identify and explain figurative language that contributes to meaning (similes, personification, onomatopoeia)</li> </ul> <p><b>**What is the connection between figurative language and meaning?</b></p> <ul style="list-style-type: none"> <li>- describing language that appeals to senses and feelings</li> <li>- repetition and exaggeration</li> <li>- alliteration</li> </ul> <p>What is the connection between repetition/exaggeration and meaning?</p> <p><b>* collect student product</b> VSC: 3.4.A.7.b-f</p>	<p><b>Interpreting Poetry</b> <i>* identify and describe author's use of language</i></p> <ul style="list-style-type: none"> <li>- identify and explain words or phrases that contribute to meaning</li> <li>- identify words, phrases, and punctuation that create tone (specific words; tone in the text or portions of it)</li> <li>- identify and explain figurative language that contributes to meaning (similes, personification, onomatopoeia)</li> </ul> <p><b>**What is the connection between figurative language and meaning?</b></p> <ul style="list-style-type: none"> <li>- describing language that appeals to senses and feelings</li> <li>- repetition and exaggeration</li> <li>- alliteration</li> </ul> <p>What is the connection between repetition/exaggeration and meaning?</p> <p>VSC: 3.3.A.7.b-f</p>	<p><b>Interpreting Poetry</b> <i>* identify and describe author's use of language</i></p> <ul style="list-style-type: none"> <li>- identify and explain words or phrases that contribute to meaning</li> <li>- identify words, phrases, and punctuation that create tone (specific words; tone in the text or portions of it)</li> <li>- identify and explain figurative language that contributes to meaning (similes, personification, onomatopoeia)</li> </ul> <p><b>**What is the connection between figurative language and meaning?</b></p> <ul style="list-style-type: none"> <li>- describing language that appeals to senses and feelings</li> <li>- repetition and exaggeration</li> <li>- alliteration</li> </ul> <p>What is the connection between repetition/exaggeration and meaning?</p> <p>VSC: 3.3.A.7.b-f</p>	<p><b>Interpreting Poetry</b> <i>* identify and describe author's use of language</i></p> <ul style="list-style-type: none"> <li>- identify and explain words or phrases that contribute to meaning</li> <li>- identify words, phrases, and punctuation that create tone (specific words; tone in the text or portions of it)</li> <li>- identify and explain figurative language that contributes to meaning (similes, personification, onomatopoeia)</li> </ul> <p><b>**What is the connection between figurative language and meaning?</b></p> <ul style="list-style-type: none"> <li>- describing language that appeals to senses and feelings</li> <li>- repetition and exaggeration</li> <li>- alliteration</li> </ul> <p>What is the connection between repetition/exaggeration and meaning?</p> <p><b>* teacher created/selected assessment</b> VSC: 3.3.A.7.b-f</p>	<p><b>Poetry Celebration</b></p>
<b>Word Study</b>	<p><b>Word Wall Words:</b> quality, creepy, thin, hidden, beginning</p> <p><b>Figurative Language</b> - personification</p> <p><b>* collect student product</b></p>	<p><b>Figurative Language</b> - onomatopoeia</p>	<p><b>Figurative Language</b> - onomatopoeia</p>	<p><b>Figurative Language</b> - onomatopoeia</p> <p><b>* collect student product</b></p>	<p><b>Figurative Language Review</b></p> <p><b>* teacher created/selected assessment</b></p>
<b>Writing Workshop</b>	<p><b>Poetry</b> Contrasting ordinary and poetic language Session 11</p>	<p><b>Poetry</b> Stretching out a comparison Session 12</p>	<p><b>Poetry</b> Finding treasures in discarded drafts Session 13</p>	<p><b>Poetry</b> Revising and editing poetry Session 15</p>	<p><b>Poetry Celebration</b> Session 16</p>