



BOE Approved 8/18

Cliffside Park Public Schools

Literacy: Grade 3

Unit Name: Poetry Reader's Workshop

Resource: Reader's Workshop, Schoolwide

Duration: 4-6 weeks

Enduring Understanding

- Readers appreciate poetry as a rich, engaging genre that invites them to study and acknowledge the beauty and functions of language.

Essential Questions

- What do readers use to interpret the structural elements of poems?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
IRA 1 <ul style="list-style-type: none">• I can notice the structural elements of poetry to read the genre. IRA 2 <ul style="list-style-type: none">• I can understand the importance of sound in poems. IRA 3	<ul style="list-style-type: none">• Making Connections/Schema• Visualizing• Synthesizing• Questioning	Formative <ul style="list-style-type: none">• Assessment of Key Comprehension Strategies• My Reading Log and Reflection 3-5• Running Record	Mentor Texts <ul style="list-style-type: none">• <i>Every Second Something Happens: Poems for the Mind & Senses</i>• <i>Falling Down the</i>

<ul style="list-style-type: none"> • I can understand the importance of sensory details in poems. • I will use my five senses to create mental images that help me understand the poem. <p>IRA 4</p> <ul style="list-style-type: none"> • I can better understand a poem if I know the author's inspiration. • I can figure out the poet's interests to help me understand the big idea of the poem. <p>IRA 5</p> <ul style="list-style-type: none"> • I can question how the words in a poem make me feel and understand how these feelings help me better understand the poems I read. <p>IRA 6</p> <ul style="list-style-type: none"> • I can use background knowledge to determine the meaning of unfamiliar words. <p>IRA 7</p> <ul style="list-style-type: none"> • I can recognize when meaning breaks down and use fix-up strategies. • I can understand that fix-up strategies are important to my comprehension of the poem. <p>IRA 8</p> <ul style="list-style-type: none"> • I can compare and contrast two poems by the same author to identify how their observations affect the way they write. <p>ML 1</p> <ul style="list-style-type: none"> • I can build comprehension by reading through a poem in its entirety. <p>ML 2</p> <ul style="list-style-type: none"> • I can learn that line breaks and white spaces are like the punctuation of poetry. <p>ML 3</p> <ul style="list-style-type: none"> • I can use sensory details to help me determine 	<ul style="list-style-type: none"> • Text and genre features/ Structures • Determining Importance • Listening and Responding 	<ul style="list-style-type: none"> • Where Are My Students in the Reading Process? • Poetry Grade 3 Student Performance Checklist • Grade 3 Poetry Reading Assessment - Clara's Closet • Grade 3 Poetry Reading Assessment - Last Summer • See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> • Poetry Grade 3 Summative Assessment • DRA (Spring) • Common Assessment 3 <p>Benchmarks</p> <ul style="list-style-type: none"> • DRA (Fall, Winter, Spring) • Common Assessments 1 and 2 and 3 	<p><i>Page</i></p> <ul style="list-style-type: none"> • <i>Hound Dog's Haiku and Other Poems for the Mind and Senses</i> • <i>Reading, Rhyming and Rithmetic</i> • <i>Underwear Salesman, The: And Other Jobs for Better or Verse</i> • <i>Whiff of Pine, Hint of Skunk: A Forest of Poems</i> <p>Shared Texts</p> <ul style="list-style-type: none"> • <i>Birds By My Window</i> • <i>Dance</i> • <i>I'm So Hungry After School!</i> • <i>Summer Senses</i> • <i>A Winter Wish</i> <p>Student Forms</p> <ul style="list-style-type: none"> • <i>What Do You See?</i> • <i>Poets</i> • <i>Inspire Me!</i> • <i>I Feel</i> • <i>What Can I Do When Meaning Becomes Foggy</i> • <i>From Start to Finish</i> • <i>I Can Sense It</i> • <i>Sifting Through My Poem</i> • <i>Piece by Piece</i>
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<p>the meaning of unfamiliar words/phrases.</p> <p>ML 4</p> <ul style="list-style-type: none"> • I can use text clues within poems to help me uncover the big idea of the poem. <p>ML 5</p> <ul style="list-style-type: none"> • I can better understand poems by considering how they are constructed. • I can explore how poets create meaning by building their poem line by line. <p>ML 6</p> <ul style="list-style-type: none"> • I can identify how poets enhance understanding and mood by carefully choosing their words. • I can recognize how carefully selected words create a mood for the reader. <p>ML 7</p> <ul style="list-style-type: none"> • I can use textual evidence to determine how a poem makes me feel. • I can sift through the words of a poem looking for evidence to support the feelings I infer from the words. <p>ML 8</p> <ul style="list-style-type: none"> • I can build meaning by identifying the author's purpose for writing a poem. <p>ML 9</p> <ul style="list-style-type: none"> • I can recognize that I must stop, review and rethink as I read because meaning is built line by line. <p>ML 10</p> <ul style="list-style-type: none"> • I can recognize the features of the poem (images, rhythm) to build more understanding. • I can build understanding/comprehension by identifying the author's purpose and the message they want me to understand. 		<p>Alternative</p> <ul style="list-style-type: none"> • Reader (teacher/student) can to relay information to student. • Oral responses and/or illustrations in lieu of written answers on graphic organizers pertaining to the Grade 3 Poetry Unit • Anecdotal notes used for grading. 	<p>Digital Texts</p> <ul style="list-style-type: none"> • <i>RAZ Kids</i> • <i>Readworks</i> • <i>Storyworks</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Leveled libraries • Reader's Notebooks • Sticky Notes • Book Baggies • Graphic Organizers • Highlighters • Clipboards • Chromebooks • iPads • Colored Pencils and Markers • Chart Paper <p>Additional Materials</p> <ul style="list-style-type: none"> • Select and make copies for students of a poem from the unit texts. • "Evening" (p. 18), "Baby's Drinking Song" (p. 21), and "Sea Speak" (p. 20) from <i>Every Second Something Happens</i> by Christine San José and Bill Johnson (Eds.) • Make copies of poems from the unit texts that contain
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			<p>repetition and/or alliteration for individual students or partners.</p> <ul style="list-style-type: none">• "Wind" (p. 17) and "The House in Winter" (p. 22) from <i>Every Second Something Happens</i> by Christine San José and Bill Johnson (Eds.)• "Pembrook Welsh Corgi" and "Dachshund" from <i>The Hound Dog's Haiku</i> by Michael J. Rosen• The first poem, "Garbage Collector," "Bridge Painter," "Elevator Operator," "Poet," "Marathon Runner," and any others students might enjoy from <i>The Underwear Salesman</i> by J. Patrick Lewis• "New Kid in School" (p. 21) from <i>Reading, Rhyming, and 'Rithmetic</i> by Dave Crawley• "Proud" (p. 46) from <i>Every Second Something</i>
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			<p><i>Happens</i> by Christine San José and Bill Johnson (Eds.)</p> <ul style="list-style-type: none"> • "Wild Geese" (p. 19) and "The House in Winter" (p. 22) from <i>Every Second Something Happens</i> by Christine San José and Bill Johnson (Eds.) <p>Word Study/Spelling/ Vocabulary</p> <ul style="list-style-type: none"> • Flocabulary
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NJ Student Learning Standards (2016)

READING STANDARDS FOR LITERATURE

Key Ideas and Details:

RL.3.1: Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3: Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Craft and Structure

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas:

RL.3.7: Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).

RL.3.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/ cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading Level and Text Complexity:

RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration:

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or in multiple modalities.

SL.3.3: Ask and answer questions about information from a speaker's point of view, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5: Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE STANDARDS

Conventions:

L.3.1: Observe conventions of grammar and usage when writing or speaking.

L.3.3: Use language to achieve particular effects when writing or speaking.

Vocabulary Acquisition and Usage:

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.

L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

NJSLS Technology Standards

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

Interdisciplinary Connections and Activities

- Have students find a poem from the Internet or their school or public library by one of the mentor text poets used in class or recommended on the list. (Provide students with the list of poets from the Interactive Read-Aloud Lesson "What Do You See?") Have them use their Reading Notebooks to write down where they think the inspiration for the poem came from and why. W.3.1, 8.1.5.A.1
- Create a class book of illustrations by having each student choose one poem and then illustrate a connected experience and the emotion the poem evoked. Have students create a Table of Contents divided into the emotions that students expressed in their illustrations. W.3.1b
- Students can choose elements out of a hat and then collect poems from home, the public library, or the Internet that include the elements they have selected. Students locate words in the text and distinguish between literal and nonliteral meanings of words and phrases. L.3.5a, 8.1.5.A.1

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills
- **CRP4.** Communicate clearly and effectively and with reason
- **CRP6.** Demonstrate creativity and innovation.

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies <i>(Alternate Modes of Instruction and Support)</i>		
Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Higher level texts (Level O) that address the same enduring understanding as the Grade 3 Poetry Unit of Study.</p> <p>Students research poems related to Science and Social Studies topics and share with the class or add to poetry bulletin board display.</p> <p>Students find a poem on the Internet or in their school or public library by one of the mentor text authors used in class (provide students with a list of the poets).</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks and provide key language uses to students.</p> <p>Students use illustrations in lieu of written responses to share their ideas.</p> <p>Students reread simple poetry a number of times in order to practice</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 vocabulary.</p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 3 Poetry Unit of Study.</p> <p>Text to speech/Oral reading</p>

<p>Students can find a poem from their public library or online that contains interesting line breaks and whitespace. They can share it with the class, explaining how the poet uses line breaks and whitespace effectively.</p> <p>Students can find poems in their local library or online that match the three purposes. They should highlight words or write them down in their Reading Notebooks to justify their choice.</p> <p>Students find and put poems together to create their own collections of poems that are thematically linked.</p> <p>Students complete a Venn diagram for two different poems and then accompany the diagram with illustrations that reflect the similarities and differences.</p>	<p>and apply newly learned strategies about rhyme and word meaning.</p> <p>Point out vocabulary in illustrations.</p> <p>Have a variety of poems available at at various levels so students can visually comprehend what a poem looks and sounds like.</p> <p>Access to word/picture banks to reference in tasks that require writing in the Poetry unit of study.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary).</p> <p>Graphic organizers done orally with the students, or have partly filled in for better of understanding of expectations.</p> <p>*Also See At Risk/504 Modifications</p>	<p>Supply Students with Graphic Organizers: Use Third Grade graphic organizers from the Fiction Reading Unit of Study with some of the information partially completed by the teacher, i.e. <i>I Hear It!</i> , <i>What I Know/What I Don't Know</i>, <i>Side By Side</i>, <i>Follow the Clues</i>, <i>In the Mood</i>, <i>What Is the Purpose</i>, and <i>What Comes First</i>.</p> <p>Students should be permitted to demonstrate understanding of the Grade 3 Poetry unit assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p> <p>Access to word/picture banks to reference in tasks that require reading in the Poetry unit of study.</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the Grade 3 Poetry Unit of Study.</p> <p>Allow extra time to complete independent practice tasks or accept work that has been completed at that time.</p> <p>Supply Students with Anchor Charts: <i>Looking At Poetry</i> The above can be taped or glued into student notebooks for easy reference.</p> <p>*Also See ELL Modifications</p>
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Sources:
New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/g01.pdf>
New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>
Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
Schoolwide Inc. (2013) <http://www.schoolwide.com/>
Wilson Foundations (2015) <http://www.wilsonlanguage.com>

