

- 4.1 The student will use effective oral communication skills in a variety of settings.
- 4.3 The student will read fiction and nonfiction with fluency and accuracy.
- 4.4 The student will read and demonstrate comprehension of fiction.
- 4.7 The student will write effective narratives, poems, and explanations.
- 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	POETRY		
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate in group discussions by <ul style="list-style-type: none"> ◦ offering comments that are relevant to the topic of discussion ◦ supporting opinions with appropriate examples and details ◦ taking turns speaking during a discussion • use specific vocabulary to enhance oral communication • use active listening skills by looking at the speaker • use context to clarify the meaning of unfamiliar words • use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning (multiple meanings of words) • use context to select the applicable definition of a multiple-meaning word from a glossary or dictionary • use knowledge of word origins • read familiar text with fluency, accuracy, and expression • explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade • know that narrative poetry tells a story through verse • find words or sentences that help identify the author's purpose • find setting details and other information that help identify the author's purpose • identify major events and supporting details • discuss the similarities and differences between text and previously read materials • identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel • apply knowledge of the writing domains of composing, written expression, and usage/mechanics • create a plan and organize thoughts to convey a central idea before writing • focus, organize, and elaborate to construct an effective message for the reader • purposefully shape and control language to affect readers • select specific information to guide readers more purposefully through the piece • use specific vocabulary and vivid word choice • know that unrhymed poetry has lines ending with words that do not rhyme • write rhymed, unrhymed, and patterned poetry, such as a cinquain, limerick, and haiku • use technology to gather information and aid in writing • use prepositional phrases • use noun/pronoun agreement (pronoun agrees in number with its antecedent) • use the correct spelling of frequently used words, including common homonyms/homophones, e.g., <i>threw/through</i>. 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Monitor/Clarify <ul style="list-style-type: none"> ➢ Ask yourself if what you are reading makes sense or if you are learning what you want to learn. ➢ If you don't understand something, reread, read ahead, or use the • Fluency: Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis) • Poet's craft: use of list of phrases and repeated words to create rhythm; personification of objects or animals 	<p style="text-align: center;">Comprehension Skills</p> <ul style="list-style-type: none"> • making inferences • comparing and contrasting • visualizing • identifying cause/effect • noting detail • making judgments 	<p style="text-align: center;">Phonics/Decoding Strategy</p> <ul style="list-style-type: none"> • Look carefully at the word. • Look for word parts you know and think about the sounds for the letters. • Blend the sounds to read the word. • Ask yourself: Is it a word I know? Does it make sense in what I am reading? • If not, ask yourself: What else can I try?
	<p style="text-align: center;">Poetry Concepts</p> <ul style="list-style-type: none"> • Poetry: kind of writing that describes something in an interesting way (imagine a picture of what the poet is describing), tells a story (beginning, middle, end) or makes you feel a certain way (feel what the poem describes, e.g., happiness, sadness, humor). • Clarify how poetry differs from and is similar to story (Venn diagram): words are chosen for their sound and beauty as well as meaning • Techniques: repetition of a word, line, sound (onomatopoeia) • Vocabulary: beats, lines, rhyme, rhythm, stanzas • Rhyme: agreement in the final sounds of two or more words, syllables, or final lines of verse; some poems don't rhyme (free verse) • Rhythm: a written, spoken or musical pattern with a series of regularly accented beats • Imagery: using words/details that appeal to senses (touch, smell, sight, hearing, taste); that create a picture (image—mental picture of something that is not present or real) • Figurative language: comparisons of unlike things—metaphor, simile, personification • Wordplay: clever or funny uses of word meanings, sounds, nonsense • Speaker: use of first person • Text organization: lines arranged in a picture, in single column or side-by-side columns, stanzas, single sentence, several sentences, • Capitalization: sometimes each line is capitalized, in other poems not 		
	<p style="text-align: center;">Writing: Poetry</p> <ul style="list-style-type: none"> • Features <ul style="list-style-type: none"> ➢ The words are descriptive and arranged in lines with breaks at the end of a line. A line may break in the middle of a sentence ➢ Poems may include these elements: rhyme, rhythm, sensory detail, stories, descriptions, memoirs, dreams, imagination • Writing Process <ul style="list-style-type: none"> ➢ Prewriting/ Planning <ul style="list-style-type: none"> ▪ Choose the type of poem you will write: One that repeats a phrase (e.g., I wish, I see, I remember) one that tells a story, one that describes a person or a place ▪ Decide on the mood of the poem (e.g., scary, sad, funny, etc.) ▪ List sensory words (touch, smell, sight, hearing, taste) that you might use in the poem ▪ Decide if your poem will rhyme or not ➢ Drafting/Composing: Use planning ideas to compose a poem. ➢ Revising/Written Expression: Choose exact nouns to create clear pictures in the reader's mind, selecting descriptive detail and sensory words, adding similes or personification ➢ Proofreading/Editing: Use checklist and proofreading marks ➢ Publishing: Share from author's chair; illustrate and display in classroom or create class book 		