

## Lesson 4: Writing a Poetry Presentation: Introduction



### CCS Standards

- **RF.4.4:** Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.
  - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. 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.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.
- **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.
- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).
  - b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.
  - c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
  - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - e. Form and use prepositional phrases.
  - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).



### Daily Learning Targets

- I can write an introduction to a presentation about what inspired me to write my poem, using complete sentences. (W.4.2a, W.4.2b, W.4.4, L.4.1f)
- I can analyze someone reading aloud effectively to generate criteria for reading fluency. (R.4.4, R.4.4a, R.4.4b, R.4.4c)

### Ongoing Assessment

- Annotated model poetry presentation
- Poetry presentation introduction (W.4.2a, W.4.2b, W.4.4, L.4.1f)

### Agenda

#### 1. Opening

- A. Engaging the Writer: Performance Task Anchor Chart (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Introducing a Model: Analyzing the Structure (15 minutes)
- B. Writing a Poetry Presentation: Introduction (20 minutes)

#### 3. Closing and Assessment

- A. Launching Reading Fluency (15 minutes)

#### 4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.
- B. For ELLs: Complete the Language Dive Practice in your Unit 3 Homework.

### Teaching Notes

#### Purpose of lesson and alignment to standards:

- In this lesson, students consider the question “What inspired you to write poetry, and where can you see evidence of this in your poem?” as they begin to write their presentations for the performance task. They begin by analyzing the structure of a model presentation in triads, and then move on to focus on the introduction, generating criteria for an effective introduction before writing their own presentations (W.4.2a, W.4.2b, W.4.4, L.4.1f).
- At the end of the lesson, students generate criteria for reading fluency on the Fluent Readers Do These Things anchor chart (RF.4.4).
- In this lesson, the habit of character focus is on working to become an effective learner. The characteristic that students are reminded of specifically is collaboration, as they work in a triad to analyze the structure of the model.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to poetry and creative writing. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

- This lesson is the final in a series of three that include built-out instruction for the use of Goal 2 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O'Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. [http://inquiryproject.terc.edu/shared/pd/TalkScience\\_Primer.pdf](http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf). Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Goal 2 Conversation Cues encourage students to listen carefully to one another and seek to understand. Continue drawing on Goal 1 Conversation Cues, introduced in Unit 1, Lesson 3, and add Goal 2 Conversation Cues to more strategically promote productive and equitable conversation. As the modules progress, Goal 3 and 4 Conversation Cues are also introduced. Consider providing students with a thinking journal or scrap paper.

#### **How it builds on previous work:**

- In Lessons 1–3, students wrote the poem that this presentation will be centered around.

#### **Areas in which students may need additional support:**

- Students may need additional support writing their introductions. Consider inviting students who may need additional support to sit together in one area of the room where you can provide them with additional support and guidance.

#### **Assessment guidance:**

- Read the introductions to ensure students are ready to write the next section of their presentation in the next lesson. Look for common issues to use as teaching points.
- Consider using the Writing Informal Assessment: Writing and Language Skills Checklist during independent writing in Work Time B. See Module 1 Appendix.
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist during students' fluency practice in Closing and Assessment A. See Module 1 Appendix.

#### **Down the road:**

- Students generate reading fluency criteria in this lesson in preparation for reading aloud a new poem for the End of Unit 3 Assessment in Lesson 8. The Fluent Readers Do These Things anchor chart used to capture these criteria will be referenced both throughout the module and the school year.
- Students will read their poems aloud in a presentation for the performance task at the end of this unit. As part of the performance task, students will also present speech-enhanced visuals in which they will explain what inspired them to write their poem and where you can see evidence of how they were inspired in their poem. They will continue to write this presentation over the course of the rest of the unit.

#### **In advance:**

- Strategically group students into triads with at least one strong reader in each triad.
- Prepare copies of final drafts of student poems to return to students.
- Review the Thumb-O-Meter protocol. See Classroom Protocols.
- Post: Learning targets, Performance Task anchor chart, and Working to Become Effective Learners anchor chart.

## Technology &amp; Multimedia

- Work Time A: For students who will benefit from hearing the text read aloud multiple times, consider using a text to speech tool such as Natural Reader ([www.naturalreader.com](http://www.naturalreader.com)), SpeakIt! for Google Chrome (<https://chrome.google.com/webstore/detail/speakit/pgeolalilifpodheeocdmbhehgnkbbak?hl=en-US>) or the Safari reader. Note that to use a web based text to speech tool such as SpeakIt! or Safari reader, you will need to create an online doc—for example, a Google Doc, containing the text.
- Work Time B: Students write their presentations using word processing software—for example, a Google Doc.
- Work Time B: Students use Speech to Text facilities activated on devices, or using an app or software such as Dictation.io (<https://dictation.io/speech>).
- Closing and Assessment A: Create anchor chart on a collaborative document—for example, a Google Doc—for students to have access to outside the classroom.

## Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.A.1, 4.I.A.2, 4.I.A.3, 4.I.A.4, 4.I.C.9, 4.I.C.10, 4.I.C.11, 4.I.C.12, and 4.II.A.1

## Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to discuss the gist of each paragraph of a new model essay.
- ELLs may find identifying the parts of the essay challenging because they will first need to understand the meaning of the essay (see Meeting Students' Needs column).
- Outline the conventional presentation structure in the United States. As taught in this lesson, speakers begin the presentation with an introduction to set context (what the poet is inspired by and why); they continue with a proof paragraph citing evidence (of inspiration); and then they provide a conclusion to wrap up the essay and reflect (restates the inspiration and what the reader should take away). Although presentation structure is different in many countries and sometimes in different genres, let ELLs know that the structure taught here is often what teachers and other readers expect to see in the United States. Mastering this formula can help ELLs deliver clear, easy to understand, organized presentations.
- In Work Time A, ELLs are invited to participate in a Language Dive. This conversation focuses on a sentence from the model poetry presentation to reinforce the use of the relative pronoun *which* and to connect the first part of the sentence that describes the inspiration for the poem with the second part that gives evidence from the poem. Students may draw on their understanding of the content and structure of this sentence as they write their own poetry presentations. Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students' needs.

## Levels of support

*For lighter support:*

- Invite students to create their own sentence stems for the introduction or to modify the stems provided.
- During Work Time A, challenge students to generate questions about the model presentation before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.” (What is the purpose of this writing? What is it about? What is the structure?)

*For heavier support:*

- Consider discussing, acting out, sketching, and paraphrasing the meaning of some key sentences from the model poetry presentation before class so that students can more fully participate.
- For students who may need additional support, highlight, label, and distribute less complex models of the model poetry presentation or invite students to highlight and label other models.
- Work with emerging writers in advance to ensure their final draft poem is not necessarily perfect but comprehensible. If there are many barriers to comprehensibility, give students the option to focus on making one or two lines or stanzas comprehensible.
- Consider providing students with a recording of the fluency passages from Closing and Assessment and Homework in Lessons 4–7. Allow them to practice reading aloud with the recorded text.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students need to access the model poetry presentation in order to develop their own presentation. Ensure students have multiple and varied opportunities to engage with the model essay to facilitate greater comprehension. (Examples: Cut the essay into sentence strips and have students reorder them. Read the essay aloud and have students provide a nonverbal signal when you read specific parts of the text. Think aloud as you dissect the model text.)
- **Multiple Means of Action and Expression (MMAE):** Provide multiple options for students to organize their writing. Consider providing a graphic organizer or allowing them to outline their presentation via a PowerPoint presentation or Prezi.
- **Multiple Means of Engagement (MME):** Build engagement for this lesson and student presentations by sharing videos of poets sharing their own poetry. One engaging idea may be to show poetry slams with interactive audiences. Select poetry topics that are relevant and relatable to the students.

## Vocabulary

**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- generate, criteria, effective, effectively (L)

## Materials

- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Vocabulary logs (from Unit 1, Lesson 3; one per student)
- ✓ Model poetry presentation (one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Unit 2, Lesson 1)
- ✓ Poetry Presentation: Annotated Teacher Model (for teacher reference)
- ✓ Poetry Presentation Structure anchor chart (new; co-created with students during Work Time A)
- ✓ Poetry Presentation Structure anchor chart (example, for teacher reference)
- ✓ Language Dive Guide: Model Poetry Presentation (optional; for ELLs; for teacher reference; see supporting materials)
  - Language Dive Note-catcher: Model Poetry Presentation (optional; for ELLs; one per student and one to display, see supporting materials)
  - Language Dive Sentence strip chunks: Model Poetry Presentation (optional; for ELLs; one to display, see supporting materials)
  - Black and orange markers (one of each per student)
- ✓ Poem (begun in Lesson 1; one per student; see Teaching Notes)
- ✓ Paper (lined; one piece per student)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 3)
- ✓ End of Unit 3 Assessment prompt (one per student and one to display; see Assessment Overview and Resources)
- ✓ *Love That Dog* (from Unit 1, Lesson 2; one for teacher read-aloud)
- ✓ Fluent Readers Do These Things anchor chart (new; co-created with students during Closing and Assessment)
- ✓ Fluent Readers Do These Things anchor chart (example, for teacher reference)

## Opening

### A. Engaging the Writer: Revisiting the Performance Task Anchor Chart (5 minutes)

- Post the **Performance Task anchor chart** and select students to read parts of the prompt aloud.
- Remind students that in the previous units, they have been considering the questions:
  - “What inspired Jack to write poetry?”
  - “What inspired your expert group’s poet to write poetry?”
- Emphasize the question for the presentation:
  - “What inspired you to write poetry, and where can you see evidence of this in your poem?”
- Explain that often when poets and authors do public readings, they talk about the content of their reading so that the audience gains a better understanding of their work.
- Using a total participation technique, invite responses from the group:

*“How do you feel about books? How do you feel about reading? Are books and reading important? Why or why not?” (Responses will vary.)*



- Inform students that in this lesson, they will begin by analyzing a model, and then they will use the model to help them begin writing their own presentations.

### Meeting Students' Needs

- For ELLs: To help establish equity, practice reading part of the prompt with an enthusiastic ELL before class. Invite the student to read the same part aloud for the whole group in Opening A.
- Build engagement by showing students some videos of real poets sharing their poetry, such as slam poetry. Try to pick topics that resonate with students' experiences. (MME)

### B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

***"I can write an introduction to a presentation about what inspired me to write my poem, using complete sentences."***

***"I can analyze someone reading aloud effectively to generate criteria for reading fluency."***

- Focus students on the second learning target. Underline the words *generate criteria* and *effectively*.
- Focus students on the word *criteria*. Using a total participation technique, invite responses from the group:
- Focus students on the word *generate*. Using a total participation technique, invite responses from the group:

***"What are criteria?" (a list of standards that we can follow when creating our own word)***

***"What does generate mean? When we generate something, what do we do?" (We produce or create something.)***

- Focus students on the word *effectively*. Using a total participation technique, invite responses from the group:
- If any of those words are new to students, record them on the Academic Word Wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary. Also, invite students to add those words to their **vocabulary logs**.
- Remind students that in the previous unit they worked on writing in complete sentences.

### Meeting Students' Needs

- For ELLs: Ask:
- "What is the difference between the words effective and effectively?" (Effective is an adjective or word to describe a noun, or thing. It means successful. Effectively is an adverb or word to describe a verb or action. It means to do something in a way that is successful.)***
- "Which word does each describe?" (Effective describes presentation; effectively describes read aloud.)***

- For ELLs and students who may need additional support with comprehension: Dive deeper into the meaning of the learning targets. Examples:
  - “Why do I want you to analyze a model?” (to generate effective presentation criteria)
  - “What is an introduction?” (the first part of a presentation, which tells the audience what you will discuss)
  - “Why do I want you to analyze someone reading aloud?” (to create criteria for what good reading fluency)
  - “What is happening effectively?” (reading aloud) (MMR)

### Work Time

#### A. Introducing a Model: Analyzing the Structure (15 minutes)

- Move students into pre-determined triads. Invite them to label themselves A, B, and C.
- Distribute and display the **model poetry presentation**. Invite students to follow along, reading silently in their heads as you read it aloud.
- Ensure students understand that the poem is at the top of the page and the presentation is underneath.
- Using a total participation technique, invite responses from the group:
 

*“What is this presentation about?” (It is about what inspired the poet to write the poem, and where you can see evidence of that inspiration in the poem.)*
- Explain that in triads, students are going to read to find the gist of each paragraph and then analyze the structure of this model. Post the following questions:
  - “What is the gist of each paragraph? What is it mostly about?”
  - “How would you separate this presentation into parts according to the content? Why?”
  - “What is each part about?”
- Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of collaboration. Remind them that because they are going to be working in triads, they need to ensure they are working collaboratively. Remind students of the “What does it look like?” and “What does it sound like?” columns to guide their actions.
- Invite students to work in triads to find the gist of each paragraph, and to mark each of the parts, making notes on their model poetry presentation sheet. Analyzing parts can be cognitively and linguistically demanding. Consider easing the linguistic demands by inviting students to first discuss the gist and parts of the presentation in home language groups. Students who do not have a home language in common can be given additional time to think or write in their home language. Given the initial time to reflect and discuss in their home language, which may also help create a sense of equity, students can then discuss in English.
- Circulate to support triads as they work. Refer to the **Poetry Presentation: Annotated Teacher Model (for teacher reference)** for the gist.



- After 10 minutes, refocus the group. Using a total participation technique, invite responses from the group to answer the posted questions.
- As students share out, capture their ideas on the **Poetry Presentation Structure anchor chart**. Leave space between each section to add criteria for each section. Refer to **Poetry Presentation Structure anchor chart (example, for teacher reference)** as necessary.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Copy the model poetry presentation and cut it into strips containing the introduction, each piece of different evidence, and conclusion. Scramble the strips and invite students to put them back in the proper order and label them. (MMR)
- For ELLs and students who may need additional support with writing: Provide a cloze copy of the introduction of the model poetry presentation. Leave out key phrases and invite students in pairs to fill in the blanks. For heavier support, consider providing a word bank for students to choose from, too. (MMAE)
- For ELLs and students who may need additional support with writing: Encourage students to use colored markers or pencils to "paint" their introduction as well as the introduction in the model. They can use an approach similar to the the Painted Essay® structure in Unit 2 and refer to this unit's Poetry Presentation Structure anchor chart. If students need scaffolding to identify the structure, ask them how they might make each element clearer—for example, by using one of the sentence stems. Also invite students to label each of the elements. (Example: Use blue to paint *I was inspired to write my poem about him*; students label this "Introduces what the poem was inspired by.") (MMAE)
- For ELLs: During or after Work Time A, lead students through Language Dive: Model Poetry Presentation (see supporting materials). Refer to the **Language Dive Guide: Model Poetry Presentation (for teacher reference)**. Distribute and display **Language Dive Note-catcher: Model Poetry Presentation** and **Language Dive sentence strip chunks: Model Poetry Presentation**.

### B. Writing a Poetry Presentation: Introduction (20 minutes)

- Display the model poetry presentation and focus students on the introduction. Using a total participation technique, invite responses from the group:  
***"What information has the poet included in the introduction? Why?" (It includes what the poem was inspired by, why the poet is inspired by the source of inspiration, and how this is conveyed in the poem. The poet has included this information in the introduction so that the listener understands what the poet was inspired by and has an initial idea of how this is conveyed in the poem.)***
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:  
***"Who can repeat what your classmate said?" (Responses will vary.)***
- As students share out, capture their responses as criteria on the Poetry Presentation Structure anchor chart. Refer to Poetry Presentation Structure anchor chart (example, for teacher reference) as necessary.
- Distribute students' **poems** and invite students to reread them.

- Post the following sentence stems:
  - “My poem is about \_\_\_\_.”
  - “I was inspired to write about this because \_\_\_\_.”
  - “I have conveyed this through \_\_\_\_.”
- Give students a minute of think time to think through how they will complete their sentences for their own poems. Give student C 30 seconds to complete these sentences orally for A and B. Repeat for B, then A. Consider inviting students to begin by discussing in home language groups before transitioning to English.
- Explain that this will help to form the basis of their introduction.
- Distribute **paper** and tell students to leave lines between each line of writing for editing and revision later.
- Invite students to write their introduction. Remind them of the criteria on the Poetry Presentation Structure anchor chart. Explain that they can use the sentence stems to help them write if they want to, but they don’t have to. Remind students to use the **domain-specific word wall** as they write.
- Circulate to support students who need additional support with putting their ideas into writing.
- After 15 minutes, refocus students on the first learning target. Tell them they are now going to use the Thumb-O-Meter protocol to consider how close they feel they are to meeting this learning target now. Remind them that they used this protocol in Lesson 1 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol. Scan student responses and make a note of students who may need more support with this moving forward.
- Repeat, inviting students to self-assess against how well they collaborated in this lesson.

### Meeting Students’ Needs

- For ELLs: To ensure that the general purpose of an introduction is transparent, cue students:
 

*“Can you figure out why writers write an introduction?” Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: to set context; to say what the presentation will be about.)*
- For ELLs and students who may need additional support with writing: Reread the introduction aloud. Invite students to stop you as you read each part of the introduction in the model poetry presentation. Have students identify the part. Example: After you read, “My poem, ‘Breathing Fire,’ is about my horse,” students say, “Stop!” or use a nonverbal signal and hold up a sign that says “The poem is about \_\_\_\_.” (her horse). (MMR)
- For ELLs and students who may need additional support with comprehension: Take on the role of the author of “Breathing Fire.” Model and think aloud the process of writing what your poem is about, why you were inspired to write it, and how you conveyed your inspiration. Refer to the Poetry Presentation Structure anchor chart as you go. (MMR)

## Closing and Assessment

### A. Launching Reading Fluency (15 minutes)

- Distribute and display the **End of Unit 3 Assessment prompt**. Invite students to follow along, reading silently in their heads as you read it aloud.
- Invite students to turn and talk to their triad, with student A sharing first, then student C, and then student B:

***“What is this prompt asking you to do?” (Read a new poem fluently and accurately.)***

- Using a total participation technique, invite responses from the group:

***“How will this assessment prepare you for the performance task?” (For the performance task, we will read aloud our poems, so practicing reading fluency will help us do this effectively.)***

- Display “Stopping by Woods on a Snowy Evening” by Robert Frost from the back of *Love That Dog*. Read the poem aloud three times aloud as indicated below. After each read, ask students what they noticed about the way you read and ask them to suggest how you might improve it. As students share out, capture their ideas on the **Fluent Readers Do These Things anchor chart**. Refer to **Fluent Readers Do These Things anchor chart (example, for teacher reference)** as necessary:
  - First read: quickly and quietly, making and ignoring mistakes and not attending to punctuation.
  - Second read: slowly, word-by-word, sounding out every fifth word or so, again ignoring mistakes and not attending to punctuation or expression.
  - Third read: at an “appropriate rate.” Make a mistake or two, but show how fluent readers would self-correct: Match your facial expression and body language to the piece. Change your rate, volume pitch, and tone to reflect an understanding of the author’s intended message.
- Explain that these are the criteria students will refer to when they practice reading fluency.
- Refocus students on the second learning target. Tell them they are now going to use the Thumb-O-Meter protocol again to consider how close they feel they are to meeting the learning target now. Remind them that they used this protocol in Lesson 1 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol. Scan student responses and make a note of students who may need more support with this moving forward.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: Encourage them to focus mainly on recalling the gist and meaning of “Stopping by Woods on a Snowy Evening,” spending just a few minutes figuring out the meaning of remaining unfamiliar words in context or using a translation dictionary to understand the words. (MMR)
- For ELLs and students who may need additional support with comprehension: Consider reading the passage in each manner twice. This will give students more time and input to process the language and fluency style. Say: “Now that we talked about what we noticed when I read the passage, I’m going to read it the same way one more time just so we all understand the fluency criteria.” (MMR)

- For ELLs and students who may need additional support with reading: To provide heavier support and reduce the complexity of the task, give students the choice to focus on only one or two of the criteria on the Fluent Readers Do These Things anchor chart. (MMAE)
- Reading fluency is best practiced on text that is at or below the independent reading level. For students whose independent reading levels are below this excerpt, allow them to use an excerpt from their independent reading book to practice fluency. (MMAE)
- For students who may need additional support with fluency practice: Pair these students with a highly fluent reader such as the teacher or a peer model and have them choral read together. (MMR, MMAE)

### Homework

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- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.**
- B. For ELLs: Complete the Language Dive Practice in your Unit 3 Homework.**

### Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)