



THE WRITING ACADEMY, LLC®



Module 4

Meaning and Significance — Bringing All of LEAVES Together



Grade 3 • Cluster 7

Week 4 • Very High Stamina — Voices That Inspire Change and Service



★ Meet Our Week!

Module Slide 1 • Module 4

★ Daily Deck

I Will...

- Analyze all six LEAVES elements in a poem.
- Explain the significance of a poem — why it matters and what to carry away.
- Write an original poem using lines, emotion, artistic language, voice, sound, and significance.
- Answer the cluster's overarching question with evidence from the poems.

I Can...

- Find and explain all six LEAVES elements in a poem.
- State a poem's significance in my own words.
- Write a poem that uses the LEAVES tools on purpose.
- Explain how words, dreams, and service can inspire people to make a positive difference.



The Same Poems, Greatest Depth

Day 1 • Gather

You have now met these poems three times. This week you will read the longest and richest versions. Do not mistake longer for simply harder.

The poem is longer because there is more thinking available to us.

This week we put every part of LEAVES together.



LEAVES, Complete

Day 1 • Reveal

★ Daily Deck

L — Lines and Layout How has the poet arranged words, lines, and stanzas?

E — Emotion and Experience What experience or emotion is being communicated?

A — Artistic Language What imagery, metaphor, symbolism, comparison, or purposeful language creates meaning?

V — Voice Who seems to be speaking, and how does that perspective influence the poem?

E — Echo and Sound How do rhyme, rhythm, repetition, repeated phrases, and sounds strengthen the poem?

S — Significance Why does the poem matter? What larger idea should the reader carry away?

LEAVES is not six separate things. Together, the elements create one meaningful poem.



Mentor Moves — Significance

Day 1 • Reveal (cont.)

A Dream Can Grow

The poem asks each new generation, “What will you carry? What will you do?”

What Will You Give?

The poem turns a famous call to serve into a personal question a child can answer.

Mentor Question

Read the Very-High version of a poem and work through each LEAVES element in turn — watch how the poet uses every tool at once.

Significance is more than the topic. It asks: Why should a reader care, and what should they carry away?



Turning Experience into Meaning

Day 1 • Module Question

How does a poet turn an experience into something meaningful for other people?

A poet uses every LEAVES tool at once — lines, emotion, artistic language, voice, sound, and significance — so an idea becomes something a reader can feel, understand, and carry away.



LEAVES Evidence Quest

Day 2 • Attempt

★ Daily Deck

Six Stations, Teams of 3–4

1. Lines & Layout: explain how stanzas and line breaks are arranged.
2. Emotion & Experience: find the strongest feeling and its words.
3. Artistic Language: find one image, comparison, or personification.
4. Voice: identify who is speaking and give a clue.
5. Echo & Sound: find a repetition, rhyme, or rhythm.
6. Significance: complete “This poem matters because ____.”

Game Scoring — up to 3 Points per Station

1 point — an accurate answer

1 point — textual evidence from a poem

1 point — a clear explanation

At every station, ask: What do we know? What proves it? Why does it matter?

★ The Hardest, Most Important Element

Day 3 • Discuss

Which LEAVES element was easiest to prove? Which required the most interpretation?

Why does Significance require deeper thinking than simply identifying a rhyme?

How did our understanding change because we read longer, richer versions?

Significance is not a summary. It is why the poem matters and what a reader should carry away.



Every Tool, One Poem

Day 3 • Discuss (cont.)

Lines & Layout → Emotion & Experience → Artistic Language → Voice → Echo & Sound → Significance

Meaningful writing always gives the reader something worth carrying away. Today you write a poem that does the same.

≡ Write a Full-LEAVES Poem, On Your Own

Day 3 • Use (Independent Practice) — at least three four-line stanzas

1

Choose one idea — hope, helping, service, friendship, inclusion, community, responsibility — and write it in deliberate four-line stanzas.

2

Write a clear, honest emotion in a clear, consistent speaker's voice.

3

Add at least one image and one comparison, plus rhyme, rhythm, or purposeful repetition.

4

End with a significance that shows why the idea matters — what should a reader carry away?

🎯 You Brought It All Together!

Day 4 • Award & Target — Full-LEAVES Self-Assessment

Award Yourself

Mark where each LEAVES element appears in your poem. I am especially proud of ___ because ___.

Target — Student Goals

Before I consider this finished, I will improve ___ by ___.

Curiosity

Something this cluster makes me wonder about is ___.

Strong writers identify the one change that will create the greatest improvement, then revise.

Poet Teach-Out

Day 5 • Educate & Explain to a Partner

Take turns as the poet and the listener. The listener asks: “What do you want a reader to carry away?”

The Poet Explains...

“I arranged my poem this way because...” · “The emotion I wanted the reader to feel was...” · “One example of artistic language is...” · “My speaker's voice sounds...” · “I created echo or sound by...” · “The significance of my poem is...”

How can words, dreams, and acts of service inspire people to make a positive difference?

★ One Element at a Time

Small-Group Support

Reread and Point

Give the student one poem and a LEAVES checklist with one box per element. Reread one stanza at a time and help the student find just one example for each element, pointing to the exact words.

Full-LEAVES Frame

Provide the frame “This poem matters because ____.” For writing, offer a repeated opening line, a comparison starter (“Hope is like ____”), and a final carry-away line.

A short poem, built one element at a time, can still hold all six.

② A Second Voice, A Deeper Revision

Enrichment • Module 4

Write a second short poem on the same idea from a different speaker's voice, and compare which version carries the significance more powerfully.

Revise one stanza three ways — strengthening the image, the sound, and the significance in turn — and explain which revision improved the poem most.

Challenge: prepare a one-minute “why this poem matters” teach-out that names all six LEAVES elements in your own poem.

✓ My Progress Tracker

Directions

This tracker is for YOU! As you read and write poems this week, look at each skill: finding all six LEAVES elements, explaining significance, using image, voice, and sound on purpose, and writing your own full-LEAVES poem. If you can do it all by yourself, color in or check the box that matches how you feel.

Be honest with yourself — this helps you see how much you are growing!

Let's Look at an Answer!

Prompt: Choose one idea — hope, helping, service, or making a positive difference — and write a rhyming poem of at least three four-line stanzas that uses all six LEAVES elements, ending with a clear significance.

LOW

“Hope is nice. Helping is good. Be kind to people. Dr. King and JFK were important. The end.”

What's missing: This is written as sentences, not stanzas. There is no clear image, voice, sound, or significance — the ending states “the end” instead of what to carry away.

Let's Look at Another Answer!

What is this poem still missing?

MEDIUM

“A dream can grow when we are kind, / A helping hand is what we find. / We share our hope with everyone, / Until the caring work is done. / So give your time and give your heart, / A little help is a good start. / When people care, the world feels bright, / And kindness fills it up with light.”

What this response needs to improve: two four-line stanzas with rhyme, a clear idea, and an image (“kindness fills it up with light”) are working, but the voice is general and the significance is implied rather than stated. Add a clear speaker's voice and one ending line that names what a reader should carry away.

Our Strongest Answer!

A poem that turns one idea into meaning worth carrying away.

HIGH

“I am a small pair of helping hands, / I plant a hope like tiny lands. / Carry it, carry it, near and far, / A quiet light, a steady star. / My grandpa says the world is wide, / But kindness travels side by side. / So I will give what I can give, / And show a kinder way to live. / A dream can grow from me to you, / In every caring thing we do. / Here is the gift I hope you keep: / Small hands plant hope the whole world reaps.”

Why this is High: three four-line stanzas bring all six LEAVES elements together — deliberate layout, honest emotion, artistic language (helping hands, a steady star, planting hope), a clear first-person voice, purposeful repetition and rhyme (“Carry it, carry it”), and a stated significance (“Small hands plant hope the whole world reaps”). This is our Module 4 target!