

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 7

Reading and Writing Poems with LEAVES



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 3 Cluster 7

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Grade 3 Cluster 7

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Poet,

Welcome to Cluster 7, "Voices That Inspire Change and Service." This week you meet two poems connected to real people: Dr. Martin Luther King Jr. and President John F. Kennedy. You will learn to read a poem the way a poet builds one - by noticing how the words are arranged into lines and stanzas (Layout) and what feeling the poem communicates (Emotion and Experience).

You will read "A Dream Can Grow" and "What Will You Give?" You will use the LEAVES poetry framework, and this month we start with the first two leaves: L - Lines and Layout, and E - Emotion and Experience.

Remember: a poem carries a powerful idea in a shape that looks and sounds different from ordinary writing.

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages on ODD pages)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Five Thinking Levels

A thinking level describes what your brain is doing - not who you are.

Level	Student Meaning	My Next Cognitive Move
 Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.	Identify - point to a stanza and a feeling word.
 Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.	Categorize - place a feature card and explain why.
 Visible	Student connects ideas directly to evidence in the poem.	Connect - show how a line break or stanza shapes the emotion.
 Independent	Student combines evidence with personal response, applying understanding to their own writing.	Analyze & create - compose a four-line stanza with a clear idea.
 Reflective	Student connects the poem's idea to the world, morals, lessons, or broader life understanding.	Extend - connect the idea to my own life or community.

GROWING POETRY THINKING - MODULE 1: READING POEMS THAT INSPIRE

Level	Student Thinking	Task
Recall	Name a poem's lines, stanzas, and one feeling.	Identify: Point to a stanza and a feeling word in the poem.
Skill	Sort poem features by Lines & Layout or Emotion & Experience.	Categorize: Place a feature card and explain why.
Strategic	Explain how the layout helps the feeling in a poem.	Connect: Show how a line break or stanza shapes the emotion.
Extended	Write an original stanza and explain its layout and feeling.	Analyze & Create: Compose a four-line stanza with a clear idea.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

TRACKS - Six Types of Measurable Evidence

TAP the TRACKS while you read the poems. Hunt for evidence in each kind.

Symbol	Color	Evidence Type	What to Look For
	Pastel Green	T - Time	age, era, dates, cultural details, or historical details
	Pastel Purple	R - Reactions	reactions, solutions, resolutions, or effects
	Pastel Yellow	A - Actions	actions, problems, conflicts, or causes
	Pastel Yellow	C - Character, Concept, Creature	people's names, animals, or major concepts
	Pastel Orange	K - Key Knowledge	important information not in another TRACKS category
	Pastel Green	S - Scenery / Setting	setting details measured through the five senses

STUDENT SUPPORT - Another Way to Show What You Know

Write the letter, symbol, or color beside evidence. The exact words you highlight become the evidence you use when you write and explain.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 7



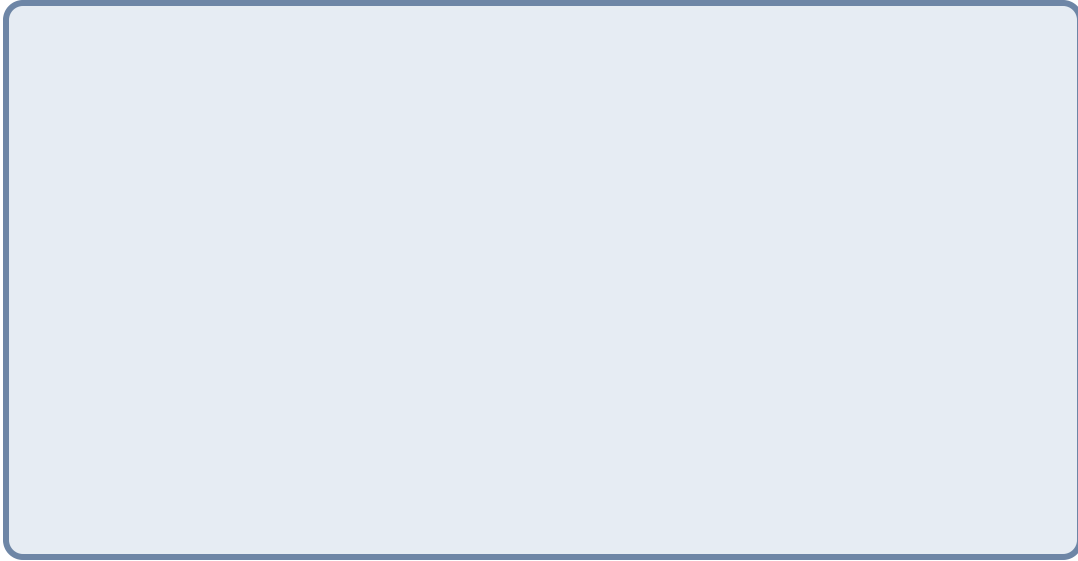
M O D U L E



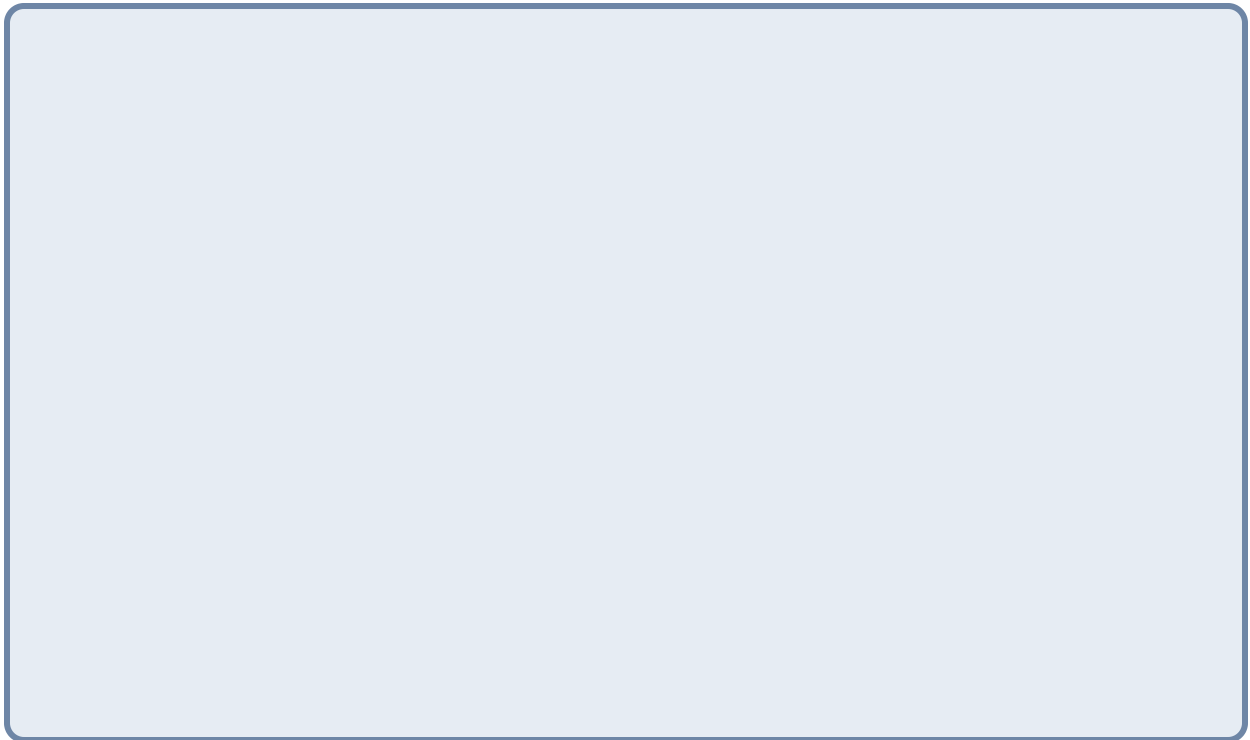
Entering the Experience
Lines, Layout, and Emotion



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

A poem carries a big idea in a shape we can see and hear.

WHY THIS MODULE MATTERS

This module opens the cluster "Voices That Inspire Change and Service." You will meet two poems connected to Dr. Martin Luther King Jr. and President John F. Kennedy, and learn to read a poem the way a poet builds one: by noticing how the words are arranged into lines and stanzas (Layout) and what emotion and experience the poem communicates. You will learn that a poem carries a powerful idea in a shape that looks and sounds different from ordinary writing.

Essential Question

How do I use lines and layout to share my big idea in a poem?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
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Visual Conventions You Will See

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- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

TEKS 10(D) - Official Standard

describe how the author's use of language contributes to meaning

HOW I SAY THE STANDARD!

I can explain how a poet's words help me understand what a poem means.

TEKS 12(B) - Official Standard

compose informational texts, including poetry, using genre characteristics and craft

HOW I SAY THE STANDARD!

I can write a poem using the parts a poem needs.

TEKS 8(A) - Official Standard

infer the theme of a work, distinguishing theme from topic

HOW I SAY THE STANDARD!

I can figure out the big idea (theme) of a poem, not just what it is about (topic).

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 2(E) - Official Standard

use comprehensible language to explain information orally with increasing specificity and detail

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more and more detail.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use the poetry words I am learning when I write.

ELPS 4(D)(iii) - Official Standard

write using a variety of grade-appropriate connecting words

HOW I SAY THE STANDARD!

I can use connecting words that fit my grade level when I write.

ELPS 4(F)(i) - Official Standard

write to narrate, describe, explain, respond, or persuade with detail in the content areas

HOW I SAY THE STANDARD!

I can write to tell, describe, explain, respond, or persuade with details.

My Module 1 Learning Launchpad

Read the destination, then choose how you will show up for the work.

I CAN

- point to a poem's lines and stanzas and explain the layout.
- name a feeling the poem communicates and show where.
- explain the big idea of each poem.
- write a four-line stanza that communicates a feeling or idea.

I WILL

- notice how a poem arranges words into lines and stanzas.
- identify the emotion and experience a poem communicates.
- explain the big idea a poem asks me to carry away.
- write a short poem stanza of my own.

LEARNING DESTINATION

I will read two poems closely and explain how each poem uses its lines, layout, and emotion to communicate a big idea about hope and service.

MY LAUNCHPAD PROMISE

The part of poetry I will practice first is _____ because

My Module 1 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Describe the layout of a poem (lines and stanzas)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name an emotion in a poem and point to the words	a lot / a little / new	a lot / a little / new	a lot / a little / new
State the big idea of "A Dream Can Grow"	a lot / a little / new	a lot / a little / new	a lot / a little / new
State the big idea of "What Will You Give?"	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a four-line stanza that communicates a feeling	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

feeling

Say it: FEEL-ing

What it means: an emotion the words carry

Try the frame: One feeling in this poem is ____.

give

Say it: GIV

What it means: to offer help, time, or kindness

Try the frame: The poem asks what I can give by ____.

hope

Say it: HOHP

What it means: the belief that something good can happen

Try the frame: The poem shows hope when ____.

line

Say it: LYN

What it means: one row of words in a poem

Try the frame: This line says ____.

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

poem

Say it: POH-um

What it means: writing arranged in lines that often uses sound and images

Try the frame: This poem makes me feel ____.

share

Say it: SHAIR

What it means: to give or pass something to others

Try the frame: A dream can grow when we share ____.

voice

Say it: VOYS

What it means: who is speaking in the poem

Try the frame: The voice in this poem sounds ____.

word choice

Say it: WURD CHOYS

What it means: the exact words a writer picks

Try the frame: The poet's word choice shows ____.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

emotion

Say it: ih-MOH-shun

What it means: a strong feeling

Try the frame: The emotion in this stanza is ____.

experience

Say it: ik-SPEER-ee-uhns

What it means: something that happens to or is felt by the speaker

Try the frame: The experience in this poem is ____.

layout

Say it: LAY-owt

What it means: the way a poem's words and lines are arranged on the page

Try the frame: The layout shows ____.

line break

Say it: LYN BRAYK

What it means: the point where one line of a poem ends and the next begins

Try the frame: The line break makes me pause at ____.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

rhyme

Say it: RYM

What it means: words that end with the same sound

Try the frame: These words rhyme: ____ and ____.

significance

Say it: sig-NIF-ih-kuhns

What it means: why the poem matters beyond the words

Try the frame: The significance of this poem is ____.

stanza

Say it: STAN-zuh

What it means: a group of lines set apart in a poem, like a paragraph

Try the frame: This stanza is about ____.

theme

Say it: THEEM

What it means: the big idea a poem communicates

Try the frame: The theme of this poem is ____.

Tier 3 Vocabulary - Passage Words

Say the word, learn its meaning, then rehearse the complete frame.

civil rights

Say it: SIV-uhl ryts

What it means: rights that protect equal treatment for all people

Try the frame: Civil rights means ____.

community

Say it: kuh-MYOO-nuh-tee

What it means: a group of people who live or work together

Try the frame: I can help my community by ____.

dream

Say it: DREEM

What it means: a hope or goal for a better future

Try the frame: Dr. King's dream was ____.

generation

Say it: jen-uh-RAY-shun

What it means: people living during the same time

Try the frame: A dream can pass from one generation to ____.

Tier 3 Vocabulary - Passage Words

Say the word, learn its meaning, then rehearse the complete frame.

inspire

Say it: in-SPYR

What it means: to fill someone with the urge to do something good

Try the frame: The poem inspires me to ____.

kindness

Say it: KYND-nis

What it means: being friendly, generous, and caring

Try the frame: I can show kindness by ____.

Peace Corps

Say it: PEES kor

What it means: a service organization whose volunteers help communities

Try the frame: The Peace Corps helped by ____.

service

Say it: SUR-vis

What it means: helping others and the community

Try the frame: Service means ____.

LEAVES - The Poetry Framework

LEAVES helps us read a poem. This week we focus on the first two leaves.

LEAVES BUILDS A POEM

Letter	Element	What to Notice
L	Lines and Layout	YES - how has the poet arranged words, lines, and stanzas?
E	Emotion and Experience	YES - what experience or emotion is being communicated?
A	Artistic Language	Later modules
V	Voice	Later modules
E	Echo and Sound	Later modules
S	Significance	Later modules

THIS WEEK: L AND E

Look at a poem before you even think about meaning. Does it look like ordinary writing? No - the poet has deliberately created short lines and stanzas. That is L: Lines and Layout. Then reread the poem for feeling. A poem communicates an experience or emotion - that is E: Emotion and Experience.

STUDENT SUPPORT - Another Way to Show What You Know

If line breaks are hard to see, use a finger to point to where each line starts and stops. You still decide what feeling you notice and why.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar as I read the poems.
O - Discover	Discover the meaning as I learn through reading and discussion.
T - Drop	Go back and erase the dot once I know its meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

AS YOU READ

☐ Dot in the poem ☐ List in the margin ☐ Ask after reading

STUDENT SUPPORT - Another Way to Show What You Know

If making a dot is difficult, circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer this question again near the end.

How does a poem use its lines, layout, and emotion to communicate a big idea?

My thinking level before we begin:

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A poem uses its lines and layout to ____, and it uses feeling to _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

A Dream Can Grow

Poem 1 - Low Stamina - connected to Dr. Martin Luther King Jr.

AS YOU READ

Look at the poem, not only its meaning: notice the lines and stanzas (LEAVES: Lines and Layout). Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask: what feeling do these words carry?

- 1 A dream can start inside your heart,
- 2 A tiny hope, a little start.
- 3 It may begin as just one thought,
- 4 A wish for all the good we sought.
- 5 A voice can speak, a child can hear,
- 6 And suddenly the dream feels near.
- 7 One hopeful word can travel through,
- 8 Until another dreams it too.
- 9 A dream can grow from friend to friend,
- 10 Its hopeful journey does not end.
- 11 It moves through classrooms, homes, and towns,
- 12 And lifts our hearts when we feel down.
- 13 When children listen, hope can shine,
- 14 Your dream can someday join with mine.
- 15 Together we can help it grow,
- 16 By sharing kindness as we go.
- 17 The future waits for what we do,
- 18 For dreams need helping hands there too.
- 19 One voice may start with words to show,
- 20 But many hearts can help it grow.

A Dream Can Grow - TRACKS Evidence Hunt 1

Study the exact words from the poem. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"The future waits for what we do"	It fits because _____
R ■ Reactions	"hope can shine"	It fits because _____
R ■ Reactions	"lifts our hearts when we feel down"	It fits because _____
A ▲ Actions	"A voice can speak"	It fits because _____
A ▲ Actions	"When children listen"	It fits because _____
A ▲ Actions	"A dream can grow from friend to friend"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

A Dream Can Grow - TRACKS Evidence Hunt 2

Study the exact words from the poem. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
A ▲ Actions	"sharing kindness as we go"	It fits because _____
C ★ Character, Concept, Creature	"A dream"	It fits because _____
C ★ Character, Concept, Creature	"hope"	It fits because _____
C ★ Character, Concept, Creature	"a child"	It fits because _____
K ♦ Key Knowledge	"dreams need helping hands"	It fits because _____
K ♦ Key Knowledge	"One hopeful word can travel through"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

What Will You Give?

Poem 2 - Low Stamina - connected to President John F. Kennedy

AS YOU READ

Look at the poem, not only its meaning: notice the lines and stanzas (LEAVES: Lines and Layout). Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask: what feeling do these words carry?

- 1 I have two hands that I can share,
- 2 To lift, to carry, help, and care.
- 3 They may be small, but they can do
- 4 A thoughtful thing for me and you.

- 5 I have two feet that I can use,
- 6 To walk toward someone I might choose.
- 7 If someone needs a friend today,
- 8 My feet can help me lead the way.

- 9 I have a voice that can be kind,
- 10 And help a worried friend unwind.
- 11 It can say, "Come and sit with me,"
- 12 Or, "I can help. What could it be?"

- 13 I do not need to lead a crowd,
- 14 Or speak through microphones out loud.
- 15 A helping heart can start to live,
- 16 When I begin with, "What can I give?"

What Will You Give? - TRACKS Evidence Hunt 1

Study the exact words from the poem. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
R ■ Reactions	"A helping heart can start to live"	It fits because _____
A ▲ Actions	"To lift, to carry, help, and care"	It fits because _____
A ▲ Actions	"To walk toward someone I might choose"	It fits because _____
A ▲ Actions	"help a worried friend unwind"	It fits because _____
A ▲ Actions	"Come and sit with me"	It fits because _____
C ★ Character, Concept, Creature	"two hands"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

What Will You Give? - TRACKS Evidence Hunt 2

Study the exact words from the poem. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"two feet"	It fits because _____
C ★ Character, Concept, Creature	"a voice that can be kind"	It fits because _____
K ♦ Key Knowledge	"I do not need to lead a crowd"	It fits because _____
K ♦ Key Knowledge	"What can I give"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER

Real history behind our poems: Dr. Martin Luther King Jr. and President John F. Kennedy.

REAL HISTORY

Real - Martin Luther King Jr., the March on Washington, "I Have a Dream"; President John F. Kennedy, the 1961 inauguration, the Peace Corps. Our poems use a speaker's voice to help us feel these ideas.

OVERARCHING QUESTION

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

FRESH RECALL

A dream I have heard of is _____. A way someone has served my community is _____.

STUDENT SUPPORT - Another Way to Show What You Know

If recalling is difficult, point to a picture of Dr. King or President Kennedy and name one word about them, then tell a partner.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL

How a poem is built: LEAVES L (Lines and Layout) and E (Emotion and Experience).

REVEAL: LINES AND LAYOUT (L)

Look at "A Dream Can Grow" before you even think about meaning. Does this look like ordinary writing? No - the poet has deliberately created short lines and four-line stanzas. That is our first LEAVES idea: Lines and Layout.

REVEAL: EMOTION AND EXPERIENCE (E)

A poem communicates a feeling or experience. As you reread, listen for the feeling the words carry. Now read "What Will You Give?" Listen again for the layout and the feeling. This poem asks a question with its title.

BOTH POEMS COMMUNICATE POWERFUL IDEAS

Hope that can grow, and the gift of ordinary service - but they move through lines, stanzas, and carefully chosen words. That is what we will investigate all week.

DAY 1 EXIT TICKET

One thing I notice about how a poem is arranged on the page is _____. One feeling in "A Dream Can Grow" is _____. One idea in "What Will You Give?" is _____.

Day 2 - ATTEMPT

Poem Parts Detective. Sort each clue: is it about LINES & LAYOUT or EMOTION & EXPERIENCE?

THE GOAL

Each pair receives a LINES & LAYOUT mat, an EMOTION & EXPERIENCE mat, and evidence cards drawn from the two poems. Decide whether each card is mostly about Lines and Layout, mostly about Emotion and Experience, or could belong with both.

HOW TO PLAY

1. Work with a partner. Place the mats between you.
2. Take a card and decide where it belongs.
3. Say why before you place it. ("Four-line stanzas belongs mostly with Lines and Layout because it describes how the poet arranged the words on the page.")
4. Some cards may cause disagreement - that is useful; your job is to explain.
5. Record your sorted sets in your notebook.

ANSWER KEY GUIDANCE

Lines & Layout = four-line stanzas, short purposeful lines, line breaks, white space between stanzas, a question in the title. Emotion & Experience = a hopeful feeling, the experience of a dream growing, the feeling of wanting to help, the experience of using "two hands" to serve, carefully chosen words that create a picture. Both = rhyme at the end of lines and repeated words at the start of lines shape the layout AND strengthen the feeling - accept either placement with a strong reason.

BEFORE YOU CUT

Place the sorting mats and evidence cards where your group can see them. Match first; explain your thinking; adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording sheet instead of cutting. Write each clue and the category it matches. You still justify each choice.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

✂ CUT PAGE - Poem Parts Detective Sorting Mats

Use each card to sort the poem features and explain your choice.

LINES & LAYOUT

How the poem is arranged on the page. Place a card here if it is about lines, stanzas, or white space.

EMOTION & EXPERIENCE

What the poem makes us feel or experience. Place a card here if it is about feeling.

BOTH

A card that shapes the layout AND strengthens the feeling, like rhyme or repeated words.

HOW TO PLAY

Place an evidence card on the mat where it belongs, then prove your placement out loud before it counts.

Card Backs - Poem Parts Detective Sorting Mats

Use these backs to check the matching card after your group commits.

E EMOTION MAT How it feels	L LAYOUT MAT How it looks
▶ PLAY IT POEM PARTS DETECTIVE	B BOTH MAT Layout + feeling

✂ CUT PAGE - Poem Parts Detective Evidence Cards, Set A

Use each card to sort the poem features and explain your choice.

FOUR-LINE STANZAS

Sort me and prove where I go.

SHORT PURPOSEFUL LINES

Sort me and prove where I go.

LINE BREAKS

Sort me and prove where I go.

WHITE SPACE BETWEEN STANZAS

Sort me and prove where I go.

Card Backs - Poem Parts Detective Evidence Cards, Set A

Use these backs to check the matching card after your group commits.

 How it looks LAYOUT	 How it looks LAYOUT
 How it looks LAYOUT	 How it looks LAYOUT

✂ CUT PAGE - Poem Parts Detective Evidence Cards, Set B

Use each card to sort the poem features and explain your choice.

A HOPEFUL FEELING

Sort me and prove where I go.

THE EXPERIENCE OF A DREAM GROWING

Sort me and prove where I go.

THE FEELING OF WANTING TO HELP

Sort me and prove where I go.

THE EXPERIENCE OF USING "TWO HANDS" TO SERVE

Sort me and prove where I go.

Card Backs - Poem Parts Detective Evidence Cards, Set B

Use these backs to check the matching card after your group commits.

E EMOTION How it feels	E EMOTION How it feels
E EMOTION How it feels	E EMOTION How it feels

✂ CUT PAGE - Poem Parts Detective Evidence Cards, Set C

Use each card to sort the poem features and explain your choice.

REPEATED WORDS AT THE START OF LINES Sort me and prove where I go.	RHYME AT THE END OF LINES Sort me and prove where I go.
A QUESTION IN THE TITLE Sort me and prove where I go.	CAREFULLY CHOSEN WORDS THAT CREATE A PICTURE Sort me and prove where I go.

Card Backs - Poem Parts Detective Evidence Cards, Set C

Use these backs to check the matching card after your group commits.

B BOTH Layout + feeling	B BOTH Layout + feeling
E EMOTION How it feels	L LAYOUT How it looks

Poem Parts Detective - My Recording Sheet

No-cut pathway. Sort every clue, then prove why it belongs.

NO-CUT PATHWAY

You do not have to cut the cards. Write each clue, mark its category, and explain your choice aloud or in the last column.

Clue	Layout	Emotion	Both	Why It Belongs
four-line stanzas	☐	☐	☐	
short purposeful lines	☐	☐	☐	
line breaks	☐	☐	☐	
white space between stanzas	☐	☐	☐	
a hopeful feeling	☐	☐	☐	
the experience of a dream growing	☐	☐	☐	
the feeling of wanting to help	☐	☐	☐	
the experience of using "two hands" to serve	☐	☐	☐	
repeated words at the start of lines	☐	☐	☐	
rhyme at the end of lines	☐	☐	☐	
a question in the title	☐	☐	☐	
carefully chosen words that create a picture	☐	☐	☐	

STUDENT SUPPORT - Another Way to Show What You Know

Point to the sorting mats before you mark a box. Say "This is ___ because ___" for each clue.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - DISCUSS

Which clues caused the greatest disagreement? Layout and emotion work as a team.

DISCUSSION QUESTIONS

- Which clues were easiest to place?
- Which clues caused disagreement?
- Can a rhyme belong to both Layout and Emotion? How?
- How does the white space between stanzas change the way we read a poem?

WHAT WE NOTICED

Poems have recognizable features, but a good poet uses layout and sound together to create feeling. Layout and emotion work as a team.

MY DISCUSSION NOTES

A clue we argued about:

Why it could belong to both:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: This clue is ____ because ____, but it can also be _____. Talk it through before you write.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE: Same Idea, Different Words

Explain the emotion and layout of each poem in your own words.

PART A - "A DREAM CAN GROW"

What emotion does the poem communicate?

Identify one way the layout (lines or stanzas) helps that feeling.

Complete: This poem communicates the idea that _____.

PART B - "WHAT WILL YOU GIVE?"

What emotion or attitude does the poem communicate?

Identify one feature that makes it look or sound like a poem.

Complete: This poem communicates the idea that _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point back to the exact lines in each poem. Use the TRACKS evidence you already highlighted. You still choose the words that prove your answer.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE: Write a Stanza

Your job today is to use what you learned without a partner - build a poem's layout and communicate a feeling.

WRITING TASK

Choose one idea - hope or service - and write one four-line stanza about it. Arrange your words in deliberate lines. Try to end at least two lines with rhyming words, and choose words that help the reader feel your idea.

POET'S CHECKLIST

- ☐ My stanza has four lines arranged on purpose. ☐ My lines communicate one clear feeling or idea (hope or service).
☐ At least two lines end with rhyming words (try your best). ☐ I chose words that help the reader picture or feel the idea.

MY FOUR-LINE STANZA

Line 1:

Line 2:

Line 3:

Line 4:

STUDENT SUPPORT - Another Way to Show What You Know

Say the idea once, then say it four short lines aloud before you write. You still choose where each line breaks and rhymes.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 4 - AWARD Yourself

An award does not mean giving yourself a prize - it means recognizing specific evidence.

GIVE YOURSELF CREDIT

Find something specific. Instead of saying, "I did good," say, "I can explain why a poet uses separate lines," or, "I can name a feeling in a poem and point to the words."

MY TWO AWARDS

Something I understand well about a poem's Lines and Layout is

Something I understand well about a poem's Emotion and Experience is

STUDENT SUPPORT - Another Way to Show What You Know

Choose one award and point to proof before writing. Rehearse: "I can prove I did ____ well because on page ____ I ____."

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



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Day 4 - TARGET Your Next Growth

Strong learners notice confusion instead of hiding it. A challenge gives us information about what to practice next.

MY TARGET AND QUESTION

Something I still find challenging, or something I am curious about, is

My current question: I wonder

REFLECTION

What did I learn? What can I now do? Where did I struggle? What am I curious about?
What is my next target?

Ready to Stretch? Take Your Thinking Further!

A strong question is evidence that your brain is trying to connect something new. An award says: look how far I have come. A target says: look where I am ready to go. A strong poet learns to do both.

Day 5 - EXPLAIN: Turn-and-Teach - Poetry Expert

If you can explain an idea clearly enough for another student to understand it, you are showing a deeper level of learning.

TEACH-BACK ROLES

- Partner A teaches one LEAVES element (Lines & Layout or Emotion & Experience) using "A Dream Can Grow."
- Partner B teaches one LEAVES element using "What Will You Give?"
- Then students switch roles with another pair.

MY TEACHING CARD - STEMS

One thing a poet does with layout is _____.

An example from "A Dream Can Grow" is _____.

One feeling this poem communicates is _____.

An example from "What Will You Give?" is _____.

LISTENER RESPONSIBILITIES

- Restate the idea your partner taught.
- Name one piece of evidence they used.
- Ask one question that goes deeper.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. Use the stems, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Tiny Tracks

Teach it, then name the proof that your explanation was clear.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

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☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Complete: "One LEAVES element I can teach is ____." Then explain the difference between Lines & Layout and Emotion & Experience in your own words.

MY THINKING NOW

Answer the module question again. Then compare it with your first thinking.

How does a poem use its lines, layout, and emotion to communicate a big idea?

WHAT CHANGED?

Circle or underline something you can explain now that you could not explain at the beginning.

My thinking grew because

MY NEW UNDERSTANDING

I can use lines, stanzas, and careful, chosen words to share a big idea in my poem. The way I arrange my words on the page is part of what my poem means.

My thinking level now:

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MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Write what you understand well about Lines and Layout or Emotion and Experience. Name the page or poem that proves it, and explain why this is your favorite part.

TARGET

Choose one next step: arrange lines more deliberately, show a feeling with words, or add a clearer image. You may instead write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain how its lines, stanzas, or feeling words communicate a big idea.

I Can...	Not Yet	Getting Set	I Can Do It
Explain what "Lines and Layout" means in a poem	☐	☐	☐
Name a feeling a poem communicates and point to the words	☐	☐	☐
Explain the big idea of each poem	☐	☐	☐
Arrange my own words into deliberate poem lines	☐	☐	☐
Write a four-line stanza that communicates one feeling or idea	☐	☐	☐

Study Three Poetry Exemplars

Notice how one stanza grows from a general idea into purposeful poetry.

PROMPT

Choose one idea - hope or service - and write one four-line stanza about it. Arrange your words in deliberate lines, try to rhyme at least two line endings, and choose words that help the reader feel your idea.

LOW

"I want to help people. Helping is good. I like to be nice. The end."

The student names service, but the response is written as sentences, not a poem. What should be changed?

MEDIUM

"I can help my friends today, / I can help in a kind way. / Helping people makes me glad, / It is good and not bad."

The four lines and rhyme work. Which filler line could be replaced with a specific action or feeling?

HIGH

"My two hands are small but true, / They reach to help the way hands do. / A little kindness, freely given, / Can grow like hope and make things live."

Notice how the deliberate lines, rhyme, image, and feeling work together.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the line, rhyme, image, or feeling that supports the level you chose.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Writing Opportunity

Write a short poem (one or two four-line stanzas) about hope or about giving and service.

THE PROMPT

Write a short poem (one or two four-line stanzas) about hope or about giving and service. Arrange your words in deliberate lines and choose words that help the reader feel your idea.

SUCCESS CRITERIA

- My poem is arranged in deliberate lines and stanzas.
- My poem communicates one clear feeling or idea.
- I chose words that help the reader feel the idea.

PLANNING GUIDE

Step 1: The Idea - Name the one feeling or idea your poem will communicate:

Step 2: The Layout - Plan four lines per stanza and where each line ends:

Step 3: The Words - Choose words that help the reader feel the idea:

STUDENT SUPPORT - Another Way to Show What You Know

This week you learned that a poem carries a powerful idea in lines and stanzas. Choose an idea you can picture clearly, then arrange your own lines.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Poem Draft - My Poem

Arrange your words in deliberate lines and stanzas. Let the reader feel the idea.

LAYOUT CHECK

A poem is built from lines and stanzas, not paragraphs. Read your poem aloud. Do the line breaks help the reader feel the idea?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Revise, Edit, and Share

Change one word so the feeling comes through more clearly, then check your lines, then share.

REVISE

Read your poem aloud. Change one word so the feeling comes through more clearly.

Before:

After:

EDIT

Check that each line begins and ends the way you intended, and that words are spelled correctly.

SHARE

Read your poem to a partner. Your partner names one feeling and one layout choice they noticed.

STUDENT SUPPORT - Another Way to Show What You Know

Read only your favorite line to a partner first. The feedback must name a feeling and a layout choice.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Proof of Transfer

Did every layout choice connect back to your idea? Use proof.

PROOF OF TRANSFER

I knew I could arrange my own poem on purpose because on page _____ I

READY TO STRETCH? - Two Layouts, One Idea

Choose the same idea and show that changing the layout changes the feeling.

CHALLENGE

Choose the same idea (hope or service) and write two short stanzas that arrange the lines differently - for example, one with rhyme and one without.

COMPARE THE LAYOUTS

My first stanza:

My second stanza (different layout, same idea):

Explain how changing the layout changed the feeling:

JUSTIFY

You may also compare how "A Dream Can Grow" and "What Will You Give?" communicate related ideas (hope and service) and explain what each poem's layout allows the poet to do.

MOVE YOUR THINKING



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Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 1.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 1 CLOSING IDEA

This week you learned to read a poem the way a poet builds one. You noticed how the words are arranged into lines and stanzas, you named the feeling and experience each poem communicates, and you wrote a stanza of your own. Poems carry big ideas - hope that can grow and the gift of ordinary service - in a shape we can see and hear.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 1, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I use lines and layout to share my big idea in a poem?

My Answer

I use lines, stanzas, and carefully chosen words to share my big idea - the way I arrange my words on the page is part of what my poem means.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the layout: My poem's lines and stanzas are ____, and that helps my big idea ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 7



M O D U L E

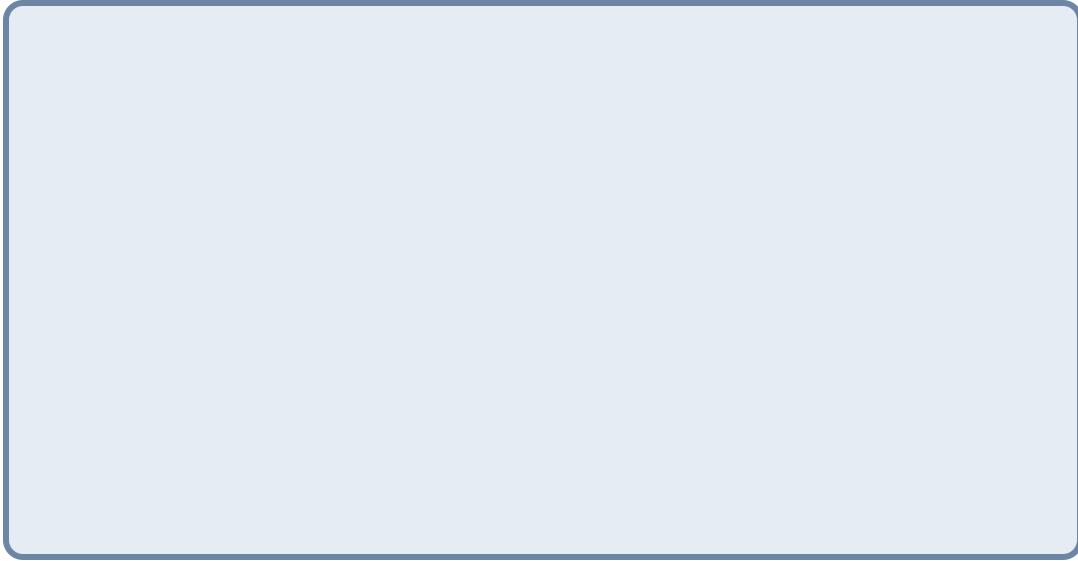


Whose Voice?

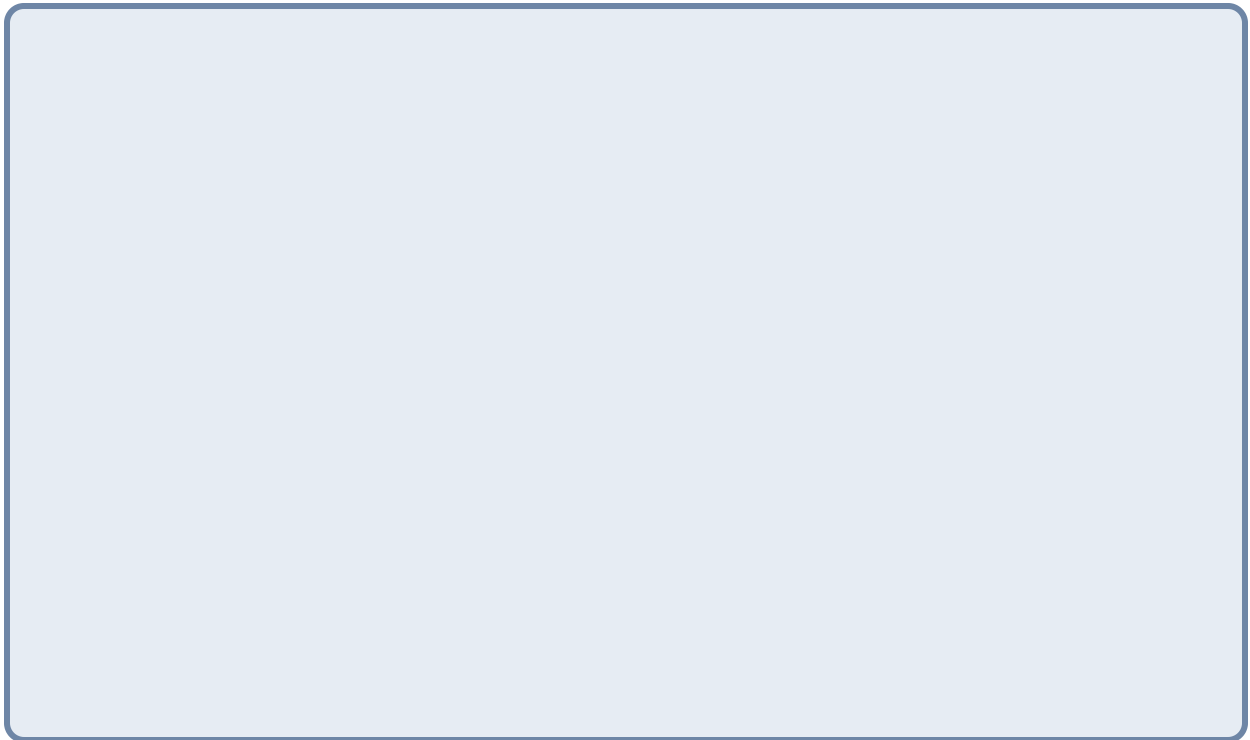
Emotion, Experience, and the Speaker



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

The same idea can sound very different depending on who is speaking.

WHY THIS MODULE MATTERS

This week the two poems return, but longer and richer. Now a speaker tells each one: a child stands beside Mama at Dr. King's speech, and a granddaughter listens to Grandpa remember President Kennedy's call to serve. You learn the next two LEAVES elements - Emotion and Experience, and Voice - by asking a simple but powerful question: Whose voice are we hearing, and how does that change what we feel?

Essential Question

How do I use voice to shape what my reader feels?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages on ODD pages)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning

Read the official TEKS and how a student can say the same standard.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

TEKS 12(B) - Official Standard

compose informational texts, including poetry, using genre characteristics and craft

HOW I SAY THE STANDARD!

I can write a poem stanza with the parts a poem needs.

TEKS 10(D) - Official Standard

describe how the author's use of language contributes to meaning

HOW I SAY THE STANDARD!

I can explain how a poet's word choices help me understand and feel the poem.

TEKS 8(A) - Official Standard

infer the theme of a work, distinguishing theme from topic

HOW I SAY THE STANDARD!

I can tell the big idea of a poem, not just what it is about.

The ELPS I Am Learning

Read the official ELPS breakout and how a student can say the same standard.

ELPS 2(E) - Official Standard

use comprehensible language to explain information orally with increasing specificity and detail

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 3(E) - Official Standard

share information in cooperative learning interactions

HOW I SAY THE STANDARD!

I can share my thinking with my group.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use this week's poetry words in my writing.

ELPS 4(F)(i) - Official Standard

write to narrate, describe, explain, respond, or persuade with detail in the content areas

HOW I SAY THE STANDARD!

I can explain with detail in my writing.

My Module 2 Learning Launchpad

Read the destination, then choose how you will show up.

I CAN

- name a feeling a poem communicates and point to the words.
- tell who is speaking and give evidence from the poem.
- explain how the voice shapes the emotion and experience.
- write a four-line stanza in a clear speaker's voice.

I WILL

- identify the emotion and experience a poem communicates.
- determine who is speaking in a poem (the voice).
- explain how the speaker's voice changes what I understand and feel.
- write a short stanza in a chosen speaker's voice.

LEARNING DESTINATION

I will read two poems closely and explain how each poem's voice and emotion shape the experience the reader shares, then write a stanza in a chosen speaker's voice.

MY LAUNCHPAD PROMISE

The voice I will practice noticing first is _____ because

My Module 2 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Name a feeling and identify who is speaking	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match a line to the speaker (voice)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain how the voice shapes the feeling	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a stanza in a chosen voice	a lot / a little / new	a lot / a little / new	a lot / a little / new
Teach a partner about Emotion & Experience or Voice	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

care

Say it: KAIR

What it means: to feel concern and want to help

Try the frame: The poem shows care when ____.

feeling

Say it: FEEL-ing

What it means: an emotion the words carry

Try the frame: One feeling in this poem is ____.

hope

Say it: HOHP

What it means: the belief that something good can happen

Try the frame: The poem shows hope when ____.

memory

Say it: MEM-uh-ree

What it means: something a person remembers

Try the frame: Grandpa's memory is about ____.

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

notice

Say it: NOH-tis

What it means: to see or pay attention to something

Try the frame: The speaker notices ____.

share

Say it: SHAIR

What it means: to give or pass something to others

Try the frame: A dream can grow when we share ____.

speaker

Say it: SPEE-ker

What it means: the person whose voice we hear in a poem

Try the frame: The speaker in this poem is ____.

tell

Say it: TEL

What it means: to share an idea or account in words

Try the frame: This speaker tells us ____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

emotion

Say it: ih-MOH-shuhn

What it means: a strong feeling

Try the frame: The emotion in this stanza is ____.

experience

Say it: ik-SPEER-ee-uhns

What it means: something that happens to or is felt by the speaker

Try the frame: The experience in this poem is ____.

narrator

Say it: NAIR-ay-ter

What it means: the one who tells what happens

Try the frame: The narrator here is ____.

perspective

Say it: per-SPEK-tiv

What it means: the point of view of the person telling it

Try the frame: From the child's perspective, ____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

reflect

Say it: rih-FLEKT

What it means: to think carefully about an experience

Try the frame: The speaker reflects on ____.

stanza

Say it: STAN-zuh

What it means: a group of lines set apart in a poem, like a paragraph

Try the frame: This stanza is about ____.

theme

Say it: THEEM

What it means: the big idea a poem communicates

Try the frame: The theme of this poem is ____.

voice

Say it: VOYS

What it means: who seems to be speaking in a poem

Try the frame: The voice in this poem sounds ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

citizen

Say it: SIT-uh-zuhn

What it means: a member of a community or country

Try the frame: A citizen can help by ____.

community

Say it: kuh-MYOO-nuh-tee

What it means: a group of people who live or work together

Try the frame: I can help my community by ____.

contribute

Say it: kuhn-TRIB-yoot

What it means: to give something helpful

Try the frame: I can contribute by ____.

dream

Say it: DREEM

What it means: a hope or goal for a better future

Try the frame: Dr. King's dream was ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

generation

Say it: jen-uh-RAY-shun

What it means: people living during the same time

Try the frame: A dream can pass from one generation to ____.

inauguration

Say it: in-aw-gyuh-RAY-shun

What it means: the ceremony when a president begins to serve

Try the frame: At the inauguration, ____.

legacy

Say it: LEG-uh-see

What it means: something handed down from the past

Try the frame: Dr. King's legacy is ____.

service

Say it: SUR-vis

What it means: helping others and the community

Try the frame: Service means ____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O - Discover	Discover the meaning of the word as we learn together through our lessons.
T - Drop	Go back and erase the dot above the word once you know its meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

LEAVES - The Poetry Path

TRAILS helps us read a story. LEAVES helps us read a poem.

Letter	Element	What to Notice
L	Lines and Layout	How has the poet arranged words, lines, and stanzas?
E	Emotion and Experience	Focus: what experience or emotion is being communicated?
A	Artistic Language	What imagery, metaphor, symbolism, comparison, or purposeful language creates meaning?
V	Voice	Focus: 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?

MODULE 2 FOCUS: E + V

Last week we studied Lines and Layout and began Emotion and Experience. This week we keep Emotion and Experience and add Voice.

STUDENT SUPPORT - Another Way to Show What You Know

Read one stanza aloud. Name the emotion you hear and one word that tells you how the voice sounds.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Whose Voice? Same Event, Different Speaker

Perspective does not change the event, but it changes what information we receive.

WHO IS SPEAKING?

Voice answers a simple question: who seems to be speaking? In "A Dream Can Grow," the speaker is a child at the march. In "What Will You Give?", the speaker is a granddaughter hearing Grandpa's memory.

DIFFERENT VOICES, DIFFERENT DETAILS

A child beside Mama notices different things than Grandpa remembering the event years later. Perspective changes what the speaker knows, notices, remembers, feels, and chooses to tell us.

VOICE IS MORE THAN "I"

Changing the speaker means more than swapping "I" for "he." Ask what a different speaker would notice, remember, or feel.

THE FEELING GROWS FROM THE VOICE

A poem does not need to say "This is happy." The right words, spoken in the right voice, let the reader feel it.

Ready to Stretch? Take Your Thinking Further!

How is learning beside Mama different from learning through Grandpa's memory? Explain how the speaker changes what we feel.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will read two poems closely and explain how each poem's voice and emotion shape the experience the reader shares, then write a stanza in a chosen speaker's voice.

SUCCESS CRITERIA

- I can name an emotion or experience in each poem and point to the words.
- I can identify the speaker and support it with a line.
- I can explain how the voice changes the feeling.
- My own stanza uses a clear, consistent speaker's voice.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How does a poem's voice - who is speaking - shape the emotion and experience the reader feels?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MOVE YOUR THINKING



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STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

A Dream Can Grow

(Dr. Martin Luther King Jr.) • Part 1 of 2

AS YOU READ

Read the poem aloud first. Notice how the lines and stanzas are shaped (LEAVES: Lines & Layout). Use the DOT HABIT. TAP the TRACKS. Watch for who is speaking and how the voice sounds.

- 1 I did not make the dream that day,
- 2 I heard it spoken far away.
- 3 A steady voice rose strong and clear,
- 4 And somehow brought the future near.
- 5 I stood beside my mama there,
- 6 With summer sunshine everywhere.
- 7 She held my hand among the crowd,
- 8 While hopeful words were spoken loud.
- 9 I looked at Mama's shining eyes,
- 10 And saw the tears that made me wise.
- 11 "Why are you crying?" I asked her there.
- 12 "For dreams like this," she said, "we care."
- 13 I thought a dream belonged to one,
- 14 Then disappeared when night was done.
- 15 But this one traveled through the air,
- 16 And somehow everyone could share.

A Dream Can Grow - Continued

(Dr. Martin Luther King Jr.) • Part 2 of 2

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Listen for the feeling this voice creates.

- 17 It moved through voices, row by row,
18 And planted hope so it could grow.
19 It traveled into hearts like mine,
20 A little spark, a little shine.
21 I carry it into school each day,
22 In how I work and how I play.
23 I carry it when I choose to see
24 A child who needs a friend in me.
25 I carry it when I stop and hear
26 The words of someone standing near.
27 I carry it when I choose what's right,
28 And help another heart feel light.
29 A dream grows stronger when we share,
30 Through thoughtful words and acts of care.
31 Dr. King spoke hope for us to see,
32 And now that dream is part of me.

A Dream Can Grow - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T	“that day”	It fits because _____
R	“the tears that made me wise”	It fits because _____
A	“She held my hand among the crowd”	It fits because _____
C	“Mama's shining eyes”	It fits because _____
K	“that dream is part of me”	It fits because _____
S	“With summer sunshine everywhere”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence because _____. You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

What Will You Give?

(President John F. Kennedy) • Part 1 of 2

AS YOU READ

Read the poem aloud first. Notice how the lines and stanzas are shaped (LEAVES: Lines & Layout). Use the DOT HABIT. TAP the TRACKS. Watch for who is speaking and how the voice sounds.

- 1 Grandpa says our country's more
- 2 Than flags that wave or buildings soar.
- 3 A country lives in what we do,
- 4 In helping hands like mine and you.
- 5 Hands can teach and hands can grow,
- 6 Hands can build and hands can sow.
- 7 Hands can carry, clean, and share,
- 8 And show another person care.
- 9 Grandpa remembers winter air,
- 10 And thousands gathered everywhere.
- 11 He heard a president explain
- 12 That service could become our aim.
- 13 He heard a challenge spoken clear,
- 14 A call for citizens to hear.
- 15 Don't only wonder what you'll get;
- 16 Ask what you can contribute yet.

What Will You Give? - Continued

(President John F. Kennedy) • Part 2 of 2

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Listen for the feeling this voice creates.

- 17 My hands are smaller than his then,
18 But small hands help again and again.
19 They may not travel lands afar,
20 But still can help right where they are.
21 They gather food and plant a seed,
22 They help a friend who has a need.
23 They open doors and pick things up,
24 They pour a neighbor's empty cup.
25 They wave hello to someone new,
26 Or help a classmate make it through.
27 No famous speech is needed when
28 Two helping hands can help a friend.
29 I look at mine and start to see
30 How useful little hands can be.
31 Ten fingers ready, strong and true—
32 What good can these two hands now do?

What Will You Give? - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T	“winter air”	It fits because _____
R	“help a friend who has a need”	It fits because _____
A	“Hands can teach and hands can grow”	It fits because _____
C	“Grandpa”	It fits because _____
K	“How useful little hands can be”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence because _____. You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER: Same History, More Detail

Same history. More detail.

TEACHER SAYS

"Last week you read short versions of these poems. This week the same experiences return, but the poets give us more. Notice what the extra words accomplish - description, thoughts, relationships, feelings, and a clear speaker."

PERSPECTIVE = WHO SEES OR TELLS

A child beside Mama at the march. A granddaughter hearing Grandpa's memory.

STUDENT SUPPORT - Another Way to Show What You Know

Say what the extra words add before we reread both poems.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL: Whose Voice Is This?

A poem communicates a feeling or experience.

A DREAM CAN GROW

Pay special attention to the child and Mama. Their relationship helps us feel the event. Is each line a thought, an action, or a feeling? What do Mama's words help the child understand? The historical speech matters, but the child's experience gives us a way to feel it.

WHAT WILL YOU GIVE?

Listen for a different kind of voice. Grandpa is not standing beside the girl at the event - he experienced it years earlier and is remembering it for her. How is learning beside Mama different from learning through Grandpa's memory? How does the speaker change what we feel?

EXIT TICKET

The speaker in "A Dream Can Grow" is _____. The speaker in "What Will You Give?" is _____. One feeling the voice creates is _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the line in the poem that shows who is speaking before you finish the sentence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Whose Voice?

Match each clue to the speaker whose voice it represents. Then name the feeling. Every match needs a reason.

HOW TO PLAY

Groups of 3-4 receive Voice Cards and Evidence Cards. Match each Evidence Card to the person whose voice it best represents, then name the feeling it carries. Placing a card is not enough - every decision must include a reason.

MODEL

"Grandpa remembers winter air" belongs with Grandpa's voice, because he is remembering an event from years ago.

CHALLENGE ROUND

Someone hears an inspiring message about helping others. Describe it from three voices: a child experiencing it, an adult remembering it years later, and a poet compressing the idea into four lines.

STUDENT SUPPORT - Another Way to Show What You Know

No cards cut? Read each Evidence Card aloud in order, point to the matching Voice Card name, and record the same complete match on paper.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Before You Cut

Choose the cut-card path or the no-cut recording path.

SET UP

Place the Voice Cards and Evidence Cards where your group can see them.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record the same complete matches.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

✂ CUT PAGE - Whose Voice? Voice Cards

Dashed lines mean CUT. Print, cut apart, and store in the Practice Pocket.

VOICE CARDS - the five possible speakers

VOICE CARD the MLK child (the speaker at the march)	VOICE CARD Mama	VOICE CARD the JFK granddaughter
VOICE CARD Grandpa	VOICE CARD the poetic speaker	Blank Voice Card (write your own)
Blank Voice Card (write your own)	Blank Voice Card (write your own)	

Whose Voice? - Voice Card Backs

Use these backs to check the Voice Cards after your group commits.

Use these backs to check the Voice Cards after your group commits.

WV WHOSE VOICE? Voice Card	WV WHOSE VOICE? Voice Card	WV WHOSE VOICE? Voice Card
WV WHOSE VOICE? Voice Card	WV WHOSE VOICE? Voice Card	WV WHOSE VOICE? Voice Card
	WV WHOSE VOICE? Voice Card	WV WHOSE VOICE? Voice Card

✂ CUT PAGE - Whose Voice? Evidence Cards

Dashed lines mean CUT. Print, cut apart, and store in the Practice Pocket.

EVIDENCE CARDS - lines and moments from the poems

EVIDENCE CARD 1 “I stood beside my mama there”	EVIDENCE CARD 2 “I looked at Mama's shining eyes”	EVIDENCE CARD 3 “Grandpa remembers winter air”
EVIDENCE CARD 4 “He heard a president explain”	EVIDENCE CARD 5 “I carry it into school each day”	EVIDENCE CARD 6 “My hands are smaller than his then”
EVIDENCE CARD 7 a thought	EVIDENCE CARD 8 a line of dialogue	EVIDENCE CARD 9 an action
EVIDENCE CARD 10 a remembered experience	EVIDENCE CARD 11 a feeling of hope	EVIDENCE CARD 12 a feeling of wanting to help

Whose Voice? - Evidence Card Backs (Self-Check)

Use these backs to check your match, not to skip your reason.

SELF-CHECK: Use these backs to check the Evidence Card positions.

3 Grandpa he is remembering an event from years ago	2 Mama her shining eyes are what the child notices about her	1 MLK child she is standing beside her mama at the march
6 JFK granddaughter she is wondering what her own small hands can do	5 MLK child the dream is carried into the child's everyday choices	4 Grandpa he is the one who was there when the president spoke
9 many voices possible accept with a strong reason - an action like holding a hand or gathering food	8 many voices possible accept with a strong reason - Mama's spoken line is one example	7 many voices possible accept with a strong reason - a thought could belong to any speaker
12 JFK granddaughter or the poetic speaker small hands wanting to help runs through the whole poem	11 MLK child or the poetic speaker hope is planted and carried through the whole poem	10 Grandpa or the granddaughter the memory is Grandpa's, but the granddaughter is the one telling it to us

Whose Voice? - Recording

Record at least four matches with a reason for each.

EVIDENCE CARD:

Speaker (voice):

The feeling it carries:

My reason:

EVIDENCE CARD:

Speaker (voice):

The feeling it carries:

My reason:

Day 3 - DISCUSS

Perspective is not simply changing pronouns.

- When the perspective changed, what happened to the details?
- Did the event change? (Expected: No.)
- Did what the speaker noticed change? (Expected: Yes.)
- Part A: Who is speaking in "A Dream Can Grow"? What does that speaker notice and feel?
- Part B: Who is speaking in "What Will You Give"? How does hearing Grandpa's memory change what we feel?

MY DISCUSSION NOTES

The child's voice helps us feel _____.

The granddaughter's voice helps us feel _____.

STUDENT SUPPORT - Another Way to Show What You Know

Use: Perspective changes what the speaker knows, notices, remembers, feels, and chooses to tell us.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Write a Stanza in a Voice

Prove that you can write in a chosen speaker's voice.

WRITING TASK

Choose one speaker - a child at an important event, or a grandparent remembering one - and write one four-line stanza in that speaker's voice about hope or service. Let the voice show what that speaker notices and feels.

POET'S CHECKLIST

- My stanza has four lines arranged on purpose.
- I chose one clear speaker's voice and kept it.
- My words show what that speaker notices, remembers, or feels.
- At least two lines end with rhyming words (try your best).

TEACHER SAYS

"Remember: changing the speaker should change more than 'I' and 'he.' Ask what this person would notice, know, remember, and feel."

STUDENT SUPPORT - Another Way to Show What You Know

Say your stanza aloud first. Keep one voice from the first line to the last.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Stanza Planner

Name the voice and the feeling before you draft.

MY SPEAKER (WHOSE VOICE?)

What this speaker would notice:

What this speaker would feel:

My four-line stanza:

STUDENT SUPPORT - Another Way to Show What You Know

Point to each part. You still choose the speaker and the exact words they would say.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Stanza - Draft Space

Write your four-line stanza in a clear speaker's voice.

DRAFTING FOCUS

Use LEAVES E + V: keep one speaker's voice, show emotion, and use rhyme (Echo & Sound) where you can.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Day 4 - AWARD Yourself

An award means recognizing evidence of your own learning.

TWO AWARDS

Something I did well with Emotion and Experience is...

Something I did well with Voice is...

MY PROOF

Circle or highlight the evidence in your own stanza.

MOVE YOUR THINKING



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Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

A challenge gives us information about what to practice next.

Something I still find challenging, or something I am curious about, is... (for example: keeping one perspective, showing rather than telling emotion, or creating a distinctive voice)

My current question: I wonder...

FIND THE LINE

Find the line where your voice is strongest and star it. Then find the place where a reader might forget who is speaking - that is your target.

Ready to Stretch? Take Your Thinking Further!

An award says: Look how far I have come. A target says: Look where I am ready to go.

Day 5 - EDUCATE / EXPLAIN: Perspective Expert

Teach a partner about Emotion & Experience or Voice.

TURN-AND-TEACH

Partner A teaches Voice or Emotion & Experience using "A Dream Can Grow." Partner B teaches Voice or Emotion & Experience using "What Will You Give?" Then students switch with another pair.

REQUIRED SENTENCE

"If _____ had told this instead, the reader would probably learn more about _____ because _____."

SENTENCE STEMS

"The speaker in this poem is..." • "I know because..." • "One feeling this voice creates is..." • "An example from the poem is..."

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, then explain in your own words why the speaker matters.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Tiny Tracks

Teach, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Explain why who speaks the poem changes what the reader feels.

MY THINKING NOW

Answer the module question again.

How does a poem's voice - who is speaking - shape the emotion and experience the reader feels?

WHAT CHANGED?

MOVE YOUR THINKING



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Check the Learning

Show what you know three ways.

VERBAL - Fist to Five

How sure are you that you can tell who is speaking in a poem?

VISUAL / PHYSICAL - Whose Voice?

Match a poem line to the speaker whose voice it represents, then explain your match aloud.

WRITTEN - One-Line Response

Name the speaker in a poem and the feeling that voice creates.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one of the three ways to show your learning, then point to the proof.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Highlight the line where your chosen speaker's voice is strongest. Write your favorite part and why it shows what the speaker notices or feels.

TARGET

Choose one next step: keep one perspective, show emotion instead of only naming it, or add a detail only your speaker would notice. You may instead write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain how its speaker, details, and feeling work together.

Study Three Voice Exemplars

Notice how a stanza grows from naming a topic into a clear speaker's voice.

PROMPT

Choose one speaker - a child at an important event, or a grandparent remembering one - and write one four-line stanza in that speaker's voice about hope or service.

LOW

"I like Dr. King. He was nice. Helping is good. The end."

The student names hope and helping, but the response has no clear speaker's voice. What should be changed?

MEDIUM

"I stood beside my mom that day, / I heard the hopeful words she'd say. / I felt so glad and not afraid, / Because of all the plans we made."

The child's voice is present, but the last line is vague. Which detail would only this speaker notice?

HIGH

"I watched my grandpa close his eyes, / Remembering those winter skies. / He heard the call to help and give, / And now I know that's how I'll live."

Notice how one grandchild's voice shows what the speaker notices and feels.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the speaker, detail, or feeling that supports the level you chose.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Writing Opportunity

Plan and draft your own poem in a chosen speaker's voice.

WRITING PROMPT

Write a short poem (one or two four-line stanzas) in the voice of one speaker - a child at an important event or a grandparent remembering one - about hope or service. Let the voice show what that speaker notices and feels.

PLANNING GUIDE

Step 1: The Voice	Name the one speaker your poem will use.
Step 2: The Feeling	Name the emotion or experience the voice will communicate.
Step 3: The Details	Choose details only that speaker would notice.

STUDENT SUPPORT - Another Way to Show What You Know

Choose your speaker first. You still choose the words they would say.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Poem

List what your speaker would notice, remember, and feel.

MY SPEAKER

WHAT MY SPEAKER NOTICES

WHAT MY SPEAKER FEELS

WHERE MY LINES MIGHT RHYME

STUDENT SUPPORT - Another Way to Show What You Know

Read your plan aloud and listen for one consistent voice.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Poem Draft

Begin with a clear speaker. Keep one voice from the first line to the last.

DRAFTING FOCUS

Use LEAVES E + V: one clear speaker's voice, a feeling or experience the reader can share, and details only that speaker would notice.

[illegible]

Revise, Edit, and Share

Improve your voice and check conventions.

REVISE

Read your poem aloud. Change one word so the voice sounds more like your chosen speaker.

EDIT

Check that the speaker stays the same in every line, and that words are spelled correctly.

SHARE

Read your poem to a partner. Your partner names who is speaking and one feeling they noticed.

STUDENT SUPPORT - Another Way to Show What You Know

Read one line aloud and ask a partner who is speaking before you finish revising.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Proof of Transfer

Point to the page that proves you can do this on your own.

PROOF OF TRANSFER

I knew I could write in a chosen speaker's voice because on page _____ I

READY TO STRETCH? - Same Lines, Two Voices

Write the same four lines twice, in two different voices.

SAME MOMENT, TWO VOICES

Choose one moment from a poem and write the same four lines twice - once in the child's (or granddaughter's) voice and once in the grown-up's (Mama's or Grandpa's) voice.

EXPLAIN THE CHANGE

How did the feeling change when the speaker changed?

COMPARE THE POEMS

How do the two poems use different speakers to communicate related ideas (hope and service)? What does each voice allow the poet to show?

MOVE YOUR THINKING


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EXTEND

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

I know that who is speaking changes what I notice and feel, even when the true story stays the same. The voice picks the details, and that is how a poem's voice shapes its emotion and experience.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 2, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I use voice to shape what my reader feels?

My Answer

I choose who is speaking, because the speaker picks which details my reader notices - so the voice I choose shapes the emotion my poem shares.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the voice: My speaker is ____, so my reader notices ____ and feels ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 7



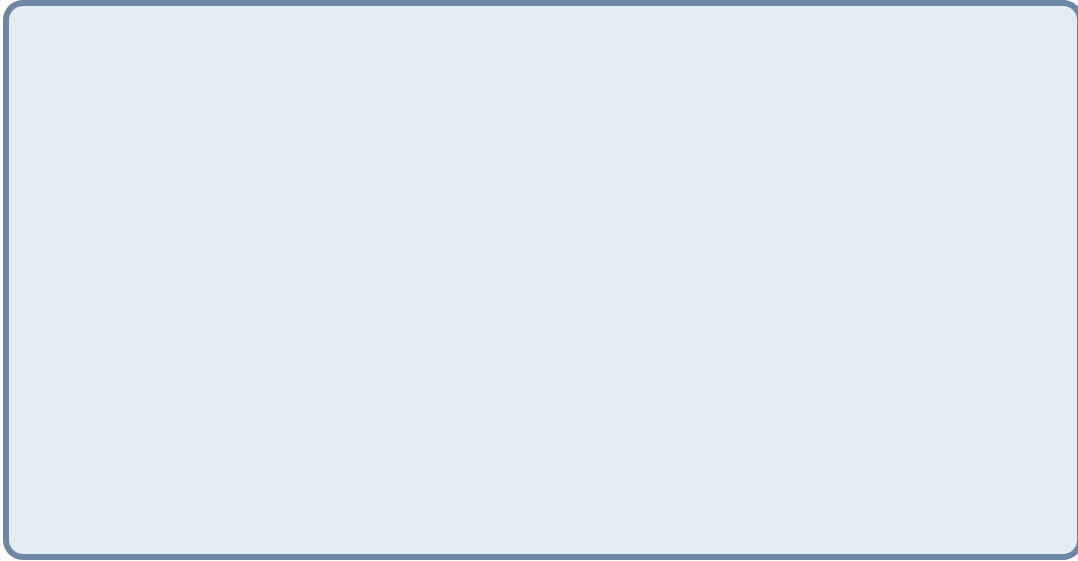
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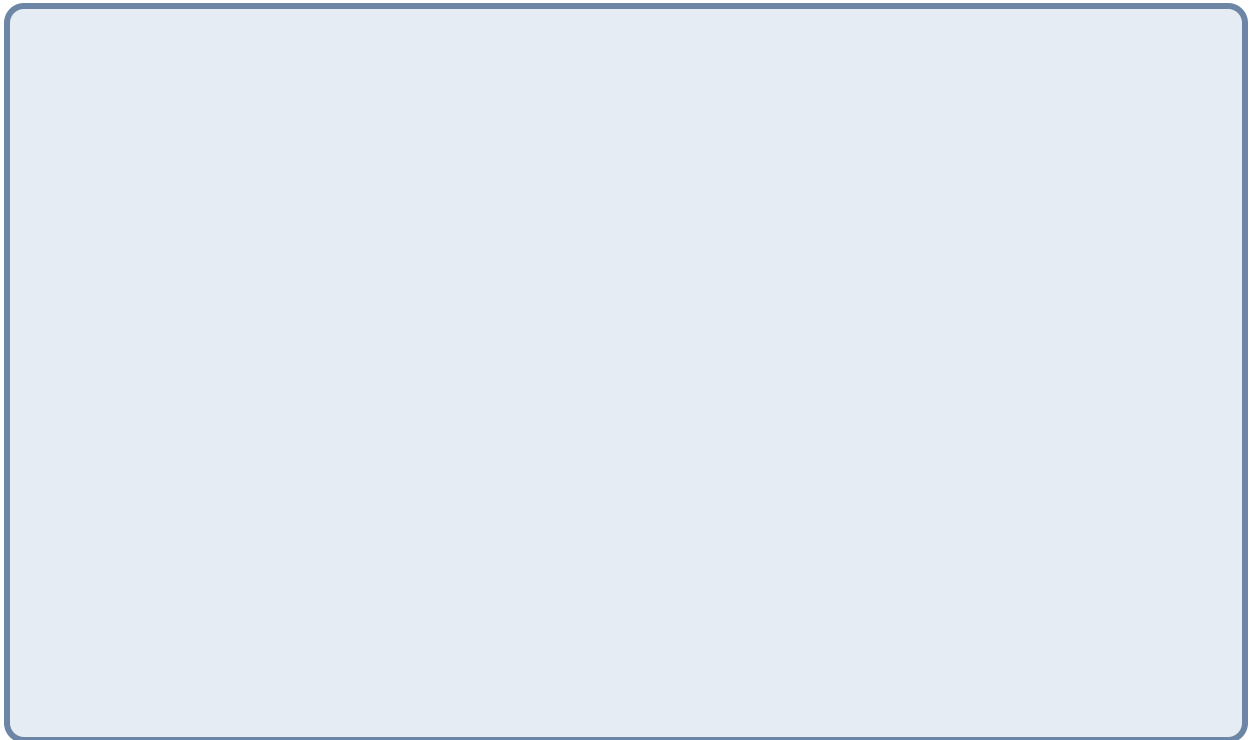
The Moment That Stays
Artistic Language and Sound



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

Craft is not decoration - it is how an idea stays with us.

WHY THIS MODULE MATTERS

This week the two poems return again, longer and richer. Because students already know the ideas, they can look for something deeper: how a poet makes an idea memorable. Students learn the next two LEAVES elements - Artistic Language (imagery, metaphor, personification, symbol) and Echo and Sound (rhyme, rhythm, and repetition) - and ask why a poet chooses each craft move.

Essential Question

How do I make my idea stay with my reader?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages on ODD pages)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning

Read the official TEKS and how a student can say the same standard.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

TEKS 12(B) - Official Standard

compose informational texts, including poetry, using genre characteristics and craft

HOW I SAY THE STANDARD!

I can write rhyming stanzas using the parts a poem needs.

TEKS 10(D) - Official Standard

describe how the author's use of language contributes to meaning

HOW I SAY THE STANDARD!

I can explain how a poet's word choices help me understand and feel the poem.

TEKS 8(A) - Official Standard

infer the theme of a work, distinguishing theme from topic

HOW I SAY THE STANDARD!

I can tell the big idea of a poem, not just what it is about.

The ELPS I Am Learning

Read the official ELPS breakout and how a student can say the same standard.

ELPS 2(E) - Official Standard

use comprehensible language to explain information orally with increasing specificity and detail

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 3(E) - Official Standard

share information in cooperative learning interactions

HOW I SAY THE STANDARD!

I can share my thinking with my group.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use this week's poetry words in my writing.

ELPS 4(F)(i) - Official Standard

write to narrate, describe, explain, respond, or persuade with detail in the content areas

HOW I SAY THE STANDARD!

I can explain with detail in my writing.

My Module 3 Learning Launchpad

Read the destination, then choose how you will show up.

I CAN

- find an image, comparison, or repetition in a poem and point to it.
- explain what a craft move accomplishes ("The poet uses ____ to ____").
- explain the big idea each poem makes memorable.
- write two four-line stanzas using image, repetition, and comparison.

I WILL

- identify artistic language in a poem (imagery, metaphor, personification, symbol).
- identify echo and sound in a poem (rhyme, rhythm, repetition).
- explain why a poet chose a craft move, not just name it.
- write rhyming stanzas that use image, repetition, and comparison.

LEARNING DESTINATION

I will read two poems closely and explain how a poet uses artistic language and sound to make an important idea stay with the reader, then use those craft moves in my own writing.

MY LAUNCHPAD PROMISE

The craft move I will practice noticing first is _____ because

My Module 3 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Find an image, comparison, or repetition	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match a craft move to its effect	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain why a poet chose a craft move	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write two stanzas using image, repetition, comparison	a lot / a little / new	a lot / a little / new	a lot / a little / new
Teach a partner one craft move	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

carry

Say it: KAIR-ee

What it means: to hold and keep something

Try the frame: The poem asks us to carry ____.

compare

Say it: kuhm-PAIR

What it means: to show how one thing is like another

Try the frame: The poem compares ____ to ____.

light

Say it: LYT

What it means: brightness; often a picture of hope

Try the frame: The poem uses light to show ____.

memory

Say it: MEM-uh-ree

What it means: something a person remembers

Try the frame: Grandpa's memory is about ____.

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

picture

Say it: PIK-cher

What it means: a word image a poem creates in your mind

Try the frame: This line paints a picture of ____.

repeat

Say it: rih-PEET

What it means: to say a word or line again on purpose

Try the frame: The poet repeats ____.

serve

Say it: SURV

What it means: to help others and the community

Try the frame: The poem shows serving when ____.

sound

Say it: SOWNND

What it means: what we hear in the rhythm and rhyme

Try the frame: The sound of this line is ____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

imagery

Say it: IM-ij-ree

What it means: words that help the reader picture something

Try the frame: The imagery here makes me see ____.

metaphor

Say it: MET-uh-for

What it means: a comparison that says one thing is another

Try the frame: This metaphor compares ____ to ____.

personification

Say it: per-son-uh-fih-KAY-shun

What it means: giving human qualities to a nonhuman thing

Try the frame: The poet gives ____ a human quality by ____.

repetition

Say it: rep-uh-TISH-uhn

What it means: repeating a word, line, or sound on purpose

Try the frame: The repetition emphasizes ____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

rhyme

Say it: RYM

What it means: words that end with the same sound

Try the frame: These words rhyme: ____ and ____.

rhythm

Say it: RITH-uhm

What it means: the beat or movement of the lines

Try the frame: The rhythm makes the poem feel ____.

significance

Say it: sig-NIF-ih-kuhns

What it means: why the poem matters beyond the words

Try the frame: The significance of this poem is ____.

symbol

Say it: SIM-buhl

What it means: something that stands for a larger idea

Try the frame: The ____ is a symbol for ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

cooperation

Say it: koh-op-uh-RAY-shun

What it means: working together toward a goal

Try the frame: Cooperation means ____.

dream

Say it: DREEM

What it means: a hope or goal for a better future

Try the frame: Dr. King's dream was ____.

generation

Say it: jen-uh-RAY-shun

What it means: people living during the same time

Try the frame: A dream can cross from one generation to ____.

invitation

Say it: in-vih-TAY-shun

What it means: a call asking someone to take part

Try the frame: The invitation in the poem asks us to ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

lantern

Say it: LAN-turn

What it means: a light you can carry; a symbol of hope

Try the frame: The lantern in the poem stands for ____.

legacy

Say it: LEG-uh-see

What it means: something handed down from the past

Try the frame: Dr. King's legacy is ____.

service

Say it: SUR-vis

What it means: helping others and the community

Try the frame: Service means ____.

volunteer

Say it: vol-uhn-TEER

What it means: a person who helps without being paid

Try the frame: A volunteer helps by ____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O - Discover	Discover the meaning of the word as we learn together through our lessons.
T - Drop	Go back and erase the dot above the word once you know its meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

LEAVES - The Poetry Path

LEAVES helps us read a poem. This week we add Artistic Language and Echo and Sound.

Letter	Element	What to Notice
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	Focus: 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	Focus: 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?

MODULE 3 FOCUS: A + E

Lines and Layout, Emotion and Experience, and Voice continue in every poem. This week we add Artistic Language and Echo and Sound.

STUDENT SUPPORT - Another Way to Show What You Know

Read one stanza aloud. Name one image or comparison you notice and one word or line that is repeated.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Poet's Craft: Artistic Language and Sound

Do not just name the craft. Ask why.

ARTISTIC LANGUAGE (A)

Notice how the poet says a dream "has neither feet nor shoes, yet somehow finds the roads we choose." That gives a human quality to an idea - personification. Notice hope pictured as a lantern of light, and hope "like water helping gardens grow."

ECHO AND SOUND (E)

Poets repeat words on purpose. Listen to "Carry it kindly, carry it far, carry it brightly like a star." The repetition of "Carry it" makes the idea stronger and easier to remember. Rhyme and rhythm help the feeling too.

THE MORE IMPORTANT QUESTION

Do not stop at naming a device. The more important question is: Why did the poet use it? Practice this frame: "The poet uses ____ to emphasize, create, or show ____."

CRAFT COMPRESSES MEANING

Poetry often compresses meaning - one image can carry an idea that would take a whole paragraph to explain.

Ready to Stretch? Take Your Thinking Further!

Reread "What Will You Give?" What is repeated, and what does the repetition emphasize? How do rhyme and rhythm help the feeling?

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will read two poems closely and explain how a poet uses artistic language and sound to make an important idea stay with the reader, then use those craft moves in my own writing.

SUCCESS CRITERIA

- I can identify artistic language and sound in each poem and point to the words.
- I can explain the effect of a craft move, not just its name.
- I can state the big idea each poem makes memorable.
- My own stanzas use at least one image, one repetition, and one comparison.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How can a poet use artistic language and sound to make an important idea stay with the reader?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

MOVE YOUR THINKING



Foundational RECALL



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Visible EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

A Dream Can Grow

(Dr. Martin Luther King Jr.) • Part 1 of 3

AS YOU READ

Read the poem aloud first. Notice how the lines and stanzas are shaped (LEAVES: Lines & Layout). Use the DOT HABIT. TAP the TRACKS. Watch for artistic language (images, comparisons) and echo & sound (rhyme, rhythm, repetition).

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

- 1 A dream has neither feet nor shoes,
- 2 Yet somehow finds the roads we choose.
- 3 It has no wings with which to fly,
- 4 Yet still can rise into the sky.
- 5 A dream has neither hands nor face,
- 6 Yet reaches people place to place.
- 7 It has no mouth, yet somehow grows
- 8 A voice wherever courage flows.
- 9 I heard that voice one summer day,
- 10 As sunlight warmed the bright pathway.
- 11 A thousand voices settled low,
- 12 Then one strong voice began to grow.
- 13 It rolled like rivers through the crowd,
- 14 At first so calm, and then so proud.
- 15 It carried hope from row to row,
- 16 Like water helping gardens grow.

A Dream Can Grow - Continued 2

(Dr. Martin Luther King Jr.) • Part 2 of 3

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Listen for the craft the poet repeats and the picture it paints.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

- 17 Hope moved forward, strong and bright,
18 A little lantern filled with light.
19 From speaker's words to Mama's ear,
20 From Mama's heart to mine drew near.
- 21 I watched her listen, still and deep,
22 To promises our hearts could keep.
23 I watched the faces all around,
24 As hope seemed planted in the ground.
- 25 Then something happened deep in me;
26 The dream became what I could see.
27 It wasn't only words I'd heard,
28 It lived beyond each spoken word.
- 29 Carry it kindly, carry it far,
30 Carry it brightly like a star.
31 Carry it into school each day,
32 And let your choices light the way.

A Dream Can Grow - Continued 3

(Dr. Martin Luther King Jr.) • Part 3 of 3

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Listen for the craft the poet repeats and the picture it paints.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

- 33 Carry it when a child stands near,
34 But somehow feels alone with fear.
35 Carry it when a voice is small,
36 And make some room to hear its call.
- 37 A dream has neither feet nor shoes,
38 But we have paths that we can choose.
39 A dream has neither hands to give,
40 But through our hands a dream can live.
- 41 A dream has neither voice nor song,
42 Until our voices help along.
43 So speak with hope and walk with care,
44 And help the dream keep traveling there.
- 45 Hope moves onward, strong and true,
46 From older hearts to children new.
47 Sometimes a dream can cross the years,
48 Because we carry what we hear.

A Dream Can Grow - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T	“one summer day”	It fits because _____
R	“rise into the sky; carried hope from row to row; hope seemed planted in the ground”	It fits because _____
A	“finds the roads we choose; one strong voice began to grow; Carry it into school each day; make some room to hear its call”	It fits because _____
C	“A dream has neither feet nor shoes; A little lantern filled with light”	It fits because _____
K	“we carry what we hear”	It fits because _____
S	“sunlight warmed the bright pathway”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence because _____. You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

What Will You Give?

(President John F. Kennedy) • Part 1 of 3

AS YOU READ

Read the poem aloud first. Notice how the lines and stanzas are shaped (LEAVES: Lines & Layout). Use the DOT HABIT. TAP the TRACKS. Watch for artistic language (images, comparisons) and echo & sound (rhyme, rhythm, repetition).

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

- 1 No envelope came through the door,
- 2 No ribbon lay across the floor.
- 3 No stamp announced what it would be,
- 4 Yet an invitation traveled free.
- 5 It crossed the cold of winter air,
- 6 And reached the people gathered there.
- 7 A voice sent out a simple word:
- 8 To serve—and thousands stood and heard.
- 9 Do something good. Give what you can.
- 10 Reach out your heart. Extend your hand.
- 11 Don't wait for others to begin;
- 12 Look for a place where you fit in.
- 13 Grandpa stood among the crowd,
- 14 And heard the message spoken loud.
- 15 Not “Be important,” “Gain a name,”
- 16 Or “Work so others know your fame.”

What Will You Give? - Continued 2

(President John F. Kennedy) • Part 2 of 3

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Listen for the craft the poet repeats and the picture it paints.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

- 17 Instead the challenge seemed to say,
18 “Find how to serve somebody today.”
19 Participate, contribute, share;
20 Look all around and notice care.
- 21 Soon other hands would answer too,
22 And choose important work to do.
23 Young volunteers crossed seas so wide,
24 To work with communities side by side.
- 25 Some people taught, while others learned,
26 And through cooperation friendship burned.
27 They shared their talents, time, and skill,
28 But listened to another’s will.
- 29 Across new borders, roads, and lands,
30 The invitation changed more hands.
31 “Give something good. Learn something new.
32 Build something side by side with you.”

What Will You Give? - Continued 3

(President John F. Kennedy) • Part 3 of 3

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Listen for the craft the poet repeats and the picture it paints.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

33 The years moved on; the seasons flew,
34 And Grandpa's dark hair silver grew.
35 That winter morning slipped away,
36 But still its message lives today.

37 It crossed our little kitchen space,
38 Through Grandpa's words and smiling face.
39 He told the story; I sat still,
40 And wondered where I could fulfill.

41 I looked at hands that held my pen,
42 Then slowly looked at them again.
43 Could ordinary hands like these
44 Bring someone comfort, help, or ease?

45 They could pick litter from the ground,
46 Or welcome someone new in town.
47 They could collect or plant or share,
48 And show a lonely person care.

49 The invitation still rings true:
50 There always may be work to do.
51 Sometimes it starts not far away,
52 But three short desks from yours today.

53 So when I wonder where to start,
54 I'll look nearby and use my heart.
55 The invitation asks of me:
56 "What will your contribution be?"

What Will You Give? - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T	"the cold of winter air; The years moved on"	It fits because _____
R	"cooperation friendship burned; Bring someone comfort, help, or ease"	It fits because _____
A	"Find how to serve somebody today; Young volunteers crossed seas so wide; They shared their talents, time, and skill; welcome someone new in town"	It fits because _____
C	"an invitation traveled free; Grandpa stood among the crowd"	It fits because _____
K	"What will your contribution be"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence because _____. You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER: Longer Text, Deeper Thinking

Longer text = deeper thinking.

TEACHER SAYS

"We already know what these poems are about. This week that is an advantage. Because you do not have to spend all your energy figuring out the idea, you can look for something deeper: how the poet makes the idea stay with us. A poet uses artistic language - images, comparisons, and word choices - and sound - rhyme, rhythm, and repetition - to make an idea memorable."

THE POET'S CRAFT

Imagery paints a picture. Metaphor compares. Personification gives human qualities. Repetition and rhyme create sound. Ask always: Why did the poet use it?

STUDENT SUPPORT - Another Way to Show What You Know

Say what craft you notice before we reread both poems.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL: Artistic Language and Sound

A poet does not add craft for decoration.

A DREAM CAN GROW

Notice how the poet says a dream "has neither feet nor shoes, yet somehow finds the roads we choose." That is personification - giving a human quality to an idea. Notice hope pictured as a lantern of light, and hope "like water helping gardens grow."

WHAT WILL YOU GIVE?

Listen for craft here too - the opening picture of "No envelope came through the door," and the repeated calls to give and serve. What is repeated, and what does the repetition emphasize? How do rhyme and rhythm help the feeling?

EXIT TICKET

One image (word picture) I noticed is _____. One repeated word or line is _____. The poet used it to _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the line in the poem that shows the craft before you finish the sentence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Poetry Craft Lab

Match each Craft to an Example in the poems and to its Effect. Then explain why.

HOW TO PLAY

Pairs receive Craft Cards and Effect Cards. Find an example of each craft in the two poems, then match the craft to the effect it creates.

TEACHER SAYS

"Today I do not want you merely naming poetic devices. The more important question is: Why did the poet use it? If you tell me, 'This is repetition,' I will ask, 'So what?' Teach the response pattern: 'The poet uses ____ to emphasize, create, or show ____.'"

MODEL

"The poet uses the image of a lantern to show that hope gives light we can carry to others."

BONUS ROUND

The teacher reads a line; hold up the matching craft card.

- "A dream traveling without feet." (personification)
- "Hope as a lantern." (metaphor or symbol)
- "Carry it, carry it, carry it." (repetition)

STUDENT SUPPORT - Another Way to Show What You Know

No cards cut? Read each Craft Card aloud, point to the matching Effect Card, and record the same complete match on paper.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Before You Cut

Choose the cut-card path or the no-cut recording path.

SET UP

Place the Craft Cards and Effect Cards where your group can see them.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record the same complete matches.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

✂ CUT PAGE - Poetry Craft Lab: Craft Cards

Dashed lines mean CUT. Print, cut apart, and store in the Practice Pocket.

CRAFT CARDS - the eight poetic craft moves

CRAFT CARD imagery	CRAFT CARD metaphor	CRAFT CARD personification
CRAFT CARD repetition	CRAFT CARD rhyme	CRAFT CARD rhythm
CRAFT CARD purposeful word choice	CRAFT CARD symbol	

Poetry Craft Lab - Craft Card Backs

Use these backs to check the Craft Cards after your group commits.

Use these backs to check the Craft Cards after your group commits.

PCL POETRY CRAFT LAB Craft Card	PCL POETRY CRAFT LAB Craft Card	PCL POETRY CRAFT LAB Craft Card
PCL POETRY CRAFT LAB Craft Card	PCL POETRY CRAFT LAB Craft Card	PCL POETRY CRAFT LAB Craft Card
	PCL POETRY CRAFT LAB Craft Card	PCL POETRY CRAFT LAB Craft Card

✂ CUT PAGE - Poetry Craft Lab: Effect Cards

Dashed lines mean CUT. Print, cut apart, and store in the Practice Pocket.

EFFECT CARDS - what each craft move accomplishes

EFFECT CARD helps the reader picture something	EFFECT CARD compares one idea to another	EFFECT CARD gives a nonhuman idea human qualities
EFFECT CARD emphasizes an idea	EFFECT CARD creates sound	EFFECT CARD creates movement
EFFECT CARD strengthens emotion	EFFECT CARD represents a larger idea	

Poetry Craft Lab - Effect Card Backs (Self-Check)

Use these backs to check your match, then still explain why in your own words.

SELF-CHECK: Use these backs to check the Effect Card positions.

3 personification gives a nonhuman idea human qualities	2 metaphor compares one idea to another	1 imagery helps the reader picture something
6 rhythm creates movement	5 rhyme creates sound	4 repetition emphasizes an idea
	8 symbol represents a larger idea	7 purposeful word choice strengthens emotion

Poetry Craft Lab - Recording

Record at least four matches, an example from a poem, and why the poet used it.

CRAFT:

Effect:

Example from a poem:

"The poet uses ____ to ____":

CRAFT:

Effect:

Example from a poem:

"The poet uses ____ to ____":

Day 3 - DISCUSS

Craft is not decoration.

- Which poetic techniques were easiest to identify? Which were hardest?
- What happens when a poet repeats something?
- Why might a poet compare hope to a light or a seed rather than simply saying, "Hope is important"?

MY DISCUSSION NOTES

A craft move that helps me is _____ because _____.

A poet does not add craft for decoration because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Use: A poet uses ____ to emphasize, create, or show ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Compress an Idea Into Poetry

Use craft on purpose. Do not simply chop sentences into short lines.

WRITING TASK

Choose one idea - hope or service - and write two four-line rhyming stanzas about it.

REQUIRED

- one image (a word picture)
- one repetition (a word or line repeated on purpose)
- one metaphor or comparison
- clear emotion

POET'S CHECKLIST

- My stanzas are arranged in deliberate four-line groups.
- I included one image that helps the reader picture the idea.
- I repeated a word or line on purpose.
- I compared one thing to another (a metaphor or comparison).
- At least two lines in each stanza end with rhyming words (try your best).

STUDENT SUPPORT - Another Way to Show What You Know

Say your stanzas aloud, then listen for the craft you built in.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Stanza Planner

Plan your idea, image, repetition, and comparison before you draft.

MY IDEA (HOPE OR SERVICE)

My image (word picture):

My repeated word or line:

My metaphor or comparison:

STUDENT SUPPORT - Another Way to Show What You Know

Point to each part. You still choose the exact words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Two Stanzas - Draft Space

Write your two four-line rhyming stanzas.

DRAFTING FOCUS

Use LEAVES A + E: one image, one repetition, one comparison, and rhyme where you can.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the right side and a slight shadow on the left edge, suggesting it's part of a bound notebook. There is no handwriting or other markings on the page.

Day 4 - AWARD Yourself: The Craft Ladder

What craft can I control?

CRAFT LADDER

Rate yourself on each: I can teach it / I can do it / I am developing it / This is my target.

- I can identify artistic language (image, comparison, personification).
- I can explain what the artistic language accomplishes.
- I can create purposeful repetition.
- I can create rhyme or rhythm.
- I can write a poem whose craft matches my idea.

MY AWARD

I award myself for the craft move _____, and the evidence in my poem is _____.

MOVE YOUR THINKING



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EXTEND

Day 4 - TARGET Your Next Move

Strong writers identify the one craft change that will improve the poem most.

My target is to make _____ stronger. I will do this by _____.

Something this module makes me wonder about is _____.

REMEMBER

Strong writers do not revise everything at once. They identify the one craft change that will improve the poem most - then they make it.

Ready to Stretch? Take Your Thinking Further!

Find the line where your craft is strongest and star it. Then find one place you could strengthen.

Day 5 - EDUCATE / EXPLAIN: Craft Expert

Turn your partner into an expert in ninety seconds.

TURN-AND-TEACH

You are assigned one craft: imagery, metaphor, personification, repetition, rhyme, rhythm, symbol, or purposeful word choice. Prepare a definition in your own words, an example from one of the poems, and an explanation of its effect.

TEACHER SAYS

"You have ninety seconds to turn your partner into an expert. Afterward, partners teach the idea back. If your partner can teach it back accurately, you succeeded as a teacher."

SENTENCE STEMS

"My craft is _____. " • "An example from the poem is _____. " • "The poet uses it to _____."

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, then explain in your own words why the craft works.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Tiny Tracks

Teach, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

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EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Explain why craft is not decoration - it is how a poet makes an idea stay with a reader.

MY THINKING NOW

Answer the module question again.

How can a poet use artistic language and sound to make an important idea stay with the reader?

WHAT CHANGED?

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Check the Learning

Show what you know three ways.

VERBAL - Fist to Five

How sure are you that you can explain why a poet uses repetition or a comparison?

VISUAL / PHYSICAL - Craft to Effect

Match a craft card to the effect it creates, then explain one match aloud.

WRITTEN - One-Line Response

Write one line completing "The poet uses ____ to ____" using a line from a poem.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one of the three ways to show your learning, then point to the proof.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Circle the craft move you used best. Write your favorite craft choice and the exact words in your poem that prove it works.

TARGET

Choose one next step: sharpen an image or comparison, make repetition purposeful, or strengthen rhyme or rhythm. You may instead write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain why the poet or you used the craft move and what effect it creates.

Study Three Craft Exemplars

Notice how a poem grows from naming an idea into purposeful craft.

PROMPT

Choose one idea - hope or service - and write two four-line rhyming stanzas that include one image, one repetition, one comparison, and clear emotion.

LOW

"Hope is good. I like hope. Helping is nice. Be nice to people. The end."

The response names an idea, but it has no stanzas, image, repetition, or comparison. What should be added?

MEDIUM

"Hope can grow, hope can grow, / Like a little seed we sow. / Helping hands can help it, too, / Kind and gentle, strong and true. / We can share it every day, / We can share it on our way. / Hope will grow if we are kind, / A brighter world is what we'll find."

The craft is purposeful. Which ending could become a sharper image?

HIGH

"A dream is a lantern, a lantern of light, / Carried by hands through the dark of the night. / Carry it, carry it, pass it along, / A small steady flame growing braver and strong. / Hope has no feet, yet it travels so far, / From one caring hand to a hope-lighted star. / Carry it, carry it, help the flame grow, / And light up the path for the ones we don't know."

Notice the controlling metaphor, vivid images, repetition, rhyme, and clear emotion.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the image, comparison, repetition, or sound that supports the level you chose.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Writing Opportunity

Plan and draft your own poem using image, repetition, and comparison.

WRITING PROMPT

Write a short poem (two or three four-line stanzas) about hope or service that uses at least one image, one repetition, and one comparison on purpose.

PLANNING GUIDE

Step 1: The Idea	Name the one feeling or idea your poem will make memorable.
Step 2: The Image and Comparison	Plan one picture and one comparison for that idea.
Step 3: The Sound	Choose a word or line to repeat, and plan your rhymes.

STUDENT SUPPORT - Another Way to Show What You Know

Choose your idea first. You still choose the words that paint the picture.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Poem

Name your idea, image, comparison, and sound before you draft.

MY IDEA

MY IMAGE AND COMPARISON

MY REPEATED WORD OR LINE, AND MY RHYMES

STUDENT SUPPORT - Another Way to Show What You Know

Read your plan aloud and listen for the craft you built in.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Poem Draft

Use craft on purpose - do not simply chop sentences into short lines.

DRAFTING FOCUS

Use LEAVES A + E: one image, one repetition, one comparison, and rhyme where you can.

[illegible]

Revise, Edit, and Share

Strengthen your craft and check conventions.

REVISE

Read your poem aloud. Strengthen one image or comparison so the picture is clearer.

EDIT

Check that your repeated words are spelled the same each time and that lines end the way you intended.

SHARE

Read your poem to a partner. Your partner names one craft move and explains its effect.

STUDENT SUPPORT - Another Way to Show What You Know

Read one line aloud and ask a partner what craft move they hear before you finish revising.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Proof of Transfer

Point to the page that proves you can do this on your own.

PROOF OF TRANSFER

I knew I could use craft on purpose, not for decoration, because on page _____ I

READY TO STRETCH? - Two Ways to Say It

Rewrite one line two ways, then add a symbol.

TWO REWRITES

Take one line from a poem and rewrite it two ways - once with a fresh image and once with a new comparison - then explain which is stronger and why.

ADD REPETITION

Find a place where the poet could have used repetition but did not. Add it, and explain what the repetition would emphasize.

CHALLENGE: ADD A SYMBOL

Write a third stanza that uses a symbol (an object that stands for a larger idea) and explain what it represents.

MOVE YOUR THINKING



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Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 3 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 3 CLOSING IDEA

Poets make an idea memorable through images, comparisons, repetition, rhythm, and carefully chosen words. The craft is not decoration - it is how the idea stays with us.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 3, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I make my idea stay with my reader?

My Answer

I use pictures (images), comparisons, repeating words, and rhythm so my idea sticks - these poem tools are not just for show, they are how my idea stays with my reader.

STUDENT SUPPORT - Another Way to Show What You Know

Start with a poem tool: I used ____, which makes my reader ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 7



M O D U L E

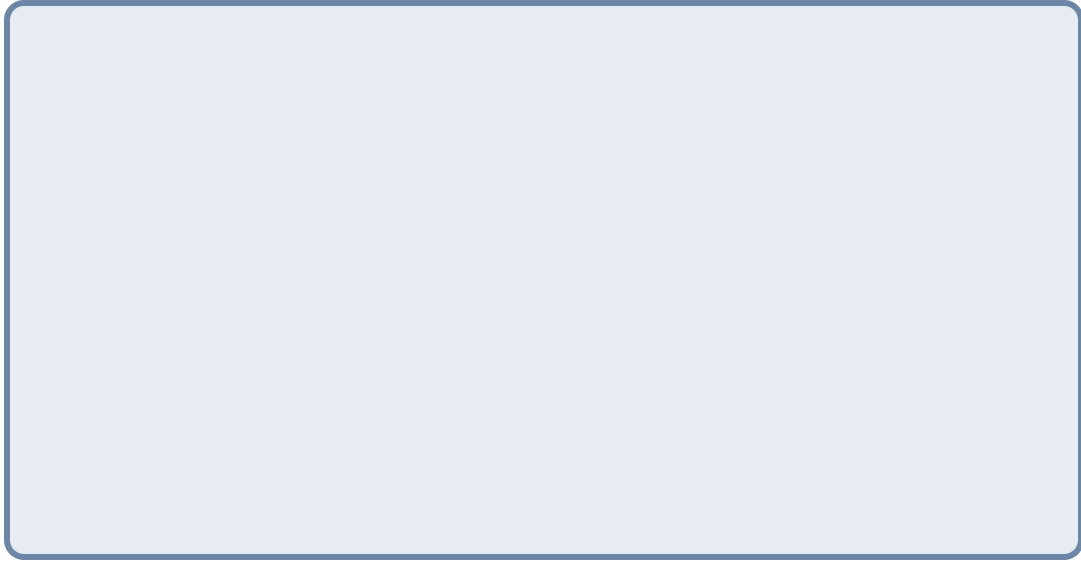


Meaning and Significance

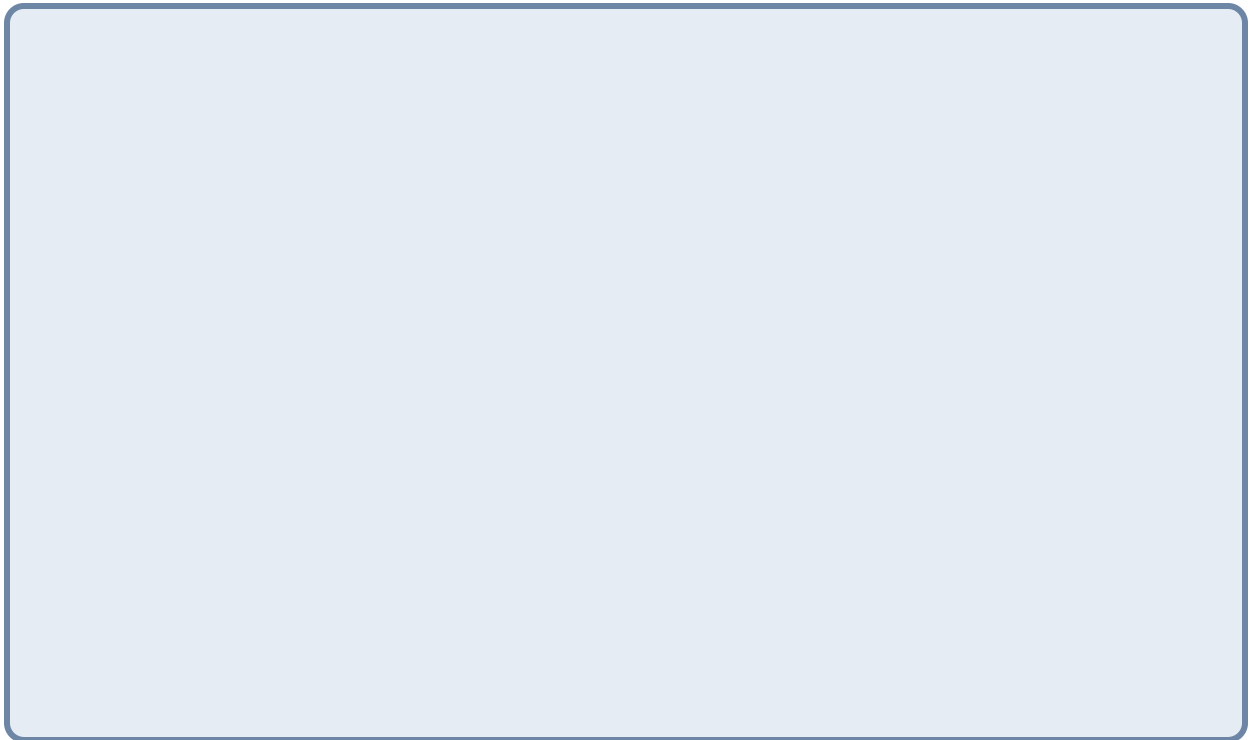
Bringing All of LEAVES Together



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

A poet uses every tool at once to turn an experience into something meaningful.

WHY THIS MODULE MATTERS

This is the capstone of our poetry cluster. You meet the longest, richest versions of the two poems and bring together all six LEAVES elements - Lines and Layout, Emotion and Experience, Artistic Language, Voice, Echo and Sound, and Significance. You do not just read for one feature; you read - and write - the way a poet works, choosing lines, images, voice, and sound to make an idea worth carrying away. The week ends by answering our cluster's big question.

Essential Question

How do I turn my experience into a poem that matters to my reader?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages on ODD pages)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning

Read the official TEKS and how a student can say the same standard.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

TEKS 12(B) - Official Standard

compose informational texts, including poetry, using genre characteristics and craft

HOW I SAY THE STANDARD!

I can write a poem using the parts a poem needs.

TEKS 10(D) - Official Standard

describe how the author's use of language contributes to meaning

HOW I SAY THE STANDARD!

I can explain how a poet's word choices help me understand and feel the poem.

TEKS 8(A) - Official Standard

infer the theme of a work, distinguishing theme from topic

HOW I SAY THE STANDARD!

I can tell the big idea of a poem, not just what it is about.

The ELPS I Am Learning

Read the official ELPS breakout and how a student can say the same standard.

ELPS 2(E) - Official Standard

use comprehensible language to explain information orally with increasing specificity and detail

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 3(E) - Official Standard

share information in cooperative learning interactions

HOW I SAY THE STANDARD!

I can share my thinking with my group.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use this week's poetry words in my writing.

ELPS 4(F)(i) - Official Standard

write to narrate, describe, explain, respond, or persuade with detail in the content areas

HOW I SAY THE STANDARD!

I can explain with detail in my writing.

My Module 4 Learning Launchpad

Read the destination, then choose how you will show up.

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.

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 that uses lines, emotion, artistic language, voice, sound, and significance.
- answer the cluster's overarching question with evidence from the poems.

LEARNING DESTINATION

I will bring together all six LEAVES elements to read the richest versions of the two poems and to write an original poem that turns an idea into something meaningful for a reader.

MY LAUNCHPAD PROMISE

The LEAVES element I want to grow strongest in is _____ because

My Module 4 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Identify each of the six LEAVES elements	a lot / a little / new	a lot / a little / new	a lot / a little / new
Gather evidence at the LEAVES Evidence Quest stations	a lot / a little / new	a lot / a little / new	a lot / a little / new
State a poem's significance in my own words	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write an original full-LEAVES poem	a lot / a little / new	a lot / a little / new	a lot / a little / new
Teach my poem in the Poet Teach-Out	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

carry

Say it: KAIR-ee

What it means: to hold and keep something

Try the frame: I will carry ____ from this poem.

choose

Say it: CHOOZ

What it means: to pick on purpose

Try the frame: The poet chose ____ to show ____.

idea

Say it: eye-DEE-uh

What it means: a thought a poem communicates

Try the frame: The big idea is ____.

matter

Say it: MAT-er

What it means: to be important

Try the frame: This poem matters because ____.

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

meaning

Say it: MEE-ning

What it means: what a poem is really about

Try the frame: The meaning of this poem is ____.

serve

Say it: SURV

What it means: to help others and the community

Try the frame: The poem shows serving when ____.

share

Say it: SHAIR

What it means: to give or pass something to others

Try the frame: A dream can grow when we share ____.

whole

Say it: HOHL

What it means: all the parts together

Try the frame: The whole poem shows ____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

imagery

Say it: IM-ij-ree

What it means: words that help the reader picture something

Try the frame: The imagery here makes me see ____.

perspective

Say it: per-SPEK-tiv

What it means: the point of view of the speaker

Try the frame: From this perspective, ____.

purposeful

Say it: PUR-puhs-ful

What it means: done on purpose, for a reason

Try the frame: The poet's purposeful choice was ____.

reflect

Say it: rih-FLEKT

What it means: to think carefully about meaning

Try the frame: The poem makes me reflect on ____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

significance

Say it: sig-NIF-i-kuhns

What it means: why the poem matters and what to carry away

Try the frame: The significance of this poem is ____.

synthesize

Say it: SIN-thuh-syz

What it means: to bring many parts together into one whole

Try the frame: I synthesize the elements by ____.

theme

Say it: THEEM

What it means: the big idea a poem communicates

Try the frame: The theme of this poem is ____.

voice

Say it: VOYS

What it means: who seems to be speaking in a poem

Try the frame: The voice in this poem sounds ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

citizen

Say it: SIT-uh-zuhn

What it means: a member of a community or country

Try the frame: A citizen can help by ____.

community

Say it: kuh-MYOO-nuh-tee

What it means: a group of people who live or work together

Try the frame: I can help my community by ____.

contribution

Say it: kon-truh-BYOO-shun

What it means: something helpful a person gives

Try the frame: My contribution can be ____.

dream

Say it: DREEM

What it means: a hope or goal for a better future

Try the frame: Dr. King's dream was ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

generation

Say it: jen-uh-RAY-shun

What it means: people living during the same time

Try the frame: A dream can cross from one generation to ____.

inspire

Say it: in-SPYR

What it means: to fill someone with the urge to do something good

Try the frame: The poem inspires me to ____.

legacy

Say it: LEG-uh-see

What it means: something handed down from the past

Try the frame: Dr. King's legacy is ____.

service

Say it: SUR-vis

What it means: helping others and the community

Try the frame: Service means ____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O - Discover	Discover the meaning of the word as we learn together through our lessons.
T - Drop	Go back and erase the dot above the word once you know its meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

LEAVES - The Complete Poetry Path

This month we learned each element in turn. Now LEAVES becomes complete.

Letter	Element	What to Notice
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?

MODULE 4 FOCUS: ALL SIX, ESPECIALLY SIGNIFICANCE

Now LEAVES becomes complete - all six elements working together, with special attention to Significance.

STUDENT SUPPORT - Another Way to Show What You Know

Read one stanza aloud and name as many LEAVES elements as you can find working together.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Mentor Moves - Significance (S)

Significance is the point of the whole cluster.

MORE THAN THE TOPIC

Significance is more than the topic. It asks: Why should a reader care, and what should they carry away? In "A Dream Can Grow," the poem asks each new generation, "What will you carry? What will you do?" In "What Will You Give?", the poem turns a famous call to serve into a personal question a child can answer.

MEANING THAT LASTS

The form changes and the tools change, but meaningful writing always gives the reader something worth carrying away. This week you read for all six elements and write a poem that does the same.

Ready to Stretch? Take Your Thinking Further!

Compare the significance of both poems. What do they carry away that is the same? What is different?

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will bring together all six LEAVES elements to read the richest versions of the two poems and to write an original poem that turns an idea into something meaningful for a reader.

SUCCESS CRITERIA

- I can identify all six LEAVES elements in each poem and point to the words.
- I can state each poem's significance clearly.
- My original poem uses lines and layout, emotion, artistic language, voice, sound, and a clear significance.
- I can answer the cluster's overarching question with a reason.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

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

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and straight edges on the right. It appears to be a standard notebook page.

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible
EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

A Dream Can Grow

(Dr. Martin Luther King Jr.) • Part 1 of 4

AS YOU READ

This is the Very-High-stamina version - the longest and richest of the cluster. Read the poem aloud first. Do not mistake longer for simply harder; the poem is longer because there is more thinking available to us. Use the DOT HABIT. TAP the TRACKS. Watch for all six LEAVES elements working together.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

- 1 I used to think that dreams came late,
- 2 When nighttime closed the garden gate.
- 3 They filled our minds while we were still,
- 4 Then disappeared beyond the hill.
- 5 But underneath an August sky,
- 6 I learned some dreams will never die.
- 7 With Mama's hand wrapped tight in mine,
- 8 I saw a different dream begin to shine.
- 9 Around us thousands filled the space,
- 10 Each person with a hopeful face.
- 11 Their different footsteps found one place,
- 12 Their many stories shared one space.
- 13 The crowd grew quiet, row by row,
- 14 As one strong voice began to flow.
- 15 Across the steps and shining pool,
- 16 Its steady rhythm stayed strong and cool.
- 17 The words moved over heads that day,
- 18 Like summer wind that finds its way.
- 19 They crossed the crowd from near to far,
- 20 Like rays that travel from a star.
- 21 I did not understand each phrase;
- 22 Some words felt like a winding maze.
- 23 I was a child, still learning how
- 24 The past could meet the future now.

A Dream Can Grow - Continued

(Dr. Martin Luther King Jr.) • Part 2 of 4

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Notice how Lines and Layout, Emotion, Artistic Language, Voice, Echo and Sound, and Significance keep working together.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

25 But I understood the word called hope,
26 A steady thread, a shining rope.
27 I understood that children too
28 Could dream of what the world might do.

29 I understood my mama's tears,
30 Her hopes that traveled through the years.
31 "I want this dream for you," she said,
32 And those few words stayed in my head.

33 The future once had seemed to me
34 A place that someday I would see.
35 But now I knew each choice we make
36 Can help decide the path we take.

37 One thoughtful word, one caring deed,
38 Can sometimes be a tiny seed.
39 And seeds, when given sun and rain,
40 Can rise from ordinary plain.

41 The dream traveled. The dream grew.
42 It moved from him to me and you.
43 From microphone to listening ear,
44 It crossed the distance year by year.

45 It traveled home through stories told,
46 Through younger hearts and people old.
47 It entered classrooms, homes, and streets,
48 And lived wherever kindness meets.

A Dream Can Grow - Continued

(Dr. Martin Luther King Jr.) • Part 3 of 4

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Notice how Lines and Layout, Emotion, Artistic Language, Voice, Echo and Sound, and Significance keep working together.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

49 It travels when we make some room
50 For someone waiting near the room.
51 It travels when we choose to hear
52 A softer voice that others fear.
53 A dream can be a planted seed
54 That grows through every caring deed.
55 But seeds need soil, rain, and light,
56 Just as our dreams need what is right.
57 A dream can be a lantern bright,
58 That helps us find our way at night.
59 But someone's hands must hold it high,
60 And guard its flame beneath the sky.
61 A dream can be a song we know,
62 Whose melody continues so.
63 One voice may start the opening tune,
64 Then many voices join it soon.
65 The dream traveled. The dream travels still.
66 It crosses every road and hill.
67 It asks each generation new,
68 "What will you carry? What will you do?"
69 That afternoon I thought I'd see
70 A moment made for history.
71 I didn't know that history
72 Would quietly ask something of me.

A Dream Can Grow - Continued

(Dr. Martin Luther King Jr.) • Part 4 of 4

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Notice how Lines and Layout, Emotion, Artistic Language, Voice, Echo and Sound, and Significance keep working together.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

73 “Carry this hope. Protect its light.
74 Add your own voice for what is right.
75 Choose kindness when the choice is yours.
76 Help open someone's waiting doors.”
77 The little child I was that day
78 Has grown and changed along the way.
79 Yet still I feel the summer sun,
80 And hear the words when day is done.
81 I hear the crowd grow calm once more,
82 I see the water near the shore.
83 I feel my mama's hand in mine,
84 And see that hopeful lantern shine.
85 If someone asks where dreams can go,
86 I think by now I surely know.
87 They travel farther when we share,
88 And grow through ordinary care.
89 They live not only in a speech,
90 But in the lives that speeches reach.
91 They travel through the things we do,
92 From one old dream to something new.
93 And now, although the years move on,
94 The dream has never truly gone.
95 For while we choose to carry through,
96 The dream still travels—me to you.

A Dream Can Grow - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
R	“one strong voice began to flow; I understood my mama's tears; The dream traveled. The dream grew; The dream still travels”	It fits because _____
A	“The crowd grew quiet, row by row; One thoughtful word, one caring deed”	It fits because _____
C	“I used to think that dreams came late; With Mama's hand wrapped tight in mine; I understood the word called hope”	It fits because _____
K	“each choice we make; What will you carry? What will you do?”	It fits because _____
S	“underneath an August sky”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence because _____. You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

What Will You Give?

(President John F. Kennedy) • Part 1 of 6

AS YOU READ

This is the Very-High-stamina version - the longest and richest of the cluster. Read the poem aloud first. Do not mistake longer for simply harder; the poem is longer because there is more thinking available to us. Use the DOT HABIT. TAP the TRACKS. Watch for all six LEAVES elements working together.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

- 1 Grandpa keeps history tucked away,
- 2 Inside the stories he can say.
- 3 Not under glass, not locked from sight,
- 4 But held in memories warm and bright.
- 5 One memory starts with winter snow,
- 6 With frozen streets and winds that blow.
- 7 A waiting crowd, a morning chill,
- 8 A nation's capital standing still.
- 9 A president prepared to speak,
- 10 While thousands listened, strong and meek.
- 11 Grandpa remembers words that day,
- 12 But more, the question they seemed to say.
- 13 Not only, "What can come to me?"
- 14 But, "What can my contribution be?"
- 15 Not only, "What am I receiving?"
- 16 But, "How can service show believing?"
- 17 Give time when time is what they need.
- 18 Give effort through a thoughtful deed.
- 19 Give talent, patience, heart, and care;
- 20 Give something useful you can share.
- 21 Give hands to work that should be done.
- 22 Give encouragement to someone.
- 23 Give thought to problems you can mend,
- 24 And give your listening to a friend.

What Will You Give? - Continued

(President John F. Kennedy) • Part 2 of 6

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Notice how Lines and Layout, Emotion, Artistic Language, Voice, Echo and Sound, and Significance keep working together.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

- 25 Grandpa says words can travel far,
26 Like light that leaves a distant star.
27 Once people hear and choose to move,
28 Their actions help the message prove.
- 29 The challenge left that winter place,
30 And traveled on at steady pace.
31 Into communities it sped,
32 Through helping hands and hearts it led.
- 33 Serve, said the memory passing through.
34 Serve, through the useful things you do.
35 Serve, when another needs your hand.
36 Serve, where you live or in another land.
- 37 The Peace Corps carried service wide,
38 Across the oceans' changing tide.
39 Young volunteers went forth to share,
40 But also learned from people there.
- 41 They entered classrooms, farms, and towns,
42 Across new roads and unfamiliar grounds.
43 They brought their knowledge, work, and skill,
44 But listened first to others' will.
- 45 For service should not proudly say,
46 "I know what's best; now step away."
47 True service stands beside a friend,
48 And asks how both can reach the end.

What Will You Give? - Continued

(President John F. Kennedy) • Part 3 of 6

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Notice how Lines and Layout, Emotion, Artistic Language, Voice, Echo and Sound, and Significance keep working together.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

49 It says, "You matter. I can see.
50 Perhaps you also can teach me."
51 It builds a bridge from shore to shore,
52 Where each side gives and learns some more.

53 Grandpa says bridges work both ways;
54 That's why their strength can last for days.
55 One side may teach, one side may learn,
56 Then both can give when roles return.

57 The years rolled onward, fast and free;
58 The young man Grandpa used to be
59 Became the man across from me,
60 Still holding pieces of history.

61 The microphone was far away.
62 No crowd surrounded us that day.
63 Just Grandpa, me, my notebook there,
64 And afternoon light in the air.

65 Yet somehow through that quiet room,
66 The old invitation seemed to bloom.
67 It crossed the table, warm and clear,
68 And landed somewhere very near.

69 What will you give? the question said.
70 It seemed to circle in my head.
71 I looked at hands that held my pen,
72 Then looked at both of them again.

What Will You Give? - Continued

(President John F. Kennedy) • Part 4 of 6

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Notice how Lines and Layout, Emotion, Artistic Language, Voice, Echo and Sound, and Significance keep working together.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

73 These are not hands the world would know;
74 No cameras follow where they go.
75 They're ordinary, young and small,
76 And sometimes drop my bouncing ball.

77 They sharpen pencils, carry books,
78 Turn pages filled with tales and looks.
79 They tie my shoes and pack my things,
80 And reach for cookies Grandma brings.

81 Grandpa laughed when I told him so,
82 But then he said, "You ought to know:
83 The world is often helped each day
84 By ordinary hands that find a way."

85 My hands can gather, plant, and clean.
86 They can help keep our schoolyard green.
87 They can lift boxes, books, or chairs,
88 And lighten someone else's cares.

89 They can pull out an empty seat,
90 And welcome someone I might meet.
91 They can collect what others need,
92 And turn good thoughts into a deed.

93 They can help younger readers grow,
94 By sharing words that I now know.
95 They can transform a thought one day—
96 "Someone should help"—to "I'll find a way."

What Will You Give? - Continued

(President John F. Kennedy) • Part 5 of 6

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Notice how Lines and Layout, Emotion, Artistic Language, Voice, Echo and Sound, and Significance keep working together.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

97 Perhaps that's how communities grow,
98 Not through one giant act we show,
99 But many people choosing to
100 Find one worthwhile and helpful thing to do.

101 A country feels enormous still,
102 With every city, road, and hill.
103 A child seems tiny next to all,
104 One little voice can feel so small.

105 But Grandpa helped me understand
106 A country isn't only land.
107 It's neighborhoods and people too,
108 And what those people choose to do.

109 A neighborhood is people near,
110 Who share their work from year to year.
111 And every person gets to choose
112 The kind of hands and heart they'll use.

113 The question then seems close to me,
114 No longer huge or hard to see:
115 Who needs some help? Where can I start?
116 What can I offer from my heart?

117 The famous speech has long been done.
118 The winter snow has met the sun.
119 The waiting crowd went home that day,
120 Yet powerful questions sometimes stay.

What Will You Give? - Continued

(President John F. Kennedy) • Part 6 of 6

AS YOU CONTINUE READING

Keep the line numbers in mind, dot unfamiliar words, and mark exact TRACKS evidence. Notice how Lines and Layout, Emotion, Artistic Language, Voice, Echo and Sound, and Significance keep working together.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

121 They travel farther than we know,
122 From voice to voice as years may go.
123 From president to citizen,
124 Then grandfather to child again.

125 One day perhaps I'll tell someone
126 About the question that begun
127 Before I ever came to be,
128 Yet found its way somehow to me.

129 Today I have a voice and hands,
130 A little time and simple plans.
131 I have some choices I can make,
132 And helpful actions I can take.

133 So first, before I wait to see
134 What everyone will do for me,
135 I'll look around and choose to live
136 By asking this: What will I give?

137 And once I know where I can start,
138 I'll use my hands, my time, my heart.
139 For service grows when we begin—
140 We change the world by helping in.

What Will You Give? - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
R	"True service stands beside a friend; We change the world by helping in"	It fits because _____
A	"Give time when time is what they need; Give hands to work that should be done; The Peace Corps carried service wide; They can help keep our schoolyard green; What will I give"	It fits because _____
C	"Grandpa keeps history tucked away; A president prepared to speak"	It fits because _____
K	"What can my contribution be; A country isn't only land"	It fits because _____
S	"With frozen streets and winds that blow"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence because _____. You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER: The Same Poems, Greatest Depth

The same poems - greatest depth.

TEACHER SAYS

"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."

FULL LEAVES

L - E - A - V - E - S. Question: Why should a reader care?

STUDENT SUPPORT - Another Way to Show What You Know

Say what you expect to notice this time that you have not noticed before.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL: All Six LEAVES Elements

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

A DREAM CAN GROW

Lines and Layout: Why four-line stanzas? Emotion and Experience: what is felt across the whole poem? Artistic Language: what images and comparisons carry meaning (the August sky, hope like a seed or lantern)? Voice: who speaks - the child then, or the grown-up remembering now? Echo and Sound: what do repetition, rhyme, and rhythm accomplish? Significance: what should we carry beyond the final line?

WHAT WILL YOU GIVE?

Do the same, noticing the granddaughter's voice, the images of winter and helping hands, and the significance of a personal call to serve.

EXIT TICKET

One LEAVES element I can find in "A Dream Can Grow" is _____. One LEAVES element I can find in "What Will You Give?" is _____. The significance - what I carry away - is _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the exact words before you finish the sentence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

LEAVES Evidence Quest

Work in teams of 3-4 and move through six stations, one for each LEAVES element. At each station, find the evidence, then explain it.

HOW TO PLAY

At each Station Card, sort the matching Evidence Cards to it. Evidence without explanation is unfinished thinking - at every station, ask: What do we know? What proves it? Why does it matter?

GAME SCORING

Teams earn up to 3 points per station: 1 point for an accurate answer, 1 point for textual evidence from a poem, 1 point for a clear explanation.

TEACHER SAYS

"Today your team must prove that you can use all six elements together. Do not race from station to station. Your goal is to leave evidence of strong thinking behind you."

STUDENT SUPPORT - Another Way to Show What You Know

No cards cut? Read each Evidence Card aloud in order, name the matching Station letter, and record the same complete match on paper.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Before You Cut

Choose the cut-card path or the no-cut recording path.

SET UP

Place the Station Cards and Evidence Cards where your group can see them.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record the same complete matches.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

✂ CUT PAGE - LEAVES Evidence Quest Station Cards

Dashed lines mean CUT. Print, cut apart, and store in the Practice Pocket.

STATION CARDS - the six LEAVES elements

STATION 1 L - Lines and Layout How has the poet arranged words, lines, and stanzas?	STATION 2 E - Emotion and Experience What experience or emotion is being communicated?	STATION 3 A - Artistic Language What imagery, metaphor, symbolism, comparison, or purposeful language creates meaning?
STATION 4 V - Voice Who seems to be speaking, and how does that perspective influence the poem?	STATION 5 E - Echo and Sound How do rhyme, rhythm, repetition, repeated phrases, and sounds strengthen the poem?	STATION 6 S - Significance Why does the poem matter? What larger idea should the reader carry away?

LEAVES Evidence Quest - Station Card Backs

Use these backs to check the Station Cards after your group commits.

Use these backs to check the Station Cards after your group commits.

LQ LEAVES QUEST Station Card	LQ LEAVES QUEST Station Card	LQ LEAVES QUEST Station Card
LQ LEAVES QUEST Station Card	LQ LEAVES QUEST Station Card	LQ LEAVES QUEST Station Card

✂ CUT PAGE - LEAVES Evidence Quest Evidence Cards

Dashed lines mean CUT. Print, cut apart, and store in the Practice Pocket.

EVIDENCE CARDS - lines from the two poems

EVIDENCE CARD 1 “I used to think that dreams came late, / When nighttime closed the garden gate, / They filled our minds while we were still, / Then disappeared beyond the hill.”	EVIDENCE CARD 2 “Grandpa keeps history tucked away, / Inside the stories he can say. / Not under glass, not locked from sight, / But held in memories warm and bright.”	EVIDENCE CARD 3 “I understood my mama's tears, / Her hopes that traveled through the years.”
EVIDENCE CARD 4 “I looked at hands that held my pen, / Then looked at both of them again.”	EVIDENCE CARD 5 “A dream can be a lantern bright, / That helps us find our way at night.”	EVIDENCE CARD 6 “Yet somehow through that quiet room, / The old invitation seemed to bloom.”
EVIDENCE CARD 7 “The little child I was that day / Has grown and changed along the way.”	EVIDENCE CARD 8 “Just Grandpa, me, my notebook there, / And afternoon light in the air.”	EVIDENCE CARD 9 “The dream traveled. The dream grew.”
EVIDENCE CARD 10 “Serve, said the memory passing through. / Serve, through the useful things you do.”	EVIDENCE CARD 11 “It asks each generation new, / ‘What will you carry? What will you do?’”	EVIDENCE CARD 12 “For service grows when we begin— / We change the world by helping in.”

LEAVES Evidence Quest - Evidence Card Backs (Self-Check)

Use these backs to check your match, not to skip your reason.

SELF-CHECK: Use these backs to check the Evidence Card positions.

3 E - Emotion and Experience the child's hope and Mama's tears	2 L - Lines and Layout four-line stanzas and deliberate line breaks that pace the reading	1 L - Lines and Layout four-line stanzas and deliberate line breaks that pace the reading
6 A - Artistic Language the unseen invitation	5 A - Artistic Language hope as a lantern	4 E - Emotion and Experience the granddaughter's wonder about her own hands
9 E - Echo and Sound "The dream traveled" and paired rhymes with a steady beat	8 V - Voice the granddaughter hearing Grandpa's memory	7 V - Voice the child at the march, grown and remembering
12 S - Significance a famous call to serve becomes a personal question a child can answer	11 S - Significance hope is passed on, and each new person - even a child - can choose to carry it	10 E - Echo and Sound "Serve," repeated at the start of each line

LEAVES Evidence Quest - Recording

Record at least four station matches with a reason for each.

EVIDENCE CARD:

Station (LEAVES element):

Why it fits:

EVIDENCE CARD:

Station (LEAVES element):

Why it fits:

EVIDENCE CARD:

Station (LEAVES element):

Why it fits:

Day 3 - DISCUSS: What Significance Really Means

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

- 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 of the poems?

MY DISCUSSION NOTES

This poem's significance is _____.

I know because _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Write a Full-LEAVES Poem

Take one meaningful idea and turn it into a poem, using every LEAVES tool on purpose.

WRITING TASK

Choose one idea - hope, helping, service, friendship, inclusion, community, responsibility, or making a positive difference. Write a rhyming poem of at least three four-line stanzas.

REQUIRED (ALL SIX LEAVES ELEMENTS)

- Lines and Layout: deliberate four-line stanzas
- Emotion and Experience: a clear, honest feeling
- Artistic Language: at least one image and one comparison
- Voice: a clear, consistent speaker
- Echo and Sound: rhyme, rhythm, or purposeful repetition
- Significance: an ending that shows why the idea matters

TEACHER SAYS

"Your poem should make every word work harder. When you finish, a reader should be able to say what you want them to carry away."

STUDENT SUPPORT - Another Way to Show What You Know

Say your poem aloud first. Keep one voice from the first line to the last.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Poem Planner

Plan each LEAVES element before you draft.

MY IDEA AND SPEAKER

My image and comparison (Artistic Language):

My repeated word or line and rhymes (Echo and Sound):

My significance - the "carry away" idea my poem will build toward:

STUDENT SUPPORT - Another Way to Show What You Know

Point to each part. You still choose the exact words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Poem - Draft Space

Write your full-LEAVES poem: at least three four-line stanzas.

DRAFTING FOCUS

Use all six LEAVES elements: deliberate lines, honest emotion, artistic language, a clear voice, purposeful sound, and a stated significance.

[illegible]

Day 4 - AWARD Yourself: Full-LEAVES Self-Assessment

Award yourself with evidence. Mark where each LEAVES element appears in your own poem.

MARK EVIDENCE IN YOUR POEM FOR

- L - purposeful lines and four-line stanzas
- E - a clear emotion or experience
- A - artistic language (an image or comparison)
- V - a clear, consistent voice
- E - rhyme, rhythm, or repetition
- S - a significance the reader can carry away

AWARD SENTENCE

I am especially proud of _____ because _____.

Day 4 - TARGET Your Next Move

Target yourself with precision. Strong writers identify the one change that will create the greatest improvement, then revise.

TARGET SENTENCE

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

CURIOSITY

Something this cluster makes me wonder about is _____.

Ready to Stretch? Take Your Thinking Further!

An award says: Look how far I have come. A target says: Look where I am ready to go.

Day 5 - EDUCATE / EXPLAIN: Poet Teach-Out

Teach your own poem to a partner.

POET TEACH-OUT

Bring your original poem. Partners take turns as the poet and the listener.

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..."

THE LISTENER

Asks: "What do you want a reader to carry away?" Then names one LEAVES element they noticed and its effect.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, then explain in your own words why your poem matters.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Final Cluster Closure

Answer the cluster's overarching question.

CLUSTER OVERARCHING QUESTION

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

FINAL TURN-AND-TEACH

"One thing I now understand about poetry is..." • "One idea from this cluster that I will carry with me is..."

Day 5 - Tiny Tracks

Teach, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Explain why bringing all six LEAVES elements together helps a poem matter more.

MY THINKING NOW

Answer the module question again.

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

WHAT CHANGED?

MOVE YOUR THINKING



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CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

Show what you know three ways.

VERBAL - Fist to Five

How sure are you that you can name all six LEAVES elements?

VISUAL / PHYSICAL - Evidence Quest

Place evidence at the LEAVES station it best shows and explain one placement aloud.

WRITTEN - One-Line Response

Write one line completing "This poem matters because ____" for one of the poems.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one of the three ways to show your learning, then point to the proof.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Mark where each LEAVES element appears in your poem. Write the part you are most proud of and explain why it helps your reader carry away the idea.

TARGET

Choose one next step: make one LEAVES element clearer, strengthen the ending significance, or revise the part that will create the greatest improvement. You may instead write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain how your lines, emotion, artistic language, voice, sound, and significance work together there.

Study Three Full-LEAVES Exemplars

Notice how a poem grows from naming an idea into meaning worth carrying away.

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."

The response names hope and service, but it has no clear image, voice, sound, or significance. What should be added?

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."

The layout, sound, idea, image, and feeling work. What voice and ending significance could be made clearer?

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."

Notice the deliberate layout, first-person voice, images, repetition, rhyme, and stated significance.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the LEAVES element or line that supports the level you chose.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Writing Opportunity

Plan and draft an original poem using all six LEAVES elements.

WRITING PROMPT

Write an original poem (at least three four-line stanzas) about an idea you care about, using all six LEAVES elements and ending with a clear significance.

PLANNING GUIDE

Step 1: Idea and Voice	Name your idea and your speaker.
Step 2: Craft	Plan one image, one comparison, and one repetition.
Step 3: Significance	Write the "carry away" idea your poem will build toward.

STUDENT SUPPORT - Another Way to Show What You Know

Choose your idea and voice first. You still choose the exact words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Poem

Name your idea, voice, craft, and significance.

MY IDEA AND VOICE

MY IMAGE, COMPARISON, AND REPETITION

MY SIGNIFICANCE - WHAT I WANT THE READER TO CARRY AWAY

STUDENT SUPPORT - Another Way to Show What You Know

Read your plan aloud and listen for all six LEAVES elements.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Poem Draft

Write the poem you would be proud to teach to others.

DRAFTING FOCUS

Use all six LEAVES elements: lines, emotion, artistic language, voice, sound, and a clear significance.

[illegible]

Revise, Edit, and Share

Improve your ending and check conventions.

REVISE

Read your poem aloud. Strengthen the ending so the significance is unmistakable.

EDIT

Check that stanzas are arranged on purpose, rhymes and repeated words are consistent, and words are spelled correctly.

SHARE

Read your poem to a partner. Your partner names the significance and one other LEAVES element they noticed.

STUDENT SUPPORT - Another Way to Show What You Know

Read one stanza aloud and ask a partner what they carry away before you finish revising.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Proof of Transfer

Point to the page that proves you can do this on your own.

PROOF OF TRANSFER

I knew I could bring all six LEAVES elements together because on page _____ I

READY TO STRETCH? - A Second Voice

Write a second short poem on the same idea from a different speaker's voice.

SECOND VOICE

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

REVISE THREE WAYS

Revise one stanza of your poem three ways - strengthening the image, the sound, and the significance in turn. Which revision improved the poem most?

ONE-MINUTE TEACH-OUT

Prepare a one-minute "why this poem matters" teach-out for the class that names all six LEAVES elements in your own poem.

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

I use every LEAVES tool - lines and layout, emotion and experience, artistic language, voice, echo and sound, and significance - so my idea becomes something a reader can feel, understand, and carry away. Words can introduce an idea, dreams can help people imagine what is possible, and service and thoughtful choices turn positive ideas into action. A poem can carry all of this in a shape I can see and hear.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 4, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I turn my experience into a poem that matters to my reader?

My Answer

I use all of LEAVES - lines and layout, emotion and experience, artistic language, voice, echo and sound, and significance - so my idea becomes something my reader can feel, understand, and carry away.

STUDENT SUPPORT - Another Way to Show What You Know

Start with LEAVES: My experience is ____, and I use ____ so my reader can ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.