

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Cluster 7

Poetry: Voices That Inspire Change and Service
Grade 3

Module 1 Entering the Experience: Reading Poems That Inspire

Module 2 Whose Voice? Emotion, Experience, and the Speaker

Module 3 The Moment That Stays: Artistic Language and Sound

Module 4 Meaning and Significance: Bringing All of LEAVES Together

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

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Teacher Lesson Plan Guide

Entering the Experience: Reading Poems That Inspire

Grade 3 | Cluster 7 | Module 1

Grade: 3

Cluster: 7, Poetry, Voices That Inspire Change and Service

Module: 1 of the cluster

Primary Instructional Category: Poetry Reading and Composition

Module Title: Entering the Experience: Reading Poems That Inspire

Content Connection / Poem Titles: “A Dream Can Grow” (connected to Dr. Martin Luther King Jr. and hope) and “What Will You Give?” (connected to President John F. Kennedy and service)

Primary TEKS: [3.10\(D\)](#), [3.12\(B\)](#), and [3.8\(A\)](#)

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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1. A Little Inspiration Goes a Long Way!

This module opens the cluster “Voices That Inspire Change and Service.” The purpose is to help students read a poem the way a poet builds one, noticing lines, stanzas, emotion, and experience.

TEACHER SCRIPT

“A poem can communicate a big idea using fewer words, deliberate lines, sound, imagery, and carefully chosen language.”

2. Why This Module Matters

Students meet two poems connected to Dr. Martin Luther King Jr. and President John F. Kennedy. Students notice how words are arranged into lines and stanzas and what emotion and experience a poem communicates. A poem carries a powerful idea in a shape that looks and sounds different from ordinary writing.

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

Module LEAVES Focus: This module concentrates on L, Lines and Layout, and E, Emotion and Experience.

3. Module Essential / Overarching Question

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

Students record first thinking and return to the question after reading both poems and writing a stanza.

PART II

Family Communication**4. Parent Communication Purpose**

Families are partners in this work. This page gives families a clear picture of the week's learning, questions for conversation, and simple activities that require no special materials. The invitation is to listen as a student explains an idea.

How to Send It: Send the letter in the language each family prefers, or send both. The conversation starters and activities can be shared in a class stream, on paper, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is beginning our poetry cluster, “Voices That Inspire Change and Service.” The big focus is learning to read a poem the way a poet builds one, noticing how words are arranged into lines and stanzas and what feeling the poem communicates.

We are reading two poems: “A Dream Can Grow,” connected to Dr. Martin Luther King Jr. and the idea of hope, and “What Will You Give?,” connected to President John F. Kennedy and the idea of serving others. Your student is learning that a poem carries a powerful idea in a shape that looks and sounds different from ordinary writing.

Please try this at home: Ask your student to read a favorite short poem, song lyric, or nursery rhyme aloud and point out where each line ends. Then ask, “What feeling does it give you, and which words create that feeling?” Celebrating your student's noticing is a wonderful way to help a reader and poet grow.

With appreciation, Your student's teacher, The Writing Academy LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante comienza nuestro grupo de poesía, “Voices That Inspire Change and Service.” El enfoque principal de este módulo es aprender a leer un poema como lo construye un poeta: notando cómo se organizan las palabras en versos y estrofas (Lines and Layout) y qué sentimiento comunica el poema (Emotion and Experience).

Leemos dos poemas: “A Dream Can Grow,” relacionado con el Dr. Martin Luther King Jr. y la idea de la esperanza, y “What Will You Give?,” relacionado con el presidente John F. Kennedy y la idea de servir a los demás. Su estudiante aprende que un poema lleva una idea poderosa en una forma que se ve y suena diferente de la escritura común.

Por favor, intente esto en casa: Pídale a su estudiante que lea en voz alta un poema, una canción o una rima favorita y que señale dónde termina cada verso. Luego pregunte: “¿Qué sentimiento te da y qué palabras crean ese sentimiento?” ¡Celebrar lo que su estudiante nota es una manera maravillosa de ayudarle a crecer como lector y poeta!

7. Family Conversation Starters

- What is the difference between a poem and a story?
- Why do you think poets arrange words into lines and stanzas?
- Which of our two poems did you like more, and what feeling did it give you?
- If you wrote a poem about helping someone, what words would you choose?

8. Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity: Read a Poem Aloud

Find a short poem, song, or rhyme. Read it aloud together and point to where each line ends. Ask: What feeling does it give us, and which words create that feeling?

Family Activity: Two Lines of Our Own

Together, write two rhyming lines about something you hope for or a way you like to help others. Read them aloud and enjoy how the words sound.

PART III

Teacher Road Map**9. Teacher Navigation Key**

Symbols replace colors throughout this guide. Use the key to read each day at a glance.

- **TEACH** : teacher explicitly teaches or models the standard
 - **LEARN** : student practices or develops the standard
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Daily Deck** : corresponding click-along slide

10. GRADUATE Evidence Alignment

GRADUATE Stage	Evidence Role	What It Shows
Gather	TEACH	Background knowledge about the two poems and the cluster question.
Reveal	TEACH	Teacher modeling of Lines and Layout and Emotion and Experience.
Attempt	LEARN	Guided Poem Parts Detective sorting.
Discuss	LEARN	Students explain how layout and emotion work together.
Use	ASSESS	Independent four-line stanza.
Award	ASSESS	Specific evidence of poetry learning.
Target	ASSESS	A next goal, curiosity, or challenge.
Educate / Explain	ASSESS	Partner teaching of a LEAVES element.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 7, Module 1
Module Category	Poetry Reading and Composition
Primary TEKS	3.10(D) , 3.12(B) , and 3.8(A)
Primary Focus	LEAVES Lines and Layout and Emotion and Experience
Content Connection	“A Dream Can Grow” and “What Will You Give?”
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Educate and Explain
Student Products	Poem Parts Detective recording sheet, original four-line stanza, turn-and-teach explanation, exit ticket.

PART IV

Standards, Learning and Rigor**12. Learning Destination**

Module Learning Objective: Students 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.

I Will Statements

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

I Can Statements

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

DAILY DECK

Module Slide 1: the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I can describe the layout of each poem, including lines and stanzas.
- I can name an emotion or experience in each poem and point to the words.
- I can state the big idea of "A Dream Can Grow" and of "What Will You Give?"
- My own stanza uses deliberate lines to communicate one feeling or idea.

14. Evidence That Will Demonstrate Mastery

- The Day 2 Poem Parts Detective recording sheet.
- The Day 3 original four-line stanza.
- The Day 5 turn-and-teach explanation of a LEAVES element.

15. TEKS Correlations

Primary standards are [3.10\(D\)](#), [3.12\(B\)](#), and [3.8\(A\)](#). The Student Expectation column preserves the full wording supplied in the lesson plan.

TEKS	Student Expectation, verbatim	Where Taught and Practiced
3.12(B)	compose informational texts, including poetry, using genre characteristics and craft	Days 3-5: students compose a short poem stanza.
3.10(D)	describe how the author's use of language contributes to meaning	Days 1-4: students notice layout, emotion, and word choice in the poems.
3.8(A)	infer the theme of a work, distinguishing theme from topic	Days 3-5: students name the big idea each poem communicates.

16. Standards Coverage Matrix

Classification	Standard	Student Expectation	Where It Occurs
PRIMARY	3.10(D)	describe how the author's use of language contributes to meaning	Days 1-4
PRIMARY	3.12(B)	compose informational texts, including poetry, using genre characteristics and craft	Days 3-5
PRIMARY	3.8(A)	infer the theme of a work, distinguishing theme from topic	Days 3-5
LANGUAGE	ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail	Days 1, 2, 4, and 5
LANGUAGE	ELPS 4(C)(ii)	write using content-area vocabulary	Days 3-5
LANGUAGE	ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words	Days 3-5
LANGUAGE	ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Days 3-5

17. ELPS Correlations

The language demands are listening for lines and feeling, explaining a poem's layout, using poetry vocabulary, and writing a stanza.

ELPS	Student Expectation, verbatim	Where Addressed
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail	Days 1, 2, 4, and 5
ELPS 4(C)(ii)	write using content-area vocabulary	Days 3-5
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words	Days 3-5
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Days 3-5

ELPS Woven Into Intervention

Intervention uses **ELPS 2(E)** through sentence frames and oral rehearsal, and **ELPS 4(C)(ii)** through a word bank for layout and feeling.

ELPS Woven Into Enrichment

Enrichment uses **ELPS 4(D)(iii)** when students explain how a layout choice changes feeling and **ELPS 4(F)(i)** when students teach a LEAVES element to a partner.

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways for discussing lines, layout, emotion, and experience.

Proficiency Level	Language Objective and Access Support
Pre-Production	Point to lines and stanzas and use gestures for look and feel.
Beginning	Complete orally: “The poet arranged ____, and it makes me feel ____.”
Intermediate	Use: “The layout shows ____, and the emotion is ____ because the poet wrote ____.”
High Intermediate	Explain how a line break or stanza shapes emotion.
Advanced	Independently analyze a new poem feature and explain the feeling it creates.

Language Supports

- Provide the LEAVES anchor chart with L and E highlighted.
- Offer oral rehearsal before writing.
- Read the poem aloud, define one needed word, and return the thinking work to the student.
- Invite students to explain the feeling in a home language before rehearsing in English.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear the poems read aloud and listen for line breaks and feeling.
Speaking	Students defend a poem-feature sort and teach a LEAVES element to a partner.
Reading	Students read the two poems closely, noticing layout, word choice, and emotion.
Writing	Students write an original four-line stanza that arranges words on purpose and communicates a feeling.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a poem aloud, reread it, and let students use the LEAVES anchor chart and sentence frames.	Tell a student which feeling to find or write the student’s stanza.

The student must still point to the layout, name the feeling and its evidence, and arrange the student’s own poem lines.

21. Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Independence	Evidence of Thinking
Literal	Identify a poem’s stanzas, lines, and a feeling word.	Supported. The teacher may reread the stanza.	The student points to a stanza and a feeling word.
Inferential			

	Explain how the layout helps the feeling.	Guided on Days 1 and 2, independent by Day 3.	The student connects a line break or stanza to the emotion.
Evaluative	State the big idea and create a stanza that communicates a feeling.	Partner discussion on Day 3, independent by Day 5.	The student writes deliberate lines and explains the idea.

22. The Five Thinking Levels

Level	Thinking Stage	Description
Level 1	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Visible	Student connects ideas directly to evidence in the poem.
Level 4	Independent	Student combines evidence with personal response, applying understanding to the student's own writing.
Level 5	Reflective	Student connects the poem's idea to the world, morals, lessons, or broader life understanding.

The progression is Recall, naming lines, stanzas, and one feeling; Skill, sorting poem features; Strategic, explaining how layout helps feeling; and Extended, writing an original stanza and explaining its layout and feeling.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
A poem is just short sentences.	A teacher may accept sentences with no line intention.	Ask, “Where does each line end, and why did the poet choose that?”
Poems must always rhyme.	A teacher may require rhyme over meaning.	Value feeling and layout; treat rhyme as one tool, not the goal.
Feeling cannot be supported.	A teacher may accept a feeling with no evidence.	Ask the student to point to the word or line that creates the feeling.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Layout does not matter.	The student writes across the page like a paragraph.	Show the poem’s stanzas and ask what the white space does.
A poem states its feeling directly.	The student writes “This is happy.”	Ask which words could make the reader feel happy without saying it.
The poems report facts.	The student treats the speaker as a historian.	Remind: the events are real, but the poem uses a speaker’s voice and feeling.

PART V

Module Foundations: Review, Refresh and Readiness**25. TEKS Target**

The module targets **3.10(D)** for language and meaning, **3.12(B)** for composing poetry with genre characteristics and craft, and **3.8(A)** for identifying the big idea of a poem.

26. How I Say the Standard!

3.10(D) I can describe how the author’s use of language contributes to meaning.

3.12(B) I can compose poetry using genre characteristics and craft.

3.8(A) I can infer the theme of a work and distinguish theme from topic.

Standard	Student-friendly wording	Evidence
3.10(D)	I can explain how the poet’s words contribute to meaning.	A feeling and a word or line that creates it.
3.12(B)	I can write a poem stanza using deliberate lines and craft.	An original four-line stanza.
3.8(A)	I can name the poem’s big idea, not only its topic.	A big idea for each poem.

27. This Week I Can...

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

28. Before I Can... Prerequisites

Before students can analyze poetry, students need to read a short text aloud, notice where a line ends, identify a feeling word, and write complete words in a notebook. The teacher may reread and model pointing, but the student completes the noticing.

- Identify a line of print.
- Notice white space between groups of lines.
- Name a feeling such as hope, kindness, or wanting to help.
- Listen for words that sound alike at line endings.

29. Remember This! (60-Second Retrieval)**TEACHER SCRIPT**

“Let’s rehearse out loud. The poet arranged the words by _____. The feeling I notice is _____, and I can hear it in the line _____. The big idea of the poem is _____.”

Retrieval prompts: What is a line? What is a stanza? What is a line break? Which words in “A Dream Can Grow” carry hope? Which words in “What Will You Give?” show service?

30. Vocabulary Infusion

Use vocabulary in oral rehearsal, annotation, discussion, and the original stanza. Students use precise words to describe how a poem is built and what it makes students feel.

Use the Word	Teacher Move	Student Evidence
line, stanza, layout	Point to the page shape before reading for meaning.	Student names a line, stanza, or layout choice.
emotion, experience, feeling	Ask what the words communicate and which words create it.	Student names a feeling and points to evidence.
theme, significance	Ask what big idea the poem communicates and why it matters.	Student explains the big idea or what to carry away.

31. Conventions Connection

Writing a stanza gives students a short context for [ELPS 4\(C\)\(ii\)](#) and [ELPS 4\(D\)\(iii\)](#). Students check that each line begins and ends as intended, words are spelled correctly, and punctuation supports reading aloud.

Conventions look-fors: each line begins as intended, punctuation supports reading aloud, and words are spelled correctly. Students check each line beginning and ending and reread each word.

32. Writing Connection

This is a poetry composition module. Students compose a short poem stanza using genre characteristics and craft, as required by [3.12\(B\)](#). The writing task is not an essay; it is one four-line stanza about hope or service.

Poetry craft connects deliberate lines to Lines and Layout, one clear feeling or idea to Emotion and Experience, and an attempt at two rhyming line endings to Echo and Sound.

33. Watch Out!

- Do not treat a poem as a paragraph.
- Do not require perfect rhyme over meaning.
- Do not accept a feeling with no word or line to support it.
- Do not turn this poetry task into essay writing.

34. Ready Check

Ready Check	Yes	Not Yet
Students can point to a line and a stanza.	☐	☐
Students can name a feeling and point to a word or line.	☐	☐
Students can explain the big idea of a poem.	☐	☐
	☐	☐

Students can arrange four lines on purpose.		
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35. Teacher Look-Fors

Look-For	Evidence in Student Work	Responsive Move
Lines and Layout	The student names stanzas, lines, line breaks, or white space.	Point to stanza breaks and ask what the white space does.
Emotion and Experience	The student names a feeling and points to a word or line.	Ask, “Which words made you feel that?”
Poetry composition	The student breaks lines on purpose.	Model breaking one sentence into two purposeful lines, then return the writing to the student.

PART VI

Vocabulary, Content and Preparation**36. Complete Tier 1 Vocabulary****TEACHER SCRIPT**

“Before we begin, let’s preview some words we will use to talk about poems. Poets and readers use precise words to describe how a poem is built and what it makes us feel.”

Word	Student-Friendly Definition	Oral Rehearsal Frame
poem	writing arranged in lines that often uses sound and images	This poem makes me feel ____.
line	one row of words in a poem	This line says ____.
word choice	the exact words a writer picks	The poet’s word choice shows ____.
feeling	an emotion the words carry	One feeling in this poem is ____.
hope	the belief that something good can happen	The poem shows hope when ____.
give	to offer help, time, or kindness	The poem asks what I can give by ____.
share	to give or pass something to others	A dream can grow when we share ____.
voice	who is speaking in the poem	The voice in this poem sounds ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

“Before we begin, let’s preview some words we will use to talk about poems. Poets and readers use precise words to describe how a poem is built and what it makes us feel.”

Word	Student-Friendly Definition	Oral Rehearsal Frame
layout	the way a poem’s words and lines are arranged on the page	The layout shows ____.
stanza	a group of lines set apart in a poem, like a paragraph	This stanza is about ____.
line break	the point where one line of a poem ends and the next begins	The line break makes me pause at ____.
emotion	a strong feeling	The emotion in this stanza is ____.
experience	something that happens to or is felt by the speaker	The experience in this poem is ____.
rhyme	words that end with the same sound	These words rhyme: ____ and ____.
theme	the big idea a poem communicates	The theme of this poem is ____.
significance	why the poem matters beyond the words	The significance of this poem is ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

“These words connect to the history and ideas behind our two poems.”

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
dream	DREEM	a hope or goal for a better future	Dr. King’s dream was ____.
service	SUR-vis	helping others and the community	Service means ____.
inspire	in-SPYR	to fill someone with the urge to do something good	The poem inspires me to ____.
civil rights	SIV-uhl ryts	rights that protect equal treatment for all people	Civil rights means ____.
Peace Corps	PEES kor	a service organization whose volunteers help communities	The Peace Corps helped by ____.
generation	jen-uh-RAY-shun	people living during the same time	A dream can pass from one generation to ____.
community	kuh-MYOO-nuh-tee	a group of people who live or work together	I can help my community by ____.
kindness	KYND-nis	being friendly, generous, and caring	I can show kindness by ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge and Teacher Context

This cluster connects two poems to real history. “A Dream Can Grow” connects to Dr. Martin Luther King Jr. and the idea of hope for a better future, the March on Washington, and the “I Have a Dream” speech. “What Will You Give?” connects to President John F. Kennedy and the idea of serving others, his 1961 inauguration, and the Peace Corps.

The historical leaders and major events are real. The poems use a speaker’s voice to communicate feeling and experience rather than to report facts. “A poem may communicate a powerful idea using fewer words, deliberate lines, sound, imagery, and carefully chosen language.”

Module 1 focuses on the first two LEAVES elements. Lines and Layout: a poet deliberately arranges words into lines and stanzas, and that arrangement is part of the meaning. Emotion and Experience: a poem communicates a feeling or experience the reader is invited to share. Later modules add Artistic Language, Voice, Echo and Sound, and Significance.

40. Materials Needed

- Copies of the two poems: “A Dream Can Grow” and “What Will You Give?”
- LEAVES poetry anchor chart with L and E highlighted
- Chart paper and sticky notes
- Poem-feature cards for the Day 2 game
- Student notebooks
- Colored pencils or highlighters
- Award and Target reflection sheet

Use the two poems for close reading, annotation, and evidence; the LEAVES anchor chart to model L and E; poem-feature cards for the Poem Parts Detective sort; and student notebooks for the original stanza and reflection.

41. Preparation Before Day 1

1. Prepare copies of “A Dream Can Grow” and “What Will You Give?”
2. Display the LEAVES poetry anchor chart with L and E highlighted.
3. Prepare chart paper, sticky notes, poem-feature cards, notebooks, and colored pencils or highlighters.
4. Prepare the Day 2 Poem Parts Detective recording sheet.
5. Prepare the Award and Target reflection sheet.

42. Weekly Timing and Transition Overview

Day	GRADUATE Stage	What Happens	Time
Day 1	G, Gather + R, Reveal	Meet Dr. King and President Kennedy; read the two poems; reveal Lines and Layout and Emotion and Experience.	15 MINUTES
Day 2	A, Attempt	Poem Parts Detective: find and sort LEAVES features in the two poems.	15 MINUTES
Day 3	D, Discuss + U, Use	Discuss layout and emotion, then write an original four-line stanza.	15 MINUTES
Day 4	A, Award + T, Target	Award evidence of poetry learning and identify a next goal.	15 MINUTES
Day 5	E, Educate / Explain	Turn and teach a LEAVES element to a partner and close the module.	15 MINUTES

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine used to move students between activities while reinforcing the poetry routine: a poem’s layout and feeling work together.

This Module’s Routine: “Line Break Clap”

TEACHER SCRIPT

“Tiny Time! I will read a short poem line. Clap once at the end of the line to mark the line break, then whisper the feeling the line carries.”

1. Signal the class and get all eyes on the teacher.
2. Read one poem line aloud, for example, “A dream can start inside your heart,”

3. Students clap once at the line break, then whisper the feeling.
4. Read two or three lines in a row, then have students return quietly to seats.

PART VII

Citizenship and Content Connection**44. The Citizenship Connection**

The poems connect hope and service to positive action. “A Dream Can Grow” shows a hopeful journey moving from friend to friend, through classrooms, homes, and towns. “What Will You Give?” shows that service can begin with two hands, two feet, a kind voice, and a helping heart.

TEACHER SCRIPT

“Words can carry hope, and small acts of service can help a community. As you read, notice how a poem invites people to make a positive difference.”

“A Dream Can Grow” connects hope to one hopeful word traveling through until another dreams it too. “What Will You Give?” connects service to a helping heart that can start to live when the speaker asks, “What can I give?”

PART VIII

Instructional Tools and Source Text**45. Anchor Charts and Core Strategy Visuals****LEAVES Poetry Framework**

Letter	Element	Exact Framework Wording
L	Lines and Layout	how the poem is arranged into lines and stanzas
E	Emotion and Experience	what feeling and lived experience the poem communicates
A	Artistic Language	imagery, metaphor, personification, symbol
V	Voice	who is speaking; the speaker
E	Echo and Sound	rhyme, rhythm, repetition
S	Significance	why the poem matters, what to carry away

- L: look at the lines and stanzas.
- E: name the emotion and experience.
- Read the poem aloud and point to evidence.
- Carry the big idea into an original stanza.

46. Core Reading Routine and Strategy Explanation

The module strategy is to read a poem the way a poet builds one. First notice the shape: lines, stanzas, line breaks, and white space. Then notice the feeling or lived experience the words communicate. Students point to exact words or lines and explain how the layout helps the feeling.

Notice	Ask	Evidence
Lines and Layout	How is the poem arranged?	Lines, stanzas, line breaks, white space.
Emotion and Experience	What feeling or experience does the poem communicate?	A word or line that creates the feeling.
Big Idea	What does the poem ask the reader to carry away?	A statement about hope or service.

Oral-Rehearsal Frame: “The poet arranged ____, and the feeling I notice is ____ because of the words ____.” Use before independent writing. “The big idea of the poem is ____.” Use after students identify layout and emotion.

47. Student Source Passage(s)

Poem use: read the two poems below at low stamina. Keep the line numbers for discussion and for citing specific lines and stanzas. Blank lines mark the breaks between stanzas.

Poem: "A Dream Can Grow" (Genre: Poem; Stamina: Low)

A dream can start inside your heart,
A tiny hope, a little start.
It may begin as just one thought,
A wish for all the good we sought.

5 A voice can speak, a child can hear,
And suddenly the dream feels near.
One hopeful word can travel through,
Until another dreams it too.

A dream can grow from friend to friend,
10 Its hopeful journey does not end.
It moves through classrooms, homes, and towns,
And lifts our hearts when we feel down.

When children listen, hope can shine,
Your dream can someday join with mine.

15 Together we can help it grow,
By sharing kindness as we go.

The future waits for what we do,
For dreams need helping hands there too.
One voice may start with words to show,

20 But many hearts can help it grow.

Poem: "What Will You Give?" (Genre: Poem; Stamina: Low)

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

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

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

I do not need to lead a crowd,
Or speak through microphones out loud.

15 A helping heart can start to live,
When I begin with, "What can I give?"

48. Student Annotation Guide

Students annotate both poems for L, Lines and Layout, and E, Emotion and Experience.

Poem	Lines and Layout	Emotion and Experience
"A Dream Can Grow"	Four-line stanzas, short purposeful lines, line breaks, and white space between stanzas.	Hope can shine; a dream grows from friend to friend; hearts lift when people feel down.
"What Will You Give?"	Short stanzas built on "I have..." and a title that asks a question.	Wanting to help; service through hands, feet, voice, kindness, and a helping heart.

49. Poem Evidence Highlighting

Use the two poems for evidence highlighting. Students mark a line or stanza for layout and mark a word or line for emotion and experience.

Evidence Type	A Dream Can Grow	What Will You Give?
Layout	Four-line stanzas and line endings such as heart / start and grow / show.	Short stanzas built on "I have..." and repeated body-part openings.
Emotion and Experience	"hope can shine" and "lifts our hearts when we feel down."	"help and care," "a friend today," and "A helping heart can start to live."
Big Idea	Hope can grow as it is shared.	Ordinary people can serve through small, kind actions.

PART IX

50. Five-Day GRADUATE Lesson

This five-day lesson develops the first two LEAVES elements, Lines and Layout and Emotion and Experience, through two poems and an original four-line stanza.

DAY 1 | GATHER AND REVEAL | 15 MINUTES**G and R**

Standard	Student Expectation, verbatim
3.10(D)	describe how the author's use of language contributes to meaning
3.12(B)	compose informational texts, including poetry, using genre characteristics and craft
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail

Purpose: Students gather background knowledge about Dr. King, President Kennedy, and poetry, then read both poems and notice how a poem is built.

TEACHER SCRIPT

“This week you will study two big ideas. One poem connects to Dr. Martin Luther King Jr. and hope for a better future. The other connects to President John F. Kennedy and serving others. A poem uses a speaker’s voice, feeling, and carefully chosen words to help you experience an idea.”

TEACHER SCRIPT

“LEAVES helps you read a poem. Today you will concentrate on Lines and Layout and Emotion and Experience. Look at ‘A Dream Can Grow’ before you think about meaning. The poet created short lines and four-line stanzas. That is Lines and Layout.”

Read “A Dream Can Grow” aloud while students follow. Ask how many stanzas students see and why the poet put white space between each stanza. Reread the poem and guide students toward hope, growing, and sharing.

TEACHER SCRIPT

“A poem communicates a feeling or experience. As you reread, listen for the feeling the words carry.”

Read “What Will You Give?” aloud. Ask what experience the speaker describes and guide toward service, ordinary hands, and kindness.

TEACHER SCRIPT

“Listen again for the layout and the feeling. This poem asks a question with its title. What experience does the speaker describe?”

Prompt	Expected Noticing
One thing I notice about how a poem is arranged on the page is...	Lines, stanzas, line breaks, or white space.
	Hope, growing, sharing, or a hopeful journey.

One feeling in “A Dream Can Grow” is...	
One idea in “What Will You Give?” is...	Service, kindness, or helping others.

DAY 2 | ATTEMPT | 15 MINUTES

A

Standard	Student Expectation, verbatim
3.10(D)	describe how the author's use of language contributes to meaning
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail

Purpose: Partners identify evidence of Lines and Layout and Emotion and Experience in the two poems.

Partner Game: Poem Parts Detective. Each pair receives a Lines and Layout card, an Emotion and Experience card, evidence cards drawn from the poems, and a recording sheet.

Sample Evidence Card	Best Placement	Reason
four-line stanzas	Lines and Layout	It describes how the poet arranged the words on the page.
short purposeful lines	Lines and Layout	It describes the poem’s shape.
line breaks	Lines and Layout	They show where a line ends and the next begins.
white space between stanzas	Lines and Layout	It separates groups of lines.
a hopeful feeling	Emotion and Experience	It names what the poem makes readers feel.
the experience of a dream growing	Emotion and Experience	It names the lived experience in the poem.
the feeling of wanting to help	Emotion and Experience	It names the service feeling.
rhyme at the end of lines	Both	Rhyme shapes the layout and strengthens the feeling.
a question in the title	Lines and Layout	The title frames the poem before the lines begin.

TEACHER SCRIPT

“Your goal is not speed. Your goal is evidence from the poems. Decide whether each card is mostly about Lines and Layout, mostly about Emotion and Experience, or could belong with both. Every decision must include a reason.”

Answer guidance: Lines and Layout includes four-line stanzas, short purposeful lines, line breaks, white space, and the question in the title. Emotion and Experience includes hope, a dream growing, wanting to help, using two hands to serve, and chosen words that create a picture. Rhyme and repeated words may support both when the reason is strong.

TEACHER SCRIPT

“Now choose one idea from ‘A Dream Can Grow’ and one idea from ‘What Will You Give?’ Point to the exact line and explain the feeling it creates.”

DAY 3 | DISCUSS AND USE | 15 MINUTES
D and U

Standard	Student Expectation, verbatim
3.12(B)	compose informational texts, including poetry, using genre characteristics and craft
3.8(A)	infer the theme of a work, distinguishing theme from topic
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Purpose: Students discuss what the sort revealed about both poems, then independently write a short poem stanza.

TEACHER SCRIPT

“Yesterday you attempted the work with a partner. Today you will discuss what the activity revealed. Can a rhyme belong to both Layout and Emotion? How? How does the white space between stanzas change the way you read a poem?”

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

Poem	Discussion Prompt	Expected Response
“A Dream Can Grow”	What emotion does the poem communicate? Identify one way the layout helps that feeling.	The poem communicates hope; four-line stanzas and repeated line endings carry the growing feeling.
“What Will You Give?”	What emotion or attitude does the poem communicate? Identify one feature that makes it look or sound like a poem.	The poem communicates a desire to serve; repeated “I have...” openings and short stanzas shape the speaker’s actions.

TEACHER SCRIPT

“Your job today is to use what you learned without a partner. You are proving that you can 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 the words in deliberate lines. Try to end at least two lines with rhyming words, and choose words that help the reader feel the idea.

- 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.
- I chose words that help the reader picture or feel the idea.

TEACHER SCRIPT

“Keep your idea simple and true. A poem does not have to be long to be powerful.”

DAY 4 | AWARD AND TARGET | 15 MINUTES
A and T

Standard	Student Expectation, verbatim
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3.12(B)	compose informational texts, including poetry, using genre characteristics and craft
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail

Purpose: Students recognize specific evidence of poetry learning and identify a next goal, curiosity, or challenge.

TEACHER SCRIPT

“An award does not mean giving yourself a prize. It means recognizing evidence of your own learning. Find something specific. You can say, ‘I can explain why a poet uses separate lines,’ or, ‘I can name a feeling in a poem and point to the words.’”

Student Reflection	Response
Something I understand well about Lines and Layout is...	
Something I understand well about Emotion and Experience is...	

TEACHER SCRIPT

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

Student Target: Something I still find challenging, or something I am curious about, is... My current question: I wonder...

DAY 5 | EDUCATE AND EXPLAIN | 15 MINUTES

E

Standard	Student Expectation, verbatim
3.10(D)	describe how the author's use of language contributes to meaning
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail

Purpose: Students teach a LEAVES element to a partner using the week’s poems.

TEACHER SCRIPT

“Today you become the teacher. If you can explain an idea clearly enough for another student to understand it, you are showing a deeper level of learning.”

Partner	Teaching Task	Sentence Stem
Partner A	Teach Lines and Layout using “A Dream Can Grow.”	One thing a poet does with layout is... An example from “A Dream Can Grow” is...
Partner B	Teach Emotion and Experience using “What Will You Give?”	One feeling this poem communicates is... An example from “What Will You Give?” is...
Both partners	Switch roles with another pair and explain the evidence.	The poet arranged ____, and the feeling I notice is ____ because of the words ____.

Module Closure: A poem carries a big idea in a shape readers can see and hear. Lines and layout show it; emotion and experience make readers feel it.

TEACHER SCRIPT

“Our question was: How does a poem use its lines, layout, and emotion to communicate a big idea? Your answer is that a poem communicates powerful ideas, like hope that can grow and the gift of ordinary service, through deliberate lines and stanzas, carefully chosen words, and the feelings those words create. The way a poem is arranged is part of what it means.”

PART X

Student Exemplars**51. Low / Developing Exemplar**

Student Response	What Is Working	Teacher Notes	What Needs Improvement
"I want to help people. Helping is good. I like to be nice. The end."	The student names the idea of service.	This is written as sentences, not as a poem. There are no deliberate lines, no rhyme, and no chosen images. The feeling is stated rather than shown.	Arrange the words into four purposeful lines, add rhyme at two line endings, and choose words that help the reader picture the helping.

52. Medium / Approaching Exemplar

Student Response	What Is Working	Teacher Notes	What Needs Improvement
"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 student uses four lines with rhyme and names the idea of service.	The layout and rhyme are working. The last line is filler that does not add feeling or a picture.	Replace the filler line with a word choice that shows the feeling or a small, specific action.

53. High / Secure Exemplar

Original Student Poem	LEAVES Analysis	Teacher Notes
"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 liven."	Lines and Layout: four deliberate lines with rhyme at each pair. Emotion and Experience: service, kindness, and growth.	The stanza communicates one clear feeling through purposeful lines and word choice. The layout and the emotion work together.

Additional Secure Exemplar

Student explanation: "The poet arranged four lines with rhyming pairs, and the feeling I notice is kindness because of the words 'two hands,' 'help,' and 'little kindness.'"

PART XI

Assessment and Evidence**54. Teacher Answer Guidance and Evidence Notes**

Poem	Layout	Big Idea
“A Dream Can Grow”	Four-line stanzas, rhymed line endings, and a repeated movement from one line to the next.	Hope can grow as it is shared from person to person.
“What Will You Give?”	Short stanzas built on “I have...” and a question in the title.	Ordinary people can serve through small, kind actions.

Teacher Note: Value feeling and deliberate layout over perfect rhyme.

Oral-Rehearsal Frame: “The poet arranged ____, and the feeling I notice is ____ because of the words ____.”

55. Standards Evidence Trail

Evidence	Standard	What the Teacher Collects
Day 1 reading and discussion	3.10(D)	Student points to layout and a word that creates feeling.
Day 2 Poem Parts Detective	3.10(D)	Student sorts evidence and gives a reason.
Day 3 original stanza	3.12(B)	Four deliberate lines that communicate hope or service.
Day 3 big idea response	3.8(A)	Student distinguishes a poem’s big idea from a topic.
Day 5 turn-and-teach	ELPS 2(E)	Student explains one LEAVES element with specificity.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can read a poem for Lines and Layout and Emotion and Experience and write a short stanza.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The two poems, LEAVES anchor chart, poem-feature cards, and student notebooks.
Task	Students perform a formative check in Poem Parts Detective and an independent task by writing a four-line stanza.
Expected Response	Students sort poem features accurately, explain the feeling with evidence, and write deliberate poem lines.

Informal Assessment: Observe the Poem Parts Detective sort. Listen for students explaining how layout helps the feeling and note whether students can point to evidence in the poem for a feeling.

Formative Assessment: The Day 3 independent four-line stanza is the formative check. Students choose hope or service, arrange deliberate lines, attempt rhyme, and choose words that create feeling.

PART XII

Formal Module Assessment Addendum**57. Student Exit Ticket (Printable Page)**

Name: _____

Complete after reading the two poems.

Prompt	Response
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...	
One line or word that supports my thinking is...	

58. Exit Ticket Answer Key

Prompt	Acceptable Evidence
Arrangement	Lines, stanzas, line breaks, white space, repeated openings, or rhyme.
Feeling in “A Dream Can Grow”	Hope, growing, sharing, or a hopeful journey, supported by a word or line.
Idea in “What Will You Give?”	Service, kindness, helping others, or a helping heart, supported by a word or line.
Evidence	An accurate line or word from one of the two poems.

Teacher Note: Value feeling and deliberate layout over perfect rhyme.**59. Scoring Principle**

The score reflects whether the student can notice deliberate lines and stanzas, name an emotion or experience with evidence, explain the big idea, and compose a four-line stanza. Rhyme is an attempt, not the only measure of success.

- Layout: deliberate lines and stanzas.
- Feeling: one clear feeling or idea.
- Word Choice: at least one word or image that shows the feeling.
- Attempted Rhyme: an attempt at two line endings.

60. Gradebook Conversion

Level	Description	Suggested Evidence
Still Developing	Student names an idea but needs support with deliberate lines or evidence.	Exit ticket and developing stanza.
Approaching	Student uses four lines and names a feeling with partial evidence.	Medium stanza and explanation.
Secure	Student uses deliberate lines, communicates a feeling or idea, and supports the thinking.	High stanza and turn-and-teach explanation.

61. Recommended Gradebook Label

G3 C7 M1

Student	Lines and Layout	Emotion and Experience	Original Stanza
	☐ Not Yet ☐ Getting It ☐ Secure	☐ Not Yet ☐ Getting It ☐ Secure	☐ Not Yet ☐ Getting It ☐ Secure

PART XIII

Module Writing Assignment**62. Writing Assignment (Teacher Scoring Copy)**

Writing 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.

Standards: **3.12(B)** compose informational texts, including poetry, using genre characteristics and craft; **3.10(D)** describe how the author’s use of language contributes to meaning.

Scoring Component	Secure Evidence	Notes
Layout	Four deliberate lines arranged on purpose.	
Feeling or Idea	One clear feeling or idea about hope or service.	
Word Choice	Words that help the reader feel or picture the idea.	
Rhyme Attempt	At least two line endings attempt rhyme.	

63. Student Planning Frame

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

Step	Planning Guide	Student Notes
Step 1: The Idea	Name the one feeling or idea the 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.	
Step 4: Read Aloud	Read the poem aloud and listen for the feeling.	

Drafting Space

64. Writing Assignment Rubric

Component	4, Secure	3, Approaching	2, Developing	1, Beginning
Layout	Four deliberate lines and clear stanza shape.	Four lines with mostly deliberate breaks.	Some line breaks, but the writing often reads like sentences.	No deliberate line arrangement yet.
Feeling or Idea	One clear feeling or idea is communicated.	A feeling or idea is present.	The feeling or idea is named but not developed.	No clear feeling or idea yet.
Word Choice	Chosen words help the reader feel or picture the idea.	Some words help the reader feel the idea.	Word choice is general.	Word choice does not yet show the idea.
Rhyme Attempt	At least two line endings rhyme or nearly rhyme.	An attempt at rhyme is visible.	Rhyme is attempted once.	No rhyme attempt yet.

65. Writing Gradebook Conversion

Gradebook Entry	Evidence	Teacher Action
Secure	Deliberate lines, clear feeling, helpful word choice, and rhyme attempt.	Record as secure and note one craft strength.
Approaching	Four lines and a feeling are present, with one area to strengthen.	Record as approaching and identify one next step.
Developing	Student needs support turning sentences into deliberate lines or showing feeling.	Use the two-line frame and a rhyming word bank.

66. Teacher Feedback Shortcuts

- “Your lines are arranged on purpose. Read the line breaks aloud.”
- “Point to the word that helps the reader feel your idea.”
- “Try one word that shows kindness, hope, or service.”
- “Choose two line endings and listen for a rhyme.”
- “Read your stanza aloud and change one word so the feeling comes through more clearly.”

PART XIV

Response to Student Need**67. Intervention: Name the Thinking**

Give the student one stanza at a time and a two-choice sort: is this clue about how the poem looks, Lines and Layout, or how it feels, Emotion and Experience? Read the stanza aloud and have the student point to each line ending. Provide the frame: “The poet arranged ____, and it makes me feel ____.” For the writing task, provide a two-line frame with a rhyming word bank so the student can build up to four deliberate lines.

68. Embedded Checks and Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to describe a poem's layout.	Students name stanzas, lines, and white space.	Students read a poem as a paragraph.	Point to stanza breaks and ask what the white space does.
Ask students to name a feeling and its evidence.	Students point to a word or line that creates the feeling.	Students name a feeling with no evidence.	Ask, "Which words made you feel that?"
Ask students to write in deliberate lines.	Students break lines on purpose.	Students write across the page like sentences.	Model breaking one sentence into two purposeful lines.

69. Student Support Quick Reference

If a Student...	Support to Provide
Reads a poem as a paragraph	Cover all but one stanza and read line by line.
Names a feeling with no evidence	Use the frame: "I feel ____ because the poet wrote ____."
Writes sentences instead of poem lines	Give a two-line rhyming frame to build from.
Masters quickly	Route to Module 1 enrichment, two layouts with the same idea.

70. Enrichment: Connect Across Poems

Students choose the same idea, hope or service, and write two short stanzas that arrange the lines differently, one with rhyme and one without. Students explain how changing the layout changed the feeling. Students may also compare how "A Dream Can Grow" and "What Will You Give?" communicate related ideas and explain what each poem's layout allows the poet to do.

71. Additional Writing Opportunity: Plan and Draft

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

Connection to This Module: Students use the first two LEAVES elements, Lines and Layout and Emotion and Experience, in an original poem.

1. Choose the idea: hope or service.
2. Brainstorm words and images that carry the feeling.
3. Decide where the lines will break and which endings might rhyme.
4. Read the poem aloud and listen for the feeling.

Step	Planning Guide
Step 1: The Idea	Name the one feeling or idea the 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.

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.

72. Additional Writing Opportunity: Revise, Edit, and Share

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

Edit. Check that each line begins and ends as intended, and that words are spelled correctly.

Share. Read the poem to a partner. The partner names one feeling and one layout choice noticed.

PART XV

Engagement and Home Connection**73. Auditory Engagement Moments**

Give every student a chance to hear and say the thinking, not only read it. These moments are built around Lines and Layout and Emotion and Experience.

- Read one stanza aloud and pause clearly at each line break.
- Students tap the desk softly at each line break.
- Students show a hopeful feeling with a thumbs-up near the heart or a giving feeling with open hands.
- One pair explains which words created the feeling.

TEACHER SCRIPT

“Pencils down first. Poems are meant to be heard. Listen, feel, and show your thinking before you write.”

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before answering.

PAUSE POINT: BEFORE READING A POEM

Stop and think: Before reading for meaning, look at the shape. How many stanzas are there? How long are the lines? The poet arranged the words on purpose.

PAUSE POINT: MIDWAY

Stop and think: What feeling is this poem communicating so far? Point to one word or line that creates that feeling.

PAUSE POINT: BEFORE YOU WRITE

Stop and think: I am writing a poem, not sentences. Where will my lines end? Which two lines can rhyme? Which words will help my reader feel the idea?

75. At-Home Connection

These at-home tasks need little or no materials and each ends in a short conversation rather than a worksheet.

Task	Directions	Family Conversation
Read a Poem Aloud	Find a short poem, song, or rhyme. Read it aloud and point to where each line ends.	What feeling does it give us, and which words create that feeling?
Two Lines of Our Own	Together, write two rhyming lines about something hoped for or a way to help others.	How do the words sound when read aloud?

PART XVI

Student Ownership**76. My Progress Tracker****TEACHER SCRIPT**

“This is your very own progress tracker. As you learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows how much you are growing. You are in charge of your own learning.”

Directions: This tracker is for YOU. As you read and write poems this week, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel.

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.	☐	☐	☐

One thing I am proud of: _____

One thing I want to get better at: _____

77. Student Award

What can I already do? One poem feature I understand well and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for noticing layout, naming feeling, or writing deliberate lines:

PART XVII

Teacher Closure and Reviewer Evidence**79. Teacher Closure Script****TEACHER SCRIPT**

“This week you learned to read a poem the way a poet builds one. You noticed how 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 you can see and hear.”

80. Module Synthesis

The module question is: How does a poem use its lines, layout, and emotion to communicate a big idea? The module answer is that deliberate lines and stanzas, carefully chosen words, and the feelings those words create work together. The way a poem is arranged on the page is part of what it means.

81. Teacher Reflection Notes

- Which students can point to a poem’s layout and explain it?
- Which students named a feeling in a poem and supported it with a line?
- Which students need more support writing in deliberate lines rather than sentences?
- Who is ready to add Voice and Artistic Language in the modules ahead?

Teacher Notes:**82. Teacher Artifacts of Effectiveness**

Collect and date evidence that shows the skill was taught and learned:

- Poem Parts Detective recording sheets
- Independent four-line stanzas
- Award and Target reflection sheets
- Exit tickets at each level, still developing, approaching, and secure

PART XVIII

Production and Implementation Support**83. Module Slide Deck Build Sheet**

Slide	Title	Required Content	Lesson Location
1	Entering the Experience	Grade 3, Cluster 7, Module 1; Low Stamina; two poems	Cover
2	Meet Our Week	I Will and I Can statements; LEAVES L and E	Learning Destination
3	Voices That Inspire Change and Service	Overarching question and two poem connections	Day 1 Gather
4	Look at the Shape	Lines, stanzas, and white space in “A Dream Can Grow”	Day 1 Reveal
5	Listen for the Feeling	Hope in “A Dream Can Grow” and service in “What Will You Give?”	Day 1 Reveal
6	Poem Parts Detective	Sort Lines and Layout and Emotion and Experience clues	Day 2 Attempt
7	Talk It Over	How layout and emotion work together	Day 3 Discuss
8	Write a Stanza	Four deliberate lines about hope or service	Day 3 Use
9	Award Yourself	Specific evidence of poetry learning	Day 4 Award
10	Set a Target	A next goal, curiosity, or challenge	Day 4 Target
11	Turn and Teach	Teach a LEAVES element to a partner	Day 5 Educate / Explain
12	Exit Ticket	One layout notice, one feeling, and one idea	Assessment Addendum
13	My Progress Tracker	Independent reflection on poetry skills	Student Ownership

84. Virtual and Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method.

Element	Adaptation
Shared screen	Share one poem and one student's layout and feeling notes for live feedback.
Annotation	Students mark lines, stanzas, and feeling words on a shared document or slide.
Breakout discussion	Pairs sort poem features, name a reason, and rehearse a response.
Oral response	Students say the frame aloud before typing the response.
Asynchronous option	Students submit one layout notice, one feeling with evidence, and one original stanza.
Digital tracking	Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection**85. Teacher Reflection (This Module)**

Fill this in after teaching the module. Write notes in the open spaces.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

Essential / Overarching Question, Answered

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

Words can carry hope from person to person, dreams can grow when people share kindness, and ordinary acts of service can help others. “A Dream Can Grow” shows that one hopeful word can travel through until another dreams it too. “What Will You Give?” shows that two hands, two feet, and a kind voice can begin a helping heart. Together, the poems show that deliberate words, shared dreams, and small acts of service can inspire people to make a positive difference.

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Teacher Lesson Plan Guide

Whose Voice? Emotion, Experience, and the Speaker

Grade 3 | Cluster 7 | Module 2

Grade: 3

Cluster: 7, Poetry, Voices That Inspire Change and Service

Module: 2 of the cluster

Primary Instructional Category: Poetry Reading and Composition

Module Title: Whose Voice? Emotion, Experience, and the Speaker

Content Connection / Poem Titles: “A Dream Can Grow” (a child stands beside Mama at Dr. Martin Luther King Jr.’s speech) and “What Will You Give?” (a granddaughter hears Grandpa recall President John F. Kennedy’s call to serve)

Primary TEKS: [3.10\(D\)](#), [3.12\(B\)](#), and [3.8\(A\)](#)

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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1. A Little Inspiration Goes a Long Way!

This module continues the poetry cluster “Voices That Inspire Change and Service.” The same two poems return in longer, richer versions. This time a speaker tells each experience: a child stands beside Mama at Dr. King’s speech, and a granddaughter hears Grandpa remember President Kennedy’s call to serve.

TEACHER SCRIPT

“The same idea can sound very different depending on who is speaking. A poem’s voice shapes the emotion and experience we feel.”

2. Why This Module Matters

This week the two poems return at Medium stamina. Students listen for who seems to be speaking, what that speaker notices and remembers, and how the speaker’s perspective shapes the emotion and experience the reader shares. In “A Dream Can Grow,” a child stands beside Mama during Dr. King’s speech and carries the dream into everyday choices. In “What Will You Give?”, a granddaughter hears Grandpa recall President Kennedy’s call to serve and wonders what her own small hands can do.

Module Question: How does a poem’s voice, who is speaking, shape the emotion and experience the reader feels?

Module LEAVES Focus: This module concentrates on E, Emotion and Experience, and V, Voice. Lines and Layout remains a support for every close reading.

3. Module Essential / Overarching Question

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

Students record first thinking and return to the question after reading both poems, matching evidence to speakers, and writing a stanza in a chosen speaker's voice.

PART II

Family Communication**4. Parent Communication Purpose**

Families are partners in this work. This page gives families a clear picture of the week's learning, questions for conversation, and simple activities that require no special materials. The invitation is to listen as a student explains an idea.

How to Send It: Send the letter in the language each family prefers, or send both. The conversation starters and activities can be shared in a class stream, on paper, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is beginning our poetry cluster, “Voices That Inspire Change and Service.” The big focus is learning to read a poem the way a poet builds one, noticing how words are arranged into lines and stanzas and what feeling the poem communicates.

We are reading two poems: “A Dream Can Grow,” connected to Dr. Martin Luther King Jr. and the idea of hope, and “What Will You Give?,” connected to President John F. Kennedy and the idea of serving others. Your student is learning that a poem carries a powerful idea in a shape that looks and sounds different from ordinary writing.

Please try this at home: Ask your student to read a favorite short poem, song lyric, or nursery rhyme aloud and point out where each line ends. Then ask, “What feeling does it give you, and which words create that feeling?” Celebrating your student's noticing is a wonderful way to help a reader and poet grow.

With appreciation, Your student's teacher, The Writing Academy LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante comienza nuestro grupo de poesía, “Voices That Inspire Change and Service.” El enfoque principal de este módulo es aprender a leer un poema como lo construye un poeta: notando cómo se organizan las palabras en qué sentimiento comunica el poema (Emotion and Experience) y de quién es la voz que habla (Voice).

Leemos dos poemas: “A Dream Can Grow,” relacionado con el Dr. Martin Luther King Jr. y la idea de la esperanza, y “What Will You Give?,” relacionado con el presidente John F. Kennedy y la idea de servir a los demás. Su estudiante aprende que un poema lleva una idea poderosa en una forma que se ve y suena diferente de la escritura común.

Por favor, intente esto en casa: Pídale a su estudiante que lea en voz alta un poema, una canción o una rima favorita y que señale dónde termina cada verso. Luego pregunte: “¿Qué sentimiento te da y qué palabras crean ese sentimiento?” ¡Celebrar lo que su estudiante nota es una manera maravillosa de ayudarlo a crecer como lector y poeta!

7. Family Conversation Starters

- What is the difference between a poem and a story?
- Why do you think poets arrange words into lines and stanzas?
- Which of our two poems did you like more, and what feeling did it give you?
- If you wrote a poem about helping someone, what words would you choose?

8. Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity: Read a Poem Aloud

Find a short poem, song, or rhyme. Read it aloud together and point to where each line ends. Ask: What feeling does it give us, and which words create that feeling?

Family Activity: Two Lines of Our Own

Together, write two rhyming lines about something you hope for or a way you like to help others. Read them aloud and enjoy how the words sound.

PART III

Teacher Road Map**9. Teacher Navigation Key**

Symbols replace colors throughout this guide. Use the key to read each day at a glance.

- **TEACH** : teacher explicitly teaches or models the standard
 - **LEARN** : student practices or develops the standard
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Daily Deck** : corresponding click-along slide

10. GRADUATE Evidence Alignment

GRADUATE Stage	Evidence Role	What It Shows
Gather	TEACH	Background knowledge about the two poems and the cluster question.
Reveal	TEACH	Teacher modeling of Emotion and Experience and Voice.
Attempt	LEARN	Guided Poem Parts Detective sorting.
Discuss	LEARN	Students explain how layout and emotion work together.
Use	ASSESS	Independent four-line stanza.
Award	ASSESS	Specific evidence of poetry learning.
Target	ASSESS	A next goal, curiosity, or challenge.
Educate / Explain	ASSESS	Partner teaching of a LEAVES element.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 7, Module 2
Module Category	Poetry Reading and Composition
Primary TEKS	3.10(D) , 3.12(B) , and 3.8(A)
Primary Focus	LEAVES Emotion and Experience and Voice
Content Connection	“A Dream Can Grow” and “What Will You Give?”
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Educate and Explain
Student Products	Poem Parts Detective recording sheet, original four-line stanza, turn-and-teach explanation, exit ticket.

PART IV

Standards, Learning and Rigor**12. Learning Destination**

Module Learning Objective: Students 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.

I Will Statements

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

I Can Statements

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

DAILY DECK

Module Slide 1: the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I can describe the layout of each poem, including lines and stanzas.
- I can name an emotion or experience in each poem and point to the words.
- I can state the big idea of "A Dream Can Grow" and of "What Will You Give?"
- My own stanza uses deliberate lines to communicate one feeling or idea.

14. Evidence That Will Demonstrate Mastery

- The Day 2 Poem Parts Detective recording sheet.
- The Day 3 original four-line stanza.
- The Day 5 turn-and-teach explanation of a LEAVES element.

15. TEKS Correlations

Primary standards are [3.10\(D\)](#), [3.12\(B\)](#), and [3.8\(A\)](#). The Student Expectation column preserves the full wording supplied in the lesson plan.

TEKS	Student Expectation, verbatim	Where Taught and Practiced
3.12(B)	compose informational texts, including poetry, using genre characteristics and craft	Days 3-5: students compose a short poem stanza.
3.10(D)	describe how the author's use of language contributes to meaning	Days 1-4: students notice layout, emotion, and word choice in the poems.
3.8(A)	infer the theme of a work, distinguishing theme from topic	Days 3-5: students name the big idea each poem communicates.

16. Standards Coverage Matrix

Classification	Standard	Student Expectation	Where It Occurs
PRIMARY	3.10(D)	describe how the author's use of language contributes to meaning	Days 1-4
PRIMARY	3.12(B)	compose informational texts, including poetry, using genre characteristics and craft	Days 3-5
PRIMARY	3.8(A)	infer the theme of a work, distinguishing theme from topic	Days 3-5
LANGUAGE	ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail	Days 1, 2, 4, and 5
LANGUAGE	ELPS 4(C)(ii)	write using content-area vocabulary	Days 3-5
LANGUAGE	ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words	Days 3-5
LANGUAGE	ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Days 3-5

17. ELPS Correlations

The language demands are listening for lines and feeling, explaining a poem's layout, using poetry vocabulary, and writing a stanza.

ELPS	Student Expectation, verbatim	Where Addressed
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail	Days 1, 2, 4, and 5
ELPS 4(C)(ii)	write using content-area vocabulary	Days 3-5
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words	Days 3-5
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Days 3-5

ELPS Woven Into Intervention

Intervention uses **ELPS 2(E)** through sentence frames and oral rehearsal, and **ELPS 4(C)(ii)** through a word bank for layout and feeling.

ELPS Woven Into Enrichment

Enrichment uses **ELPS 4(D)(iii)** when students explain how a layout choice changes feeling and **ELPS 4(F)(i)** when students teach a LEAVES element to a partner.

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways for discussing lines, layout, emotion, and experience.

Proficiency Level	Language Objective and Access Support
Pre-Production	Point to lines and stanzas and use gestures for look and feel.
Beginning	Complete orally: “The poet arranged ____, and it makes me feel ____.”
Intermediate	Use: “The layout shows ____, and the emotion is ____ because the poet wrote ____.”
High Intermediate	Explain how a line break or stanza shapes emotion.
Advanced	Independently analyze a new poem feature and explain the feeling it creates.

Language Supports

- Provide the LEAVES anchor chart with L and E highlighted.
- Offer oral rehearsal before writing.
- Read the poem aloud, define one needed word, and return the thinking work to the student.
- Invite students to explain the feeling in a home language before rehearsing in English.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear the poems read aloud and listen for line breaks and feeling.
Speaking	Students defend a poem-feature sort and teach a LEAVES element to a partner.
Reading	Students read the two poems closely, noticing layout, word choice, and emotion.
Writing	Students write an original four-line stanza that arranges words on purpose and communicates a feeling.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a poem aloud, reread it, and let students use the LEAVES anchor chart and sentence frames.	Tell a student which feeling to find or write the student’s stanza.

The student must still point to the layout, name the feeling and its evidence, and arrange the student’s own poem lines.

21. Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Independence	Evidence of Thinking
Literal	Identify a poem’s stanzas, lines, and a feeling word.	Supported. The teacher may reread the stanza.	The student points to a stanza and a feeling word.
Inferential			

	Explain how the layout helps the feeling.	Guided on Days 1 and 2, independent by Day 3.	The student connects a line break or stanza to the emotion.
Evaluative	State the big idea and create a stanza that communicates a feeling.	Partner discussion on Day 3, independent by Day 5.	The student writes deliberate lines and explains the idea.

22. The Five Thinking Levels

Level	Thinking Stage	Description
Level 1	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Visible	Student connects ideas directly to evidence in the poem.
Level 4	Independent	Student combines evidence with personal response, applying understanding to the student's own writing.
Level 5	Reflective	Student connects the poem's idea to the world, morals, lessons, or broader life understanding.

The progression is Recall, naming lines, stanzas, and one feeling; Skill, sorting poem features; Strategic, explaining how layout helps feeling; and Extended, writing an original stanza and explaining its layout and feeling.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
A poem is just short sentences.	A teacher may accept sentences with no line intention.	Ask, "Where does each line end, and why did the poet choose that?"
Poems must always rhyme.	A teacher may require rhyme over meaning.	Value feeling and layout; treat rhyme as one tool, not the goal.
Feeling cannot be supported.	A teacher may accept a feeling with no evidence.	Ask the student to point to the word or line that creates the feeling.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Layout does not matter.	The student writes across the page like a paragraph.	Show the poem's stanzas and ask what the white space does.
A poem states its feeling directly.	The student writes "This is happy."	Ask which words could make the reader feel happy without saying it.
The poems report facts.	The student treats the speaker as a historian.	Remind: the events are real, but the poem uses a speaker's voice and feeling.

PART V

Module Foundations: Review, Refresh and Readiness**25. TEKS Target**

The module targets **3.10(D)** for language and meaning, **3.12(B)** for composing poetry with genre characteristics and craft, and **3.8(A)** for identifying the big idea of a poem.

26. How I Say the Standard!

3.10(D) I can describe how the author’s use of language contributes to meaning.

3.12(B) I can compose poetry using genre characteristics and craft.

3.8(A) I can infer the theme of a work and distinguish theme from topic.

Standard	Student-friendly wording	Evidence
3.10(D)	I can explain how the poet’s words contribute to meaning.	A feeling and a word or line that creates it.
3.12(B)	I can write a poem stanza using deliberate lines and craft.	An original four-line stanza.
3.8(A)	I can name the poem’s big idea, not only its topic.	A big idea for each poem.

27. This Week I Can...

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

28. Before I Can... Prerequisites

Before students can analyze poetry, students need to read a short text aloud, notice where a line ends, identify a feeling word, and write complete words in a notebook. The teacher may reread and model pointing, but the student completes the noticing.

- Identify a line of print.
- Notice white space between groups of lines.
- Name a feeling such as hope, kindness, or wanting to help.
- Listen for words that sound alike at line endings.

29. Remember This! (60-Second Retrieval)**TEACHER SCRIPT**

“Let’s rehearse out loud. The poet arranged the words by _____. The feeling I notice is _____, and I can hear it in the line _____. The big idea of the poem is _____.”

Retrieval prompts: What is a line? What is a stanza? What is a line break? Which words in “A Dream Can Grow” carry hope? Which words in “What Will You Give?” show service?

30. Vocabulary Infusion

Use vocabulary in oral rehearsal, annotation, discussion, and the original stanza. Students use precise words to describe how a poem is built and what it makes students feel.

Use the Word	Teacher Move	Student Evidence
line, stanza, layout	Point to the page shape before reading for meaning.	Student names a line, stanza, or layout choice.
emotion, experience, feeling	Ask what the words communicate and which words create it.	Student names a feeling and points to evidence.
theme, significance	Ask what big idea the poem communicates and why it matters.	Student explains the big idea or what to carry away.

31. Conventions Connection

Writing a stanza gives students a short context for [ELPS 4\(C\)\(ii\)](#) and [ELPS 4\(D\)\(iii\)](#). Students check that each line begins and ends as intended, words are spelled correctly, and punctuation supports reading aloud.

Conventions look-fors: each line begins as intended, punctuation supports reading aloud, and words are spelled correctly. Students check each line beginning and ending and reread each word.

32. Writing Connection

This is a poetry composition module. Students compose a short poem stanza using genre characteristics and craft, as required by [3.12\(B\)](#). The writing task is not an essay; it is one four-line stanza about hope or service.

Poetry craft connects one clear feeling or idea to Emotion and Experience, and a consistent speaker to Voice, and an attempt at two rhyming line endings to Echo and Sound.

33. Watch Out!

- Do not treat a poem as a paragraph.
- Do not require perfect rhyme over meaning.
- Do not accept a feeling with no word or line to support it.
- Do not turn this poetry task into essay writing.

34. Ready Check

Ready Check	Yes	Not Yet
Students can point to a line and a stanza.	☐	☐
Students can name a feeling and point to a word or line.	☐	☐
Students can explain the big idea of a poem.	☐	☐
	☐	☐

Students can arrange four lines on purpose.		
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35. Teacher Look-Fors

Look-For	Evidence in Student Work	Responsive Move
Lines and Layout	The student names stanzas, lines, line breaks, or white space.	Point to stanza breaks and ask what the white space does.
Emotion and Experience	The student names a feeling and points to a word or line.	Ask, “Which words made you feel that?”
Poetry composition	The student breaks lines on purpose.	Model breaking one sentence into two purposeful lines, then return the writing to the student.

PART VI

Vocabulary, Content and Preparation**36. Complete Tier 1 Vocabulary****TEACHER SCRIPT**

“Before we begin, let’s preview some words we will use to talk about poems. Poets and readers use precise words to describe how a poem is built and what it makes us feel.”

Word	Student-Friendly Definition	Oral Rehearsal Frame
poem	writing arranged in lines that often uses sound and images	This poem makes me feel ____.
line	one row of words in a poem	This line says ____.
word choice	the exact words a writer picks	The poet’s word choice shows ____.
feeling	an emotion the words carry	One feeling in this poem is ____.
hope	the belief that something good can happen	The poem shows hope when ____.
give	to offer help, time, or kindness	The poem asks what I can give by ____.
share	to give or pass something to others	A dream can grow when we share ____.
voice	who is speaking in the poem	The voice in this poem sounds ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

“Before we begin, let’s preview some words we will use to talk about poems. Poets and readers use precise words to describe how a poem is built and what it makes us feel.”

Word	Student-Friendly Definition	Oral Rehearsal Frame
layout	the way a poem’s words and lines are arranged on the page	The layout shows ____.
stanza	a group of lines set apart in a poem, like a paragraph	This stanza is about ____.
line break	the point where one line of a poem ends and the next begins	The line break makes me pause at ____.
emotion	a strong feeling	The emotion in this stanza is ____.
experience	something that happens to or is felt by the speaker	The experience in this poem is ____.
rhyme	words that end with the same sound	These words rhyme: ____ and ____.
theme	the big idea a poem communicates	The theme of this poem is ____.
significance	why the poem matters beyond the words	The significance of this poem is ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

“These words connect to the history and ideas behind our two poems.”

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
dream	DREEM	a hope or goal for a better future	Dr. King’s dream was ____.
service	SUR-vis	helping others and the community	Service means ____.
inspire	in-SPYR	to fill someone with the urge to do something good	The poem inspires me to ____.
civil rights	SIV-uhl ryts	rights that protect equal treatment for all people	Civil rights means ____.
Peace Corps	PEES kor	a service organization whose volunteers help communities	The Peace Corps helped by ____.
generation	jen-uh-RAY-shun	people living during the same time	A dream can pass from one generation to ____.
community	kuh-MYOO-nuh-tee	a group of people who live or work together	I can help my community by ____.
kindness	KYND-nis	being friendly, generous, and caring	I can show kindness by ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge and Teacher Context

This cluster connects two poems to real history. “A Dream Can Grow” connects to Dr. Martin Luther King Jr. and the idea of hope for a better future, the March on Washington, and the “I Have a Dream” speech. “What Will You Give?” connects to President John F. Kennedy and the idea of serving others, his 1961 inauguration, and the Peace Corps.

The historical leaders and major events are real. The poems use a speaker’s voice to communicate feeling and experience rather than to report facts. “A poem may communicate a powerful idea using fewer words, deliberate lines, sound, imagery, and carefully chosen language.”

Module 2 focuses on Emotion and Experience and Voice, building on Lines and Layout. Voice: a poem is spoken by a speaker, and words into lines and stanzas, and that arrangement is part of the meaning. Emotion and Experience: a poem communicates a feeling or experience the reader is invited to share. Later modules add Artistic Language, Voice, Echo and Sound, and Significance.

40. Materials Needed

- Copies of the two poems: “A Dream Can Grow” and “What Will You Give?”
- LEAVES poetry anchor chart with L and E highlighted
- Chart paper and sticky notes
- Poem-feature cards for the Day 2 game
- Student notebooks
- Colored pencils or highlighters
- Award and Target reflection sheet

Use the two poems for close reading, annotation, and evidence; the LEAVES anchor chart to model L and E; poem-feature cards for the Poem Parts Detective sort; and student notebooks for the original stanza and reflection.

41. Preparation Before Day 1

1. Prepare copies of “A Dream Can Grow” and “What Will You Give?”
2. Display the LEAVES poetry anchor chart with L and E highlighted.
3. Prepare chart paper, sticky notes, poem-feature cards, notebooks, and colored pencils or highlighters.
4. Prepare the Day 2 Poem Parts Detective recording sheet.
5. Prepare the Award and Target reflection sheet.

42. Weekly Timing and Transition Overview

Day	GRADUATE Stage	What Happens	Time
Day 1	G, Gather + R, Reveal	Meet Dr. King and President Kennedy; read the two poems; reveal Emotion and Experience and Voice.	15 MINUTES
Day 2	A, Attempt	Poem Parts Detective: find and sort LEAVES features in the two poems.	15 MINUTES
Day 3	D, Discuss + U, Use	Discuss layout and emotion, then write an original four-line stanza.	15 MINUTES
Day 4	A, Award + T, Target	Award evidence of poetry learning and identify a next goal.	15 MINUTES
Day 5	E, Educate / Explain	Turn and teach a LEAVES element to a partner and close the module.	15 MINUTES

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine used to move students between activities while reinforcing the poetry routine: a poem’s layout and feeling work together.

This Module’s Routine: “Line Break Clap”

TEACHER SCRIPT

“Tiny Time! I will read a short poem line. Clap once at the end of the line to mark the line break, then whisper the feeling the line carries.”

1. Signal the class and get all eyes on the teacher.
2. Read one poem line aloud, for example, “A dream can start inside your heart,”

3. Students clap once at the line break, then whisper the feeling.
4. Read two or three lines in a row, then have students return quietly to seats.

PART VII

Citizenship and Content Connection**44. The Citizenship Connection**

The poems connect hope and service to positive action. “A Dream Can Grow” shows a hopeful journey moving from friend to friend, through classrooms, homes, and towns. “What Will You Give?” shows that service can begin with two hands, two feet, a kind voice, and a helping heart.

TEACHER SCRIPT

“Words can carry hope, and small acts of service can help a community. As you read, notice how a poem invites people to make a positive difference.”

“A Dream Can Grow” connects hope to one hopeful word traveling through until another dreams it too. “What Will You Give?” connects service to a helping heart that can start to live when the speaker asks, “What can I give?”

PART VIII

Instructional Tools and Source Text**45. Anchor Charts and Core Strategy Visuals****LEAVES Poetry Framework**

Letter	Element	Exact Framework Wording
L	Lines and Layout	how the poem is arranged into lines and stanzas
E	Emotion and Experience	what feeling and lived experience the poem communicates
A	Artistic Language	imagery, metaphor, personification, symbol
V	Voice	who is speaking; the speaker
E	Echo and Sound	rhyme, rhythm, repetition
S	Significance	why the poem matters, what to carry away

- L: look at the lines and stanzas.
- E: name the emotion and experience.
- Read the poem aloud and point to evidence.
- Carry the big idea into an original stanza.

46. Core Reading Routine and Strategy Explanation

The module strategy is to read a poem the way a poet builds one. First notice the shape: lines, stanzas, line breaks, and white space. Then notice the feeling or lived experience the words communicate. Students point to exact words or lines and explain how the layout helps the feeling.

Notice	Ask	Evidence
Lines and Layout	How is the poem arranged?	Lines, stanzas, line breaks, white space.
Emotion and Experience	What feeling or experience does the poem communicate?	A word or line that creates the feeling.
Big Idea	What does the poem ask the reader to carry away?	A statement about hope or service.

Oral-Rehearsal Frame: “The poet arranged ____, and the feeling I notice is ____ because of the words ____.” Use before independent writing. “The big idea of the poem is ____.” Use after students identify layout and emotion.

47. Student Source Passage(s)

Poem use: read the two poems below at medium stamina. Keep the line numbers for discussion and for citing specific lines and stanzas. Blank lines mark the breaks between stanzas.

Poem: "A Dream Can Grow" (Genre: Poem; Stamina: Medium)

I did not make the dream that day,
I heard it spoken far away.
A steady voice rose strong and clear,
And somehow brought the future near.

5 I stood beside my mama there,
With summer sunshine everywhere.
She held my hand among the crowd,
While hopeful words were spoken loud.

I looked at Mama's shining eyes,
10 And saw the tears that made me wise.
"Why are you crying?" I asked her there.
"For dreams like this," she said, "we care."

I thought a dream belonged to one,
Then disappeared when night was done.
15 But this one traveled through the air,
And somehow everyone could share.

It moved through voices, row by row,
And planted hope so it could grow.
It traveled into hearts like mine,
20 A little spark, a little shine.

I carry it into school each day,
In how I work and how I play.
I carry it when I choose to see
A child who needs a friend in me.

25 I carry it when I stop and hear
The words of someone standing near.
I carry it when I choose what's right,
And help another heart feel light.

A dream grows stronger when we share,
30 Through thoughtful words and acts of care.
Dr. King spoke hope for us to see,
And now that dream is part of me.

Poem: "What Will You Give?" (Genre: Poem; Stamina: Medium)

Grandpa says our country's more
Than flags that wave or buildings soar.
A country lives in what we do,
In helping hands like mine and you.

5 Hands can teach and hands can grow,
Hands can build and hands can sow.
Hands can carry, clean, and share,
And show another person care.

Grandpa remembers winter air,
10 And thousands gathered everywhere.
He heard a president explain
That service could become our aim.

He heard a challenge spoken clear,
A call for citizens to hear.

15 Don't only wonder what you'll get;
Ask what you can contribute yet.

My hands are smaller than his then,
But small hands help again and again.
They may not travel lands afar,
20 But still can help right where they are.

They gather food and plant a seed,
They help a friend who has a need.
They open doors and pick things up,
They pour a neighbor's empty cup.

25 They wave hello to someone new,
Or help a classmate make it through.
No famous speech is needed when
Two helping hands can help a friend.

I look at mine and start to see
30 How useful little hands can be.
Ten fingers ready, strong and true,
What good can these two hands now do?

48. Student Annotation Guide

Students annotate both poems for E, Emotion and Experience, and V, Voice.

Poem	Lines and Layout	Emotion and Experience
"A Dream Can Grow"	Four-line stanzas, short purposeful lines, line breaks, and white space between stanzas.	Hope can shine; a dream grows from friend to friend; hearts lift when people feel down.
"What Will You Give?"	Short stanzas built on "I have..." and a title that asks a question.	Wanting to help; service through hands, feet, voice, kindness, and a helping heart.

49. Poem Evidence Highlighting

Use the two poems for evidence highlighting. Students mark a line or stanza for layout and mark a word or line for emotion and experience.

Evidence Type	A Dream Can Grow	What Will You Give?
Layout	Four-line stanzas and line endings such as heart / start and grow / show.	Short stanzas built on "I have..." and repeated body-part openings.
Emotion and Experience	"hope can shine" and "lifts our hearts when we feel down."	"help and care," "a friend today," and "A helping heart can start to live."
Big Idea	Hope can grow as it is shared.	Ordinary people can serve through small, kind actions.

PART IX

50. Five-Day GRADUATE Lesson

This five-day lesson develops Emotion and Experience, and Voice, through the Medium versions of two poems, asking whose voice we hear and how that speaker shapes the feeling a reader shares.

DAY 1 | GATHER AND REVEAL | 15 MINUTES**G and R**

Standard	Student Expectation, verbatim
3.10(D)	describe how the author's use of language contributes to meaning
3.8(A)	infer the theme of a work, distinguishing theme from topic
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail

Purpose: Students reread the longer poems and reveal Emotion and Experience and Voice by asking whose voice they hear, what that speaker experiences, and what feeling the voice creates.

TEACHER SCRIPT

“Last week you read short versions. This week the experiences return with more detail. Notice whether extra words add description, thoughts, relationships, feelings, or a clear speaker.”

Read “A Dream Can Grow” aloud while students follow. Remind students that a child stands beside Mama at Dr. Martin Luther King Jr.’s speech. Ask whether each detail is a thought, action, or feeling, and what Mama’s words help the child understand. Guide students to the child’s experience of hearing hopeful words and carrying the dream into daily choices.

TEACHER SCRIPT

“A poem communicates a feeling or experience. Listen for the child beside Mama. What does the child notice, remember, and feel? The historical speech matters, but the child’s experience helps you feel it.”

Read “What Will You Give?” aloud. Establish that a granddaughter hears Grandpa recall President John F. Kennedy’s call to serve. Ask how learning through Grandpa’s memory differs from standing beside Mama, and name the service feeling that grows through the granddaughter’s perspective.

TEACHER SCRIPT

“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. The event stays real, but the speaker changes what you notice and feel.”

Prompt	Expected Noticing
The speaker in “A Dream Can Grow” is...	A child beside Mama at Dr. King’s speech who carries hope into daily life.
The speaker in “What Will You Give?” is...	A granddaughter hearing Grandpa remember Kennedy’s call to serve.

One feeling the voice creates is...	Hope, wonder, gratitude, responsibility, or a desire to help, supported by a poem detail.
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DAY 2 ATTEMPT 15 MINUTES A

Standard	Student Expectation, verbatim
3.10(D)	describe how the author's use of language contributes to meaning
ELPS 3(E)	share information in cooperative learning interactions

Purpose: Small groups match evidence from the poems to the speaker whose voice it best represents, then name the feeling that evidence carries.

Small-Group Game: Whose Voice? Groups receive Voice Cards for the MLK child, Mama, the JFK granddaughter, Grandpa, and the poetic speaker. Evidence Cards include “I stood beside my mama there,” “I looked at Mama's shining eyes,” “Grandpa remembers winter air,” “He heard a president explain,” “I carry it into school each day,” “My hands are smaller than his then,” plus thoughts, dialogue, actions, memories, hope, and wanting to help.

TEACHER SCRIPT

“Today you and your group will attempt the thinking. Match each clue to the speaker whose voice it best represents, then name the feeling it carries. Placing a card is not enough. Every decision needs a reason about what that speaker knows, notices, remembers, or feels.”

Model one match: “Grandpa remembers winter air” belongs with Grandpa because he recalls an event from years ago. Guide students to the MLK child for “I stood beside my mama there” and “I carry it into school each day.” The child reports Mama's words and shining eyes. The JFK granddaughter notices her smaller hands and wonders what they can do. Accept the poetic speaker with a strong reason.

TEACHER SCRIPT

“If Mama were the speaker of the MLK poem, she might notice things the child did not. If Grandpa spoke the whole JFK poem himself, you might hear more about 1961 and less about the granddaughter discovering the meaning. Perspective does not change the basic event, but it changes what you receive.”

In the challenge round, give each group the event of someone hearing an inspiring message about helping others. Have students describe it as a child, an adult remembering it years later, and a poet. Preview that students will use a chosen speaker tomorrow.

Sample Evidence Card	Best Placement	Reason
"With Mama's hand in mine"	Voice	It shows a child speaker standing beside a parent.
a hopeful, growing feeling	Emotion and Experience	It names what the poem makes readers feel.
"Grandpa remembers"	Voice	It shows a granddaughter speaker hearing a family memory.
the experience of watching a speech	Emotion and Experience	It names the lived experience in the poem.

the words "I" and "my" throughout	Voice	First-person words tell us who is speaking.
the feeling of wanting to help	Emotion and Experience	It names the service feeling.
a question the speaker asks	Voice	The speaker's own question reveals who is talking.

DAY 3 | DISCUSS AND USE | 15 MINUTES

D and U

Standard	Student Expectation, verbatim
3.12(B)	compose informational texts, including poetry, using genre characteristics and craft
3.8(A)	infer the theme of a work, distinguishing theme from topic
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Purpose: Students discuss how changing the voice changes the details and feeling, then write a stanza in a chosen speaker's voice.

TEACHER SCRIPT

"Yesterday the cards made your thinking about voice visible. Today you will discuss why it matters. When the perspective changes, does the event change? No. Does what the speaker notices change? Yes. Perspective changes what the speaker knows, remembers, feels, and chooses to tell you."

Discuss "A Dream Can Grow" by asking what the child notices and feels, then complete "The child's voice helps us feel..." For "What Will You Give?" ask how Grandpa's memory changes what we feel and complete "The granddaughter's voice helps us feel..." Press for evidence from a thought, action, relationship, or feeling.

TEACHER SCRIPT

"Use what you learned without a partner. Choose a child at an important event or a grandparent remembering one. Write a four-line stanza in that speaker's voice about hope or service, showing what the speaker notices and feels."

Independent Writing: Students write one stanza in a chosen speaker's voice. Ask them to keep one perspective and make the speaker more than a pronoun by showing what that speaker notices, remembers, or feels.

- 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 as my best effort.

TEACHER SCRIPT

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

Poem	Discussion Prompt	Expected Response
"A Dream Can Grow"	Whose voice tells this poem, and how does that voice shape the emotion?	

		A child speaker stands beside Mama at Dr. King's speech; the child's voice makes the hope feel personal and lived.
"What Will You Give?"	Whose voice tells this poem, and what emotion or experience does the speaker share?	A granddaughter hears Grandpa recall President Kennedy's call to serve; her voice carries wonder about what her own hands can do.

DAY 4 | AWARD AND TARGET | 15 MINUTES
A and T

Standard	Student Expectation, verbatim
3.12(B)	compose informational texts, including poetry, using genre characteristics and craft
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail

Purpose: Students recognize specific evidence of their Emotion and Experience and Voice work, then identify a next goal, curiosity, or challenge.

TEACHER SCRIPT

"An award does not mean giving yourself a prize. It means recognizing evidence of your learning. Find something specific. You can say, 'I kept one speaker's voice all the way through,' or, 'I showed a feeling instead of naming it.'"

Student Reflection	Response
Something I did well with Emotion and Experience is...	
Something I did well with Voice is...	

Students circle or highlight evidence in their writing. Ask them to star where their voice is strongest, then find where a reader might forget who is speaking. That place becomes the target.

TEACHER SCRIPT

"Strong learners notice confusion instead of hiding it. A challenge gives you information about what to practice next. Your target might be keeping one perspective, showing rather than telling emotion, or creating a distinctive voice."

Student Target: Something I still find challenging, or something I am curious about, is... My current question: I wonder...

TEACHER SCRIPT

"An award says, 'Look how far you have come.' A target says, 'Look where you are ready to go.' A strong poet learns to do both."

DAY 5 | EDUCATE AND EXPLAIN | 15 MINUTES
E

Standard	Student Expectation, verbatim
3.10(D)	describe how the author's use of language contributes to meaning

ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail
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Purpose: Students teach Emotion and Experience or Voice to a partner using the week's poems and evidence about each speaker.

TEACHER SCRIPT

“Today you become the teacher. If you can explain an idea clearly enough for another student to understand it, you are showing deeper learning. Use the poem, name the speaker, and explain the feeling that voice creates.”

Partner	Teaching Task	Sentence Stem
Partner A	Teach Voice or Emotion and Experience using “A Dream Can Grow.”	The speaker in this poem is... I know because... One feeling this voice creates is...
Partner B	Teach Voice or Emotion and Experience using “What Will You Give?”	The speaker in this poem is... An example from the poem is... The feeling I notice is...
Both partners	Switch with another pair and explain the evidence.	If ____ had told this instead, the reader would probably learn more about ____ because ____.

Listen for explanations connecting the child beside Mama to hope and the granddaughter hearing Grandpa to service. Partners explain how the moment might feel if Mama or Grandpa told it directly, using what the speaker notices, knows, remembers, or feels.

Module Closure: A poem's voice shapes the emotion and experience a reader shares by controlling what the reader sees, knows, hears, and feels.

TEACHER SCRIPT

“Your answer to our question is this: perspective controls what you see, know, hear, and feel. The same historical moment can be communicated differently depending on who tells it. In these poems, a child's voice carries hope from Dr. King's speech, and a granddaughter's voice discovers service through Grandpa's memory.”

PART X

Student Exemplars**51. Low / Developing Exemplar**

Student Response	What Is Working	Teacher Notes	What Needs Improvement
"I want to help people. Helping is good. I like to be nice. The end."	The student names the idea of service.	This is written as sentences, not as a poem. There are no deliberate lines, no rhyme, and no chosen images. The feeling is stated rather than shown.	Arrange the words into four purposeful lines, add rhyme at two line endings, and choose words that help the reader picture the helping.

52. Medium / Approaching Exemplar

Student Response	What Is Working	Teacher Notes	What Needs Improvement
"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 student uses four lines with rhyme and names the idea of service.	The layout and rhyme are working. The last line is filler that does not add feeling or a picture.	Replace the filler line with a word choice that shows the feeling or a small, specific action.

53. High / Secure Exemplar

Original Student Poem	LEAVES Analysis	Teacher Notes
"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 liven."	Lines and Layout: four deliberate lines with rhyme at each pair. Emotion and Experience: service, kindness, and growth.	The stanza communicates one clear feeling through purposeful lines and word choice. The layout and the emotion work together.

Additional Secure Exemplar

Student explanation: "The poet arranged four lines with rhyming pairs, and the feeling I notice is kindness because of the words 'two hands,' 'help,' and 'little kindness.'"

PART XI

Assessment and Evidence**54. Teacher Answer Guidance and Evidence Notes**

Poem	Layout	Big Idea
“A Dream Can Grow”	Four-line stanzas, rhymed line endings, and a repeated movement from one line to the next.	Hope can grow as it is shared from person to person.
“What Will You Give?”	Short stanzas built on “I have...” and a question in the title.	Ordinary people can serve through small, kind actions.

Teacher Note: Value feeling and deliberate layout over perfect rhyme.

Oral-Rehearsal Frame: “The poet arranged ____, and the feeling I notice is ____ because of the words ____.”

55. Standards Evidence Trail

Evidence	Standard	What the Teacher Collects
Day 1 reading and discussion	3.10(D)	Student points to layout and a word that creates feeling.
Day 2 Poem Parts Detective	3.10(D)	Student sorts evidence and gives a reason.
Day 3 original stanza	3.12(B)	Four deliberate lines that communicate hope or service.
Day 3 big idea response	3.8(A)	Student distinguishes a poem’s big idea from a topic.
Day 5 turn-and-teach	ELPS 2(E)	Student explains one LEAVES element with specificity.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can read a poem for Emotion and Experience and Voice and write a short stanza.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The two poems, LEAVES anchor chart, poem-feature cards, and student notebooks.
Task	Students perform a formative check in Poem Parts Detective and an independent task by writing a four-line stanza.
Expected Response	Students sort poem features accurately, explain the feeling with evidence, and write deliberate poem lines.

Informal Assessment: Observe the Poem Parts Detective sort. Listen for students explaining how layout helps the feeling and note whether students can point to evidence in the poem for a feeling.

Formative Assessment: The Day 3 independent four-line stanza is the formative check. Students choose hope or service, arrange deliberate lines, attempt rhyme, and choose words that create feeling.

PART XII

Formal Module Assessment Addendum**57. Student Exit Ticket (Printable Page)**

Name: _____

Complete after reading the two poems.

Prompt	Response
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...	
One line or word that supports my thinking is...	

58. Exit Ticket Answer Key

Prompt	Acceptable Evidence
Arrangement	Lines, stanzas, line breaks, white space, repeated openings, or rhyme.
Feeling in “A Dream Can Grow”	Hope, growing, sharing, or a hopeful journey, supported by a word or line.
Idea in “What Will You Give?”	Service, kindness, helping others, or a helping heart, supported by a word or line.
Evidence	An accurate line or word from one of the two poems.

Teacher Note: Value feeling and deliberate layout over perfect rhyme.**59. Scoring Principle**

The score reflects whether the student can notice deliberate lines and stanzas, name an emotion or experience with evidence, explain the big idea, and compose a four-line stanza. Rhyme is an attempt, not the only measure of success.

- Layout: deliberate lines and stanzas.
- Feeling: one clear feeling or idea.
- Word Choice: at least one word or image that shows the feeling.
- Attempted Rhyme: an attempt at two line endings.

60. Gradebook Conversion

Level	Description	Suggested Evidence
Still Developing	Student names an idea but needs support with deliberate lines or evidence.	Exit ticket and developing stanza.
Approaching	Student uses four lines and names a feeling with partial evidence.	Medium stanza and explanation.
Secure	Student uses deliberate lines, communicates a feeling or idea, and supports the thinking.	High stanza and turn-and-teach explanation.

61. Recommended Gradebook Label

G3 C7 M2

Student	Lines and Layout	Emotion and Experience	Original Stanza
	☐ Not Yet ☐ Getting It ☐ Secure	☐ Not Yet ☐ Getting It ☐ Secure	☐ Not Yet ☐ Getting It ☐ Secure

PART XIII

Module Writing Assignment**62. Writing Assignment (Teacher Scoring Copy)**

Writing 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.

Standards: **3.12(B)** compose informational texts, including poetry, using genre characteristics and craft; **3.10(D)** describe how the author’s use of language contributes to meaning.

Scoring Component	Secure Evidence	Notes
Layout	Four deliberate lines arranged on purpose.	
Feeling or Idea	One clear feeling or idea about hope or service.	
Word Choice	Words that help the reader feel or picture the idea.	
Rhyme Attempt	At least two line endings attempt rhyme.	

63. Student Planning Frame

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

Step	Planning Guide	Student Notes
Step 1: The Idea	Name the one feeling or idea the 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.	
Step 4: Read Aloud	Read the poem aloud and listen for the feeling.	

Drafting Space

64. Writing Assignment Rubric

Component	4, Secure	3, Approaching	2, Developing	1, Beginning
Layout	Four deliberate lines and clear stanza shape.	Four lines with mostly deliberate breaks.	Some line breaks, but the writing often reads like sentences.	No deliberate line arrangement yet.
Feeling or Idea	One clear feeling or idea is communicated.	A feeling or idea is present.	The feeling or idea is named but not developed.	No clear feeling or idea yet.
Word Choice	Chosen words help the reader feel or picture the idea.	Some words help the reader feel the idea.	Word choice is general.	Word choice does not yet show the idea.
Rhyme Attempt	At least two line endings rhyme or nearly rhyme.	An attempt at rhyme is visible.	Rhyme is attempted once.	No rhyme attempt yet.

65. Writing Gradebook Conversion

Gradebook Entry	Evidence	Teacher Action
Secure	Deliberate lines, clear feeling, helpful word choice, and rhyme attempt.	Record as secure and note one craft strength.
Approaching	Four lines and a feeling are present, with one area to strengthen.	Record as approaching and identify one next step.
Developing	Student needs support turning sentences into deliberate lines or showing feeling.	Use the two-line frame and a rhyming word bank.

66. Teacher Feedback Shortcuts

- “Your lines are arranged on purpose. Read the line breaks aloud.”
- “Point to the word that helps the reader feel your idea.”
- “Try one word that shows kindness, hope, or service.”
- “Choose two line endings and listen for a rhyme.”
- “Read your stanza aloud and change one word so the feeling comes through more clearly.”

PART XIV

Response to Student Need**67. Intervention: Name the Thinking**

Give the student one stanza at a time and a two-choice sort: is this clue about how it feels, Emotion and Experience, or whose voice speaks, Voice? Read the stanza aloud and have the student point to each line ending. Provide the frame: “The poet arranged ____, and it makes me feel ____.” For the writing task, provide a two-line frame with a rhyming word bank so the student can build up to four deliberate lines.

68. Embedded Checks and Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to describe a poem's layout.	Students name stanzas, lines, and white space.	Students read a poem as a paragraph.	Point to stanza breaks and ask what the white space does.
Ask students to name a feeling and its evidence.	Students point to a word or line that creates the feeling.	Students name a feeling with no evidence.	Ask, "Which words made you feel that?"
Ask students to write in deliberate lines.	Students break lines on purpose.	Students write across the page like sentences.	Model breaking one sentence into two purposeful lines.

69. Student Support Quick Reference

If a Student...	Support to Provide
Reads a poem as a paragraph	Cover all but one stanza and read line by line.
Names a feeling with no evidence	Use the frame: "I feel ____ because the poet wrote ____."
Writes sentences instead of poem lines	Give a two-line rhyming frame to build from.
Masters quickly	Route to Module 2 enrichment, two layouts with the same idea.

70. Enrichment: Connect Across Poems

Students choose the same idea, hope or service, and write two short stanzas that arrange the lines differently, one with rhyme and one without. Students explain how changing the layout changed the feeling. Students may also compare how "A Dream Can Grow" and "What Will You Give?" communicate related ideas and explain what each poem's layout allows the poet to do.

71. Additional Writing Opportunity: Plan and Draft

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

Connection to This Module: Students use the first two LEAVES elements, Emotion and Experience and Voice, in an original poem.

1. Choose the idea: hope or service.
2. Brainstorm words and images that carry the feeling.
3. Decide where the lines will break and which endings might rhyme.
4. Read the poem aloud and listen for the feeling.

Step	Planning Guide
Step 1: The Idea	Name the one feeling or idea the 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.

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.

72. Additional Writing Opportunity: Revise, Edit, and Share

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

Edit. Check that each line begins and ends as intended, and that words are spelled correctly.

Share. Read the poem to a partner. The partner names one feeling and one layout choice noticed.

PART XV

Engagement and Home Connection**73. Auditory Engagement Moments**

Give every student a chance to hear and say the thinking, not only read it. These moments are built around Emotion and Experience and Voice.

- Read one stanza aloud and pause clearly at each line break.
- Students tap the desk softly at each line break.
- Students show a hopeful feeling with a thumbs-up near the heart or a giving feeling with open hands.
- One pair explains which words created the feeling.

TEACHER SCRIPT

“Pencils down first. Poems are meant to be heard. Listen, feel, and show your thinking before you write.”

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before answering.

PAUSE POINT: BEFORE READING A POEM

Stop and think: Before reading for meaning, look at the shape. How many stanzas are there? How long are the lines? The poet arranged the words on purpose.

PAUSE POINT: MIDWAY

Stop and think: What feeling is this poem communicating so far? Point to one word or line that creates that feeling.

PAUSE POINT: BEFORE YOU WRITE

Stop and think: I am writing a poem, not sentences. Where will my lines end? Which two lines can rhyme? Which words will help my reader feel the idea?

75. At-Home Connection

These at-home tasks need little or no materials and each ends in a short conversation rather than a worksheet.

Task	Directions	Family Conversation
Read a Poem Aloud	Find a short poem, song, or rhyme. Read it aloud and point to where each line ends.	What feeling does it give us, and which words create that feeling?
Two Lines of Our Own	Together, write two rhyming lines about something hoped for or a way to help others.	How do the words sound when read aloud?

PART XVI

Student Ownership**76. My Progress Tracker****TEACHER SCRIPT**

“This is your very own progress tracker. As you learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows how much you are growing. You are in charge of your own learning.”

Directions: This tracker is for YOU. As you read and write poems this week, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel.

I Can...	Not Yet	Getting Set	I Can Do It
Explain whose voice is speaking in a poem and how it shapes the feeling.	☐	☐	☐
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.	☐	☐	☐

One thing I am proud of: _____

One thing I want to get better at: _____

77. Student Award

What can I already do? One poem feature I understand well and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for noticing layout, naming feeling, or writing deliberate lines:

PART XVII

Teacher Closure and Reviewer Evidence**79. Teacher Closure Script****TEACHER SCRIPT**

“This week you learned to read a poem the way a poet builds one. You noticed how 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 you can see and hear.”

80. Module Synthesis

The module question is: How does a poem use its lines, layout, and emotion to communicate a big idea? The module answer is that deliberate lines and stanzas, carefully chosen words, and the feelings those words create work together. The way a poem is arranged on the page is part of what it means.

81. Teacher Reflection Notes

- Which students can point to a poem’s layout and explain it?
- Which students named a feeling in a poem and supported it with a line?
- Which students need more support writing in deliberate lines rather than sentences?
- Who is ready to add Voice and Artistic Language in the modules ahead?

Teacher Notes:**82. Teacher Artifacts of Effectiveness**

Collect and date evidence that shows the skill was taught and learned:

- Poem Parts Detective recording sheets
- Independent four-line stanzas
- Award and Target reflection sheets
- Exit tickets at each level, still developing, approaching, and secure

PART XVIII

Production and Implementation Support**83. Module Slide Deck Build Sheet**

Slide	Title	Required Content	Lesson Location
1	Entering the Experience	Grade 3, Cluster 7, Module 2; Low Stamina; two poems	Cover
2	Meet Our Week	I Will and I Can statements; LEAVES L and E	Learning Destination
3	Voices That Inspire Change and Service	Overarching question and two poem connections	Day 1 Gather
4	Look at the Shape	Lines, stanzas, and white space in “A Dream Can Grow”	Day 1 Reveal
5	Listen for the Feeling	Hope in “A Dream Can Grow” and service in “What Will You Give?”	Day 1 Reveal
6	Poem Parts Detective	Sort Emotion and Experience and Voice clues	Day 2 Attempt
7	Talk It Over	How layout and emotion work together	Day 3 Discuss
8	Write a Stanza	Four deliberate lines about hope or service	Day 3 Use
9	Award Yourself	Specific evidence of poetry learning	Day 4 Award
10	Set a Target	A next goal, curiosity, or challenge	Day 4 Target
11	Turn and Teach	Teach a LEAVES element to a partner	Day 5 Educate / Explain
12	Exit Ticket	One layout notice, one feeling, and one idea	Assessment Addendum
13	My Progress Tracker	Independent reflection on poetry skills	Student Ownership

84. Virtual and Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method.

Element	Adaptation
Shared screen	Share one poem and one student's layout and feeling notes for live feedback.
Annotation	Students mark lines, stanzas, and feeling words on a shared document or slide.
Breakout discussion	Pairs sort poem features, name a reason, and rehearse a response.
Oral response	Students say the frame aloud before typing the response.
Asynchronous option	Students submit one layout notice, one feeling with evidence, and one original stanza.
Digital tracking	Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection**85. Teacher Reflection (This Module)**

Fill this in after teaching the module. Write notes in the open spaces.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

Essential / Overarching Question, Answered

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

Words can carry hope from person to person, dreams can grow when people share kindness, and ordinary acts of service can help others. “A Dream Can Grow” shows that one hopeful word can travel through until another dreams it too. “What Will You Give?” shows that two hands, two feet, and a kind voice can begin a helping heart. Together, the poems show that deliberate words, shared dreams, and small acts of service can inspire people to make a positive difference.

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Teacher Lesson Plan Guide

The Moment That Stays: Artistic Language and Sound

Grade 3 | Cluster 7 | Module 3

Grade: 3

Cluster: 7, Poetry, Voices That Inspire Change and Service

Module: 3 of the cluster

Primary Instructional Category: Poetry reading and composition

Module Title: The Moment That Stays: Artistic Language and Sound

Content Connection / Poem Titles: "A Dream Can Grow" and "What Will You Give?" (High stamina)

Primary TEKS: [10\(D\)](#), [8\(A\)](#), and [12\(B\)](#)

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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LEAVES Poetry Framework

LEAVES helps students read a poem closely. This module concentrates on A, Artistic Language, and E, Echo and Sound. Lines and Layout, Emotion and Experience, and Voice continue in every poem.

- **L = Lines and Layout:** how the poem is arranged into lines and stanzas
- **E = Emotion and Experience:** what feeling and lived experience the poem communicates
- **A = Artistic Language:** imagery, metaphor, personification, symbol
- **V = Voice:** who is speaking; the speaker
- **E = Echo and Sound:** rhyme, rhythm, repetition
- **S = Significance:** why the poem matters, what to carry away

TEACHER SCRIPT

"A poet can make an important idea stay with the reader through images, comparisons, repetition, rhythm, and carefully chosen words."

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose for the teacher: students are moving from noticing a poem's idea to explaining how its craft makes that idea memorable. Hold that purpose in front of the class all week.

TEACHER SCRIPT

"A poet can make an important idea stay with the reader through images, comparisons, repetition, rhythm, and carefully chosen words."

Connection to this week's type of thinking: students read two poems closely, name a craft move, point to the words, and explain why the poet used it.

2. 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 and Echo and Sound, and ask why a poet chooses each craft move. Artistic Language includes imagery, metaphor, personification, and symbol. Echo and Sound includes rhyme, rhythm, and repetition.

Where it fits into poetry: students read two poems about hope and service, analyze how craft strengthens meaning, and use those craft moves in original writing.

3. Module Essential / Overarching Question

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

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

Module LEAVES Focus: This module concentrates on A, Artistic Language, and E, Echo and Sound. Lines and Layout, Emotion and Experience, and Voice continue in every poem. Students record their thinking at the start of the week and return to it at closure.

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student continues our poetry cluster, "Voices That Inspire Change and Service." The two poems return in even richer versions. Because your student already knows the ideas, hope and service, we can look at something deeper: how a poet makes an idea memorable.

The focus of this module is two LEAVES poetry ideas: Artistic Language, including images, comparisons like metaphor, and giving human qualities to a nonhuman idea, and Echo and Sound, including rhyme, rhythm, and repetition. Your student is learning not just to name a poet's craft, but to explain why the poet used it.

Please try this at home: Read a short poem or song together and listen for a repeated word or a picture the words create. Ask, "Why do you think the poet repeated that, or compared one thing to another?" Noticing the why is exactly the thinking we are practicing.

With appreciation, Your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija continúa nuestro grupo de poesía, "Voices That Inspire Change and Service." Los dos poemas regresan en versiones aún más ricas. Como su hijo o hija ya conoce las ideas - esperanza y servicio - podemos observar algo más profundo: cómo un poeta hace que una idea sea memorable.

El enfoque de este módulo son dos ideas de LEAVES: Artistic Language (imágenes, comparaciones como la metáfora, y dar cualidades humanas a una idea no humana) y Echo and Sound (rima, ritmo y repetición). Su hijo o hija aprende no solo a nombrar la técnica de un poeta, sino a explicar por qué la usó.

Por favor, intente esto en casa: Lean juntos un poema o una canción corta y escuchen una palabra repetida o una imagen que crean las palabras. Pregunte: "¿Por qué crees que el poeta repitió eso, o comparó una cosa con otra?" Notar el porqué es exactamente el pensamiento que practicamos.

Con aprecio, El maestro o la maestra de su hijo o hija, The Writing Academy, LLC

7. Family Conversation Starters

- What is a word picture, or image, a poem can create in your mind?
- Why might a poet repeat a word or a line on purpose?
- What is your favorite comparison in a poem or song, and what does it help you feel?
- If you wrote a poem about hope or helping, what picture would you paint with words?

8. Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity: Find the Picture

Read a short poem or song together. Point to one line that paints a picture in your mind. Ask: What do you see, and which words made you see it?

Family Activity: Say It Again

Find a repeated word or line in a song. Say it together the way the singer does. Ask: Why does repeating it make it stronger?

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. Use them to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the standard
- **LEARN** : student practices or develops the standard
- ✓ **ASSESS** : student independently demonstrates or transfers learning

Teacher Script : exact recommended teacher language

Class Slide : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the poem's ideas and frames the LEAVES focus.
Reveal	■ TEACH	Makes teacher thinking and a craft model visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and explain why a craft move works.
Use	✓ ASSESS	Independent, meaningful application in original stanzas.
Award	✓ ASSESS	Student recognizes a demonstrated craft strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 7, Module 3
Module Category	Poetry reading and composition
Module Title	The Moment That Stays: Artistic Language and Sound
Cluster	Voices That Inspire Change and Service
Primary Standards	10(D) , 8(A) , and 12(B)
Content Connection	"A Dream Can Grow" and "What Will You Give?"
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Educate and Explain
Student Products	Poetry Craft Lab recording; two-stanza poem; Craft Ladder reflection; Craft Expert turn-and-teach explanation

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students 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 their own rhyming stanzas.

I Will Statements

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

I Can Statements

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

CLASS SLIDE

Daily Deck, Module Slide 1: the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- 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.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- The Day 2 Poetry Craft Lab recording sheet.
- The Day 3 two-stanza poem using image, repetition, and comparison.
- The Day 5 Craft Expert turn-and-teach explanation.

15. TEKS Correlations

The Student Expectation column preserves the lesson plan wording.

TEKS	Student Expectation (verbatim)	Where It Is Taught and Practiced in This Module
12(B)	compose informational texts, including poetry, using genre characteristics and craft	Days 3-5: students write rhyming stanzas using image, repetition, and comparison.
10(D)	describe how the author's use of language contributes to meaning	Days 1-4: students explain why a poet uses artistic language and sound.

8(A)	infer the theme of a work, distinguishing theme from topic	Days 3-5: students name the big idea each poem makes memorable.
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16. Standards Coverage Matrix

Classification	Standard	Student Expectation	Where It Occurs
PRIMARY	10(D)	describe how the author's use of language contributes to meaning	Days 1-4; Craft Expert
PRIMARY	12(B)	compose informational texts, including poetry, using genre characteristics and craft	Day 3 writing; Day 5 transfer
PRIMARY	8(A)	infer the theme of a work, distinguishing theme from topic	Poem discussions and closure
LANGUAGE	2(E)	use comprehensible language to explain information orally with increasing specificity and detail	Days 3-5 speaking frames
LANGUAGE	3(E)	share information in cooperative learning interactions	Day 2 Poetry Craft Lab
LANGUAGE	4(C)(ii)	write using content-area vocabulary	Poetry writing and reflection
LANGUAGE	4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Day 3 original poem

17. ELPS Correlations

Matched to the language demands of this module: students listen for craft, explain an effect, use poetry vocabulary, and write with detail.

ELPS	Student Expectation (verbatim)	Day Addressed
2(E)	use comprehensible language to explain information orally with increasing specificity and detail	Days 1, 3, 4, and 5
3(E)	share information in cooperative learning interactions	Day 2 and Day 5
4(C)(ii)	write using content-area vocabulary	Days 3-5
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Day 3 writing

ELPS Woven Into Intervention

ELPS	Student Expectation	Day Addressed
2(E)	use comprehensible language to explain information orally with increasing specificity and detail	Intervention, after Day 2
3(E)	share information in cooperative learning interactions	Intervention, after Day 2

ELPS Woven Into Enrichment

ELPS	Student Expectation	Day Addressed
4(C)(ii)	write using content-area vocabulary	Enrichment, after Day 4
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students identify a craft move, explain its effect, and write poetry.

Proficiency Level	Language Objective
Pre-Production	Point to an image, comparison, or repeated line and use a gesture or home-language word before rehearsing in English.
Beginning	Complete orally: "The poet uses ____ to ____." with a word bank.
Intermediate	Use the frame: "The poet uses ____, and it makes the reader ____."
High Intermediate	Explain in complete sentences how a craft move strengthens the poem's idea or feeling.
Advanced	Independently analyze a craft move, explain its effect, and use a matching craft move in original stanzas.

Language Supports

- Provide the LEAVES anchor chart with Artistic Language and Echo and Sound highlighted.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level poem intact. Read it aloud, define one needed word, and return the craft thinking to the student.
- Use the frames: "The poet uses ____ to ____" and "The repetition emphasizes ____."
- Invite students to explain a craft move in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still finds the words, explains the effect, and uses craft in original writing.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear the poems read aloud and listen for repetition, rhythm, and word pictures.
Speaking	Students defend a Craft to Effect match with the frame "The poet uses ____ to ____." and teach a craft to a partner.
Reading	Students read the two poems closely, noticing images, comparisons, and sound.
Writing	Students write rhyming stanzas that use at least one image, one repetition, and one comparison on purpose.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a poem aloud, reread it, and let students use the LEAVES anchor chart and sentence frames. Define an unfamiliar word and provide an oral frame.	Name the craft move for a student, write the student's stanzas, or supply the effect without returning the thinking to the student.

The student must still find the image, comparison, or repetition, explain its effect, and use craft moves in original writing.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal			

	Identify a rhyme, a repeated word, or a word picture.	Supported. The teacher may reread the stanza.	The student points to an image, rhyme, or repetition.
Inferential	Explain what a craft move accomplishes.	Guided on Days 1 and 2, independent by Day 3.	The student completes "The poet uses ____ to ____."
Evaluative	Use image, repetition, and comparison on purpose in original stanzas.	Partner discussion on Day 3, independent by Day 5.	The student writes two stanzas with deliberate craft and explains the choices.
Reflective	Explain how a poem's craft makes its idea stay with the reader.	Independent by closure.	The student connects craft, meaning, and significance.

22. The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	Student connects ideas directly to evidence in the poem.
Level 4	Green	Independent	Student combines evidence with personal response, applying understanding to original writing.
Level 5	Blue	Reflective	Student connects the poem's idea to the world, morals, lessons, or broader life understanding.

The Progression of Thinking

Level	Student Thinking	Thinking Focus
Recall	I can point to a craft move in the poem.	Name an image, comparison, rhyme, or repetition.
Skill	I can match a craft move to its effect.	Place a Craft to Effect card and explain why.
Strategic	I can explain why the poet used a craft move.	Connect craft to the idea or feeling.
Extended	I can use image, repetition, and comparison on purpose.	Compose two four-line stanzas with deliberate craft.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Naming a device is the goal.	A teacher may accept "This is repetition" as a complete answer.	Ask, "So what? Why did the poet use it?"
More devices make a better poem.	A teacher may reward a long list of techniques.	Value one craft move used with a clear purpose over many named at random.
Sound is just decoration.	A teacher may treat rhyme and rhythm as extra.	Show how sound emphasizes a feeling or idea.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A comparison is only "like" or "as."	The student misses a metaphor with no "like."	Show a metaphor that compares without "like," such as a dream as a lantern.
Repetition is a mistake.	The student "fixes" a repeated line.	Explain that a poet repeats on purpose to emphasize.
Chopping sentences into lines makes a poem.	The student breaks prose into lines with no craft.	Ask for one image, one repetition, and one comparison.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standards and breakouts being taught: **[12(B)]** compose informational texts, including poetry, using genre characteristics and craft; **[10(D)]** describe how the author's use of language contributes to meaning; and **[8(A)]** infer the theme of a work, distinguishing theme from topic.

26. Full TEKS Verbatim

TEKS	Student Expectation (verbatim)
[12(B)]	compose informational texts, including poetry, using genre characteristics and craft
[10(D)]	describe how the author's use of language contributes to meaning
[8(A)]	infer the theme of a work, distinguishing theme from topic

27. This Week I Can...

This week I can identify artistic language and sound, explain why a poet uses a craft move, state the big idea each poem makes memorable, and write two four-line stanzas using image, repetition, and comparison.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read a grade-level poem and notice its lines and stanzas.
- Listen to a poem read aloud and notice a repeated word, rhyme, rhythm, or word picture.
- Write a complete sentence with a subject and a predicate.
- Use the DOT routine to mark an unfamiliar word.
- Know that a poem's words can create images, sounds, feelings, and ideas.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner one image, comparison, or repeated line you remember from a poem we have read. Explain what it helped you feel or see."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
image	a word picture a poem creates in your mind	This line paints a picture of ____.
compare	to show how one thing is like another	The poem compares ____ to ____.
repeat	to say a word or line again on purpose	The poet repeats ____.

sound	what we hear in the rhythm and rhyme	The sound of this line is ____.
craft	the deliberate choices a poet makes	The poet uses ____ to ____.

31. Conventions Connection

Recursive conventions review for the week: a poem uses lines, stanzas, punctuation, and carefully chosen words. When students draft on Day 3 and revise on Day 4, have them check that each line begins as intended, repeated words are spelled the same each time, and lines end the way they intended.

32. Writing Connection

Reading like a poet prepares students to write like poets. Students study imagery, comparison, repetition, rhyme, and rhythm in the two poems, then use image, repetition, and comparison on purpose in two original four-line stanzas.

33. Watch Out!

Common misconception: students name a device but do not explain its effect, or chop sentences into short lines with no craft. **Teacher move:** ask, "Why did the poet use it?" and return to the requirement for one image, one repetition, and one comparison.

34. Ready Check

Read one stanza aloud: "Carry it kindly, carry it far, / Carry it brightly like a star." Ask students to point to the repeated words and explain what the repetition makes stronger. Use responses to decide who needs the LEAVES chart and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students point to an image, comparison, or repetition in the poem.
- Students say, "The poet uses ____ to ____."
- Students explain an effect instead of only naming a craft move.
- Students use image, repetition, and comparison deliberately in original writing.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are the poet's craft words. They help us understand how a poem creates meaning and stays in our minds."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read a poem and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
picture	a word image a poem creates in your mind	This line paints a picture of ____.
compare	to show how one thing is like another	The poem compares ____ to ____.
repeat	to say a word or line again on purpose	The poet repeats ____.
sound	what we hear in the rhythm and rhyme	The sound of this line is ____.
carry	to hold and keep something	The poem asks us to carry ____.
light	brightness; often a picture of hope	The poem uses light to show ____.
serve	to help others and the community	The poem shows serving when ____.
memory	something a person remembers	Grandpa's memory is about ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic craft words you will use when you explain how a poem works."

Word	Student-Friendly Definition	Oral Rehearsal Frame
imagery	words that help the reader picture something	The imagery here makes me see ____.
metaphor	a comparison that says one thing is another	This metaphor compares ____ to ____.
personification	giving human qualities to a nonhuman thing	The poet gives ____ a human quality by ____.
symbol	something that stands for a larger idea	The ____ is a symbol for ____.
repetition	repeating a word, line, or sound on purpose	The repetition emphasizes ____.
rhythm	the beat or movement of the lines	The rhythm makes the poem feel ____.
rhyme	words that end with the same sound	These words rhyme: ____ and ____.
significance	why the poem matters beyond the words	The significance of this poem is ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words connect to the history and ideas behind our two poems."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
dream	DREEM	a hope or goal for a better future	Dr. King's dream was ____.
service	SUR-vis	helping others and the community	Service means ____.
lantern	LAN-turn	a light you can carry; a symbol of hope	The lantern in the poem stands for ____.
invitation	in-vih-TAY-shun	a call asking someone to take part	The invitation in the poem asks us to ____.
volunteer	vol-uhn-TEER	a person who helps without being paid	A volunteer helps by ____.
generation	jen-uh-RAY-shun	people living during the same time	A dream can cross from one generation to ____.
cooperation	koh-op-uh-RAY-shun	working together toward a goal	Cooperation means ____.
legacy	LEG-uh-see	something handed down from the past	Dr. King's legacy is ____.

For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This cluster connects two poems to real history. "A Dream Can Grow" connects to Dr. Martin Luther King Jr. and the idea of hope, the March on Washington and the "I Have a Dream" speech. "What Will You Give?" connects to President John F. Kennedy and the idea of serving others, his 1961 inauguration and the Peace Corps. This week the poems return in their High-stamina versions, rich with artistic language and sound.

Craft context. The High version of "A Dream Can Grow" uses personification, imagery, metaphor, symbol, and repetition. The High version of "What Will You Give?" opens with imagery and builds through repetition and rhythm. The historical leaders and events are real; the poems use craft to make the ideas memorable.

Module 3 focuses on two LEAVES elements. Artistic Language, imagery, metaphor, personification, and symbol create meaning a plain sentence could not. Echo and Sound, rhyme, rhythm, and repetition emphasize ideas and feelings.

Note on this cluster's scope: students read two poems and write an original poem in these lessons.

40. Materials Needed

Category	Items
Core print materials	Copies of the two High-stamina poems: "A Dream Can Grow" and "What Will You Give?"
Anchor chart	LEAVES poetry anchor chart, with Artistic Language and Echo and Sound highlighted this week
Activity materials	Poetry Craft Lab cards, including Craft cards and Effect cards
Writing materials	Chart paper, sticky notes, student notebooks, colored pencils or highlighters
Reflection materials	Award and Target reflection sheet; Craft Ladder reflection sheet

41. Preparation Before Day 1

- ☐ Prepare copies of the two High-stamina poems.
- ☐ Prepare the LEAVES poetry anchor chart with A and Echo and Sound highlighted.
- ☐ Prepare Poetry Craft Lab cards for the Day 2 game.
- ☐ Prepare chart paper, sticky notes, notebooks, and colored pencils or highlighters.
- ☐ Prepare the Day 2 recording sheet, the Day 3 writing task, and the Award and Target reflection sheet.
- ☐ Read each poem aloud before teaching so the teacher can model imagery, comparison, repetition, rhyme, and rhythm.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15 minutes	G Gather + R Reveal	Reread the richer poems; reveal Artistic Language and Echo and Sound.
Day 2	15 minutes	A Attempt	Poetry Craft Lab: match Craft to Example to Effect, then explain why.
Day 3	15 minutes	D Discuss + U Use	Discuss why craft moves work, then write two stanzas using image, repetition, and comparison.
Day 4	15 minutes	A Award + T Target	Award craft evidence with the Craft Ladder and target a next step.
Day 5	15 minutes	E Educate and Explain	Craft Expert turn-and-teach one craft move using the week's poems.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, used to move students between activities while reinforcing the poetry routine: a poet's craft makes an idea stay with us.

TEACHER SCRIPT

"Tiny Time! I will read a short line from one of our poems. Show the craft you hear: cup a hand near your eye for an image, tap twice for repetition, or link your fingers for a comparison, then whisper what it does."

- Signal the class and get all eyes on the teacher.
- Read one poem line aloud, for example, "Carry it brightly like a star."

- Students show the matching craft signal, then whisper its effect.
- Read two or three lines in a row, then have students return quietly to their seats.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects hope and service to responsible citizenship and positive action.

Element	This Module
Suitability	A natural fit. One poem carries hope from older hearts to new students; the other asks what contribution a person will make.
Focus	Hope, service, cooperation, and the positive difference people can make.
Historical / Content Connection	"A Dream Can Grow" connects to Dr. Martin Luther King Jr. and hope. "What Will You Give?" connects to President John F. Kennedy and service.
Perspective Connection	Words, dreams, and acts of service can move from one person to another and inspire people to act with care.
Literacy-to-Citizenship Connection	Reading a poem closely helps students notice how language can carry an idea and invite action.
Citizenship Question	How can hope, service, and cooperation help people make a positive difference?
Teacher Script	<i>"A dream can travel through our choices, and an invitation to serve can begin nearby. Words become meaningful when people carry them into action."</i>

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

The LEAVES Poetry Framework

Letter	Element	What to Notice
L	Lines and Layout	how the poem is arranged into lines and stanzas
E	Emotion and Experience	what feeling and lived experience the poem communicates
A	Artistic Language	imagery, metaphor, personification, symbol
V	Voice	who is speaking; the speaker
E	Echo and Sound	rhyme, rhythm, repetition
S	Significance	why the poem matters, what to carry away

Craft to Effect Chart

Craft	Effect
imagery	helps the reader picture something
metaphor	compares one idea to another
personification	gives a nonhuman idea human qualities
symbol	represents a larger idea
repetition	emphasizes an idea and makes it memorable
rhyme and rhythm	create sound and movement that strengthen feeling

Craft Connection Frame

Frame Part	Student Language
Craft	The poet uses ____.
Evidence	I can find it in the line ____.
Effect	The poet uses it to ____.
Why	The craft makes the idea or feeling ____.

46. Core Strategy Explanation

TEACHER SCRIPT

"Before you decide what a poem's craft does, DOT any word you are unsure about. Then use the words you know and the LEAVES anchor chart to make your thinking visible."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Build an anchor chart titled "The LEAVES Poetry Framework." Add the six elements and highlight Artistic Language and Echo and Sound. Under the A and E elements, add craft examples from the two poems and the frame "The poet uses ____ to ____."

47. Student Source Passage(s)

Poem use: read the two poems below at high stamina. Keep the line numbers for discussion and for citing specific lines and stanzas. Blank lines mark the breaks between stanzas.

Poem: "A Dream Can Grow" (Genre: Poem; Stamina: High)

A dream has neither feet nor shoes,
Yet somehow finds the roads we choose.
It has no wings with which to fly,
Yet still can rise into the sky.

5 A dream has neither hands nor face,
Yet reaches people place to place.
It has no mouth, yet somehow grows
A voice wherever courage flows.

I heard that voice one summer day,
10 As sunlight warmed the bright pathway.
So many voices settled low,
Then one strong voice began to grow.

It rolled like rivers through the crowd,
At first so calm, and then so proud.
15 It carried hope from row to row,
Like water helping gardens grow.

Hope moved forward, strong and bright,
A little lantern filled with light.
From speaker's words to Mama's ear,
20 From Mama's heart to mine drew near.

I watched her listen, still and deep,
To promises our hearts could keep.
I watched the faces all around,
As hope seemed planted in the ground.

25 Then something happened deep in me;
The dream became what I could see.
It wasn't only words I'd heard,
It lived beyond each spoken word.

Carry it kindly, carry it far,
30 Carry it brightly like a star.
Carry it into school each day,
And let your choices light the way.

Carry it when a child stands near,
But somehow feels alone with fear.

35 Carry it when a voice is small,
And make some room to hear its call.

A dream has neither feet nor shoes,
But we have paths that we can choose.

A dream has neither hands to give,
 40 But through our hands a dream can live.
 A dream has neither voice nor song,
 Until our voices help along.
 So speak with hope and walk with care,
 And help the dream keep traveling there.
 45 Hope moves onward, strong and true,
 From older hearts to children new.
 Sometimes a dream can cross the years,
 Because we carry what we hear.

Poem: "What Will You Give?" (Genre: Poem; Stamina: High)

No envelope came through the door,
 No ribbon lay across the floor.
 No stamp announced what it would be,
 Yet an invitation traveled free.
 5 It crossed the cold of winter air,
 And reached the people gathered there.
 A voice sent out a simple word:
 To serve, and thousands stood and heard.
 Do something good. Give what you can.
 10 Reach out your heart. Extend your hand.
 Don't wait for others to begin;
 Look for a place where you fit in.
 Grandpa stood among the crowd,
 And heard the message spoken loud.
 15 Not "Be important," "Gain a name,"
 Or "Work so others know your fame."
 Instead the challenge seemed to say,
 "Find how to serve somebody today."
 Participate, contribute, share;
 20 Look all around and notice care.
 Soon other hands would answer too,
 And choose important work to do.
 Young volunteers crossed seas so wide,
 To work with communities side by side.
 25 Some people taught, while others learned,
 And through cooperation friendship burned.
 They shared their talents, time, and skill,
 But listened to another's will.
 Across new borders, roads, and lands,
 30 The invitation changed more hands.
 "Give something good. Learn something new.
 Build something side by side with you."

The years moved on; the seasons flew,
And Grandpa's dark hair silver grew.

35 That winter morning slipped away,
But still its message lives today.

It crossed our little kitchen space,
Through Grandpa's words and smiling face.
He told the story; I sat still,

40 And wondered where I could fulfill.

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

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

The invitation still rings true:

50 There always may be work to do.
Sometimes it starts not far away,
But three short desks from yours today.

So when I wonder where to start,
I'll look nearby and use my heart.

55 The invitation asks of me:
"What will your contribution be?"

48. Student Annotation Guide

Students annotate the two poems with the six LEAVES elements.

A Dream Can Grow

LEAVES	Evidence and thinking
L, Lines and Layout	Thirteen four-line stanzas arrange the dream's movement across time.
E, Emotion and Experience	Hope grows from a voice in a crowd into choices students can carry.
A, Artistic Language	"A dream has neither feet nor shoes" gives a dream human action; the lantern is a picture and symbol of hope.
V, Voice	The first-person speaker remembers hearing a strong voice and receiving hope.
E, Echo and Sound	"Carry it" repeats; paired end sounds and a steady rhythm help the idea travel.
S, Significance	The poem matters because people can carry hope through their voices, choices, and care.

What Will You Give?

LEAVES	Evidence and thinking
L, Lines and Layout	Four-line stanzas move the invitation from a public message to a nearby action.
E, Emotion and Experience	The speaker moves from wondering where to start to recognizing a contribution nearby.
A, Artistic Language	The unseen invitation travels through air, people, borders, and a kitchen; ordinary hands become a symbol of service.
V, Voice	The first-person speaker hears Grandpa's story and asks what contribution can be made.
E, Echo and Sound	"Give" and "serve" return; rhyme and rhythm make the invitation sound clear and memorable.
S, Significance	The poem matters because service can begin nearby through ordinary acts of care.

49. LEAVES Evidence Highlighting

Preview both poems with students before reading. Students tap the LEAVES elements: they hunt for lines, feelings, artistic language, voice, sound, and significance.

Letter	Element	Evidence to Notice
L	Lines and Layout	four-line stanzas, repeated openings, and the movement of ideas across the page
E	Emotion and Experience	hope, courage, service, care, wonder, and responsibility
A	Artistic Language	images, comparisons, personification, and symbols such as a lantern or hands
V	Voice	the speaker's memory, observation, and question
E	Echo and Sound	rhyme, rhythm, repeated words, and repeated phrases
S	Significance	what the reader should carry away about hope and service

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day, Stage, Group, Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: students reread the two poems in their richest versions and reveal LEAVES Artistic Language and Echo and Sound, asking why a poet chooses each craft move.

Standard	Focus
TEKS	10(D) describe how the author's use of language contributes to meaning; 8(A) infer the theme of a work, distinguishing theme from topic
ELPS	2(E) use comprehensible language to explain information orally with increasing specificity and detail

GATHER ■ TEACH

CLASS SLIDE

Longer text = deeper thinking. LEAVES focus: Artistic Language + Echo and Sound. Question: What craft makes an idea stay with us?

TEACHER SCRIPT

"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."

REVEAL ■ TEACH

CLASS SLIDE

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

Read the High version of "A Dream Can Grow." Pause at the craft. Point to "a dream has neither feet nor shoes, yet somehow finds the roads we choose" as personification. Point to hope as "a little lantern filled with light" and hope "like water helping gardens grow" as imagery and comparison.

TEACHER SCRIPT

"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."

Ask: What picture do these words create in your mind? What is the poet comparing, and why?

Reread and listen for sound in both poems. Point to the repetition of "Carry it" and the repeated calls to give and serve.

TEACHER SCRIPT

"Poets repeat words on purpose. Listen to Carry it kindly, carry it far, carry it brightly like a star. The repeated Carry it makes the idea stronger and easier to remember."

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Students point to one image and one repeated word or line, then complete "The poet uses ____ to ____."

Access without lowering rigor: read each poem aloud and reread a stanza; students still identify the words and explain the effect. **Student product:** first craft notes and a completed oral frame.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN

Day Purpose: partners match a craft move to an example in the poems and to the effect it creates, then explain why the poet used it.

Standard	Focus
TEKS	10(D) describe how the author's use of language contributes to meaning
ELPS	3(E) share information in cooperative learning interactions

ATTEMPT ○ **LEARN**

CLASS SLIDE

Poetry Craft Lab. Match each Craft to an Example in the poems and to its Effect. Then explain: "The poet uses ____ to ____."

Each pair receives Craft Cards and Effect Cards and finds examples in the two poems.

Craft Card	Example from a poem	Effect Card
imagery	"No envelope came through the door"	helps the reader picture something
metaphor or symbol	hope as "a little lantern filled with light"	represents a larger idea
personification	a dream that finds roads and rises into the sky	gives a nonhuman idea human qualities
repetition	"Carry it" and the repeated calls to "Give" and "serve"	emphasizes an idea
rhyme and rhythm	paired line endings and a steady beat	creates sound and movement

TEACHER SCRIPT

"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."

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Before accepting a match, listen for the craft, the exact words from a poem, and the effect.

Access without lowering rigor: offer the cards, the poem lines, and the oral frame; partners still explain why. **Student product:** Poetry Craft Lab recording sheet.

TEACHER SCRIPT

"Tomorrow we discuss which craft moves were easiest to explain, and then each poet uses craft on purpose in two stanzas."

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS

Day Purpose: students discuss why a poet's craft works, then write two four-line stanzas using image, repetition, and comparison.

Standard	Focus
TEKS	12(B) compose informational texts, including poetry, using genre characteristics and craft; 8(A) infer the theme of a work, distinguishing theme from topic
ELPS	4(F)(i) write to narrate, describe, explain, respond, or persuade with detail in the content areas

DISCUSS ○ LEARN

TEACHER SCRIPT

"Yesterday the Craft Lab made our thinking visible. Today we discuss why the craft works."

Ask: 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"?

TEACHER SCRIPT

"A poet does not add craft for decoration. Each image, comparison, and repetition helps an idea stay with the reader."

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Choose one idea, hope or service. Write two four-line rhyming stanzas with one image, one repetition, one metaphor or comparison, and clear emotion.

TEACHER SCRIPT

"Your job today is to use craft on purpose. Do not simply chop sentences into short lines. Poetry should make every word work harder."

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.
- ☐ At least two lines in each stanza end with rhyming words.

TEACHER SCRIPT

"When you finish, read it aloud and listen for the craft you built in."

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the two stanzas. Check for one image, one repetition, one comparison, and clear emotion.

Access without lowering rigor: provide "Carry it, carry it, ____" and "Hope is like ____" as starters; the student chooses the image and comparison. **Student product:** two-stanza poem.

TEACHER SCRIPT

"Place your poem in your writing folder. Tomorrow, you will look for evidence of the craft you can control."

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: students use a Craft Ladder to recognize the craft they can control and identify one technique to make stronger.

Standard	Focus
TEKS	12(B) compose informational texts, including poetry, using genre characteristics and craft
ELPS	2(E) use comprehensible language to explain information orally with increasing specificity and detail

AWARD ✓ ASSESS

CLASS SLIDE

Award yourself for a craft decision you made on purpose.

TEACHER SCRIPT

"Today we are not asking only, Did I finish? We are asking, What craft can I control? Award yourself for a craft decision you made on purpose."

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.

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

TARGET ✓ ASSESS

TEACHER SCRIPT

"Then identify one technique you want to make stronger."

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

Curiosity: Something this module makes me wonder about is _____.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Students point to the craft evidence in their own poem and name one next step.

Student product: Award and Target reflection sheet.

TEACHER SCRIPT

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

Day Purpose: students become a craft expert and teach one craft move to a partner using the week's poems.

Standard	Focus
TEKS	10(D) describe how the author's use of language contributes to meaning
ELPS	2(E) use comprehensible language to explain information orally with increasing specificity and detail

EXPLAIN ✓ ASSESS

CLASS SLIDE

Craft Expert Turn-and-Teach.

EDUCATE

TEACHER SCRIPT

"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."

Assign each student one craft: imagery, metaphor, personification, repetition, rhyme, rhythm, symbol, or purposeful word choice. Students prepare a definition in their own words, an example from one of the poems, and an explanation of its effect.

Sentence Stems:

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

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Listen for a craft name, an exact poem example, and an effect explanation.

Student product: Craft Expert turn-and-teach explanation.

CLASS SLIDE

Craft makes meaning stay. Images show it, comparisons deepen it, and sound helps us remember it.

TEACHER SCRIPT

"Our question was: How can a poet use artistic language and sound to make an important idea stay with the reader? Here is our answer: 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."

Student Exemplars

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

51. Low / Developing Exemplar

Field	Detail
Student response	"Hope is good. I like hope. Helping is nice. Be nice to people. The end."
What is working	The student names the idea of hope and helping.
Teacher notes	This is written as sentences, not stanzas, with no image, no repetition, and no comparison. The feeling is stated, not shown.
What needs improvement	Arrange two four-line stanzas and add one image, one repeated line, and one comparison so the idea comes alive.

52. Medium / Approaching Exemplar

Field	Detail
Student response	"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."
What is working	Two four-line stanzas, rhyme, a repeated line, and a comparison: "like a little seed we sow."
Teacher notes	The craft is present and purposeful. The last line is a bit general and could use a sharper image.
What needs improvement	Replace the general ending with one specific picture so the reader can see the brighter world.

53. High / Secure Exemplar

Modeled Original Student Poem

Part	Example
Student response	"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."
Craft evidence	Two four-line stanzas with rhyme, a controlling metaphor, vivid imagery, purposeful repetition, and clear emotion.
Teacher notes	The poem makes the idea of shared hope stay with the reader through image, comparison, and sound, exactly what LEAVES Artistic Language and Echo and Sound ask for.

Modeled LEAVES Analysis: A Dream Can Grow

LEAVES Element	Modeled analysis
Lines and Layout	Thirteen four-line stanzas create a steady movement from memory to action and across years.

Emotion and Experience	The speaker experiences hope growing from a voice in a crowd into a choice to care.
Artistic Language	Personification gives the dream feet, roads, hands, and a voice; the lantern and water images make hope visible.
Voice	The first-person speaker remembers hearing a voice and carries the experience forward.
Echo and Sound	"Carry it" repeats, while paired rhymes and steady rhythm make the call memorable.
Significance	The poem matters because a dream can live through the choices, voices, and care of people who carry it.

Modeled LEAVES Analysis: What Will You Give?

LEAVES Element	Modeled analysis
Lines and Layout	Four-line stanzas move an invitation from a public message to a nearby act.
Emotion and Experience	The speaker moves from wondering where to start to recognizing a contribution nearby.
Artistic Language	The invitation travels without an envelope; hands become a picture and symbol of service.
Voice	The first-person speaker hears Grandpa's story and asks what contribution can be made.
Echo and Sound	"Give" and "serve" return, and rhyme and rhythm make the invitation easy to remember.
Significance	The poem matters because service can begin nearby through ordinary acts of care.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Value craft used with a clear purpose over a long list of devices named. A strong response names the craft, points to the exact words, and explains the effect.

Oral-Rehearsal Frame for Students: "The poet uses ____, and the effect is ____, because ____."

Answer guidance: in "A Dream Can Grow," personification gives a dream human qualities, the lantern represents hope, imagery helps the reader see hope, and "Carry it" emphasizes the call to carry hope into choices. In "What Will You Give?" imagery makes the unseen invitation visible, hands symbolize service, and repeated calls to give and serve emphasize contribution.

55. Standards Evidence Trail

Evidence	Standard	What the Teacher Can See or Hear
Poetry Craft Lab recording sheet	10(D)	Student identifies a craft move, points to poem words, and explains its effect.
Two-stanza poem	12(B)	Student uses image, repetition, comparison, and rhyme in original writing.
Big idea explanation	8(A)	Student distinguishes the poem's memorable idea from a topic.
Turn-and-teach	2(E) and 3(E)	Student explains craft with increasing specificity and shares information with a partner.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can identify artistic language and sound, explain their effect, and use craft in original stanzas.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The two High-stamina poems, LEAVES anchor chart, Poetry Craft Lab cards, and student notebooks.
Task	Students perform a formative check in Poetry Craft Lab and an independent task by writing two stanzas using craft.
Expected Response	Students match craft to effect, explain why the poet used it, and write stanzas with deliberate image, repetition, and comparison.

Check the Learning

Evidence Type	Low-stakes Check
Verbal	Gather and Reveal: Fist to Five shows how sure students are that they can explain why a poet uses repetition or comparison.
Visual / Physical	Attempt: students match a craft card to the effect it creates and explain one match aloud.
Written	Discuss and Use: students write one line completing "The poet uses ____ to ____" using a line from a poem.

Assessment Option	Listen to discussion, look at a match or performance, or collect a stanza or exit ticket.
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Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____	Date: _____
Complete each sentence.	
One image or word picture I noticed is _____	
One repeated word or line is _____	
The poet used it to _____	
The big idea this craft makes memorable is _____	

Teacher direction: students may use either poem, but they must point to the words and explain the effect.

58. Exit Ticket Answer Key

Prompt Part	Acceptable Evidence and Explanation
One image	Examples include the lantern filled with light, hope like water helping gardens grow, or the unseen invitation crossing the air.
One repeated word or line	Examples include "Carry it" or the repeated calls to "Give" and "serve."
The poet used it to	Accept an explanation such as helps the reader picture hope, emphasizes carrying hope, or makes the call to service memorable.
Big idea	Accept a statement that the poem makes hope or service memorable and invites people to act with care.

59. Scoring Principle

Score the thinking, not the number of devices named. A secure response identifies an exact craft move, explains its effect, and connects the effect to the poem's idea.

60. Gradebook Conversion

Level	Evidence	Suggested Entry
Still developing	Names a word or device but does not point to words or explain the effect.	Developing
Approaching	Points to a craft move and gives a partial effect explanation.	Approaching
Secure	Names the craft, points to exact words, and explains why it makes the idea memorable.	Secure

61. Recommended Gradebook Label

Gradebook label: G3 C7 M3

Evidence attached: Day 2 Poetry Craft Lab, Day 3 poem, Day 5 Craft Expert explanation, and exit ticket.

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

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

Requirement	Teacher Scoring Look-For
Image	The poem includes one word picture the reader can see.
Repetition	The poem repeats a word or line on purpose.
Comparison	The poem includes one metaphor or comparison.
Sound	At least two lines in each stanza end with rhyming words; the poem has a listenable rhythm.
Emotion	The poem communicates one clear feeling or idea.

63. Student Planning Frame

Step 1: The Idea. Choose hope or service. 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.

Stanza 1:

Stanza 2:

64. Writing Assignment Rubric

Component	Secure	Approaching	Still Developing
Image	Specific word picture helps the reader see.	Image is present but general.	No image yet.
Repetition	Repeated word or line is purposeful.	Repetition is present but purpose is unclear.	No purposeful repetition yet.
Comparison	Comparison deepens the idea.	Comparison is present but general.	No comparison yet.
Sound	Rhyme and rhythm strengthen feeling.	Some rhyme or rhythm is present.	Sound choices need another pass.
Meaning	Clear emotion or idea stays with the reader.	Meaning is partly clear.	Meaning is difficult to identify.

65. Writing Gradebook Conversion

Level	Descriptor	Gradebook Entry
Still developing	One or more required craft moves are missing.	Developing poetry craft
Approaching	Required craft moves are present, but one effect or sound choice needs strengthening.	Approaching poetry craft
Secure	Image, repetition, comparison, sound, and clear emotion work together.	Secure poetry craft

66. Teacher Feedback Shortcuts

- "Name the exact words that paint the picture."
- "What does the repeated line make stronger?"
- "Make the comparison more specific."
- "Read the stanza aloud and listen for the rhythm."
- "Your craft and your idea are working together here."

Response to Student Need

67. Intervention: Name the Thinking

Step	Teacher Support	Student Work
Read	Give the student one stanza at a time and read it aloud.	Listen for an image, comparison, rhyme, or repetition.
Point	Ask the student to point to the exact words.	Mark the words in the poem.
Sort	Offer a two-choice sort: picture or sound.	Place the craft move in the matching group.
Explain	Provide the frame "The poet uses ____ to ____."	Say the craft and its effect.
Write	Provide "Carry it, carry it, ____" and "Hope is like ____."	Build up to two stanzas with craft.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name a craft move.	Students name an image, comparison, rhyme, or repetition with a line.	Students name a device with no example.	Ask them to point to the exact words in the poem.
Ask students why the poet used it.	Students complete "The poet uses ____ to ____."	Students stop at naming the device.	Ask, "So what? What does it accomplish?"
Ask students to use craft in writing.	Students include an image, a repetition, and a comparison.	Students chop sentences into lines with no craft.	Model turning one sentence into an image plus a comparison.

69. Student Support Quick Reference

If a student...	Support to Provide
Names a device with no example	Reread the stanza and have the student point to the words.
Names a device but not its effect	Use the frame "The poet uses ____ to ____."
Writes prose lines with no craft	Give a repetition starter and a comparison starter.
Masters quickly	Rewrite a line two ways; add a symbol and explain what it represents.

70. Enrichment: Connect Across Texts

Enrichment Move	Student Task
Fresh image	Take one line from a poem and rewrite it with a fresh image.
New comparison	Rewrite the same line with a new comparison, then explain which is stronger and why.
Purposeful repetition	Find a place where the poet could have used repetition, add it, and explain what it would emphasize.
Symbol	Write a third stanza that uses a symbol and explain what it represents.

71. Additional Writing Opportunity: Plan and Draft

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.

Connection to This Module: this week you learned two LEAVES elements: Artistic Language and Echo and Sound. Now use them in your own poem.

1. Choose your idea: hope or service.
2. Brainstorm one word picture, or image, and one comparison for that idea.
3. Choose a word or line to repeat on purpose.
4. Read your poem aloud and listen for the craft.

Success Criteria

- My poem uses at least one image, one repetition, and one comparison.
- My poem communicates one clear feeling or idea.
- I can explain why I used each craft move.

72. Additional Writing Opportunity: Revise, Edit, and Share

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

Edit. Check that 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.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every student a chance to hear and say the thinking, not only read it. These moments are built around the module's work: hearing artistic language and sound, then explaining the effect.

- Read one stanza aloud, leaning into the repetition and rhythm.
- Students tap the desk each time they hear a repeated word, and cup a hand near an eye when a line paints a picture.
- One pair completes aloud: "The poet uses ____ to ____."
- Students turn away from the page and orally complete, "One craft move I heard was ____, and the poet used it to ____."

TEACHER SCRIPT

"Pencils down first. Poems are meant to be heard. Listen for the craft, then explain what it does before you write."

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE READING A POEM

Stop and think: Listen for one word picture and one repeated word. The poet chose them on purpose.

PAUSE POINT: MIDWAY

Stop and think: Why did the poet use that craft move? Complete the frame in your head: "The poet uses ____ to ____."

PAUSE POINT: BEFORE YOU WRITE

Stop and think: Which image will I paint? What will I repeat? What will I compare? Plan the craft before you fill the page.

75. At-Home Connection

These at-home tasks turn a student into a craft listener and poetry explainer. They need little or no materials and each ends in a short conversation, not a worksheet.

Task Card 1: Find the Picture. Read a short poem or song together. Point to one line that paints a picture. Ask: What do you see, and which words made you see it?

Task Card 2: Say It Again. Find a repeated word or line in a song. Say it together the way the singer does. Ask: Why does repeating it make it stronger?

Task Card 3: Write a Craft Line. Choose hope or service. Write one line with an image, one repeated line, and one comparison. Read it aloud to a family member.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you read and write poems this week, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself, this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Find an image, comparison, or repetition in a poem.	☐	☐	☐
Explain what a craft move does: "The poet uses ____ to ____."	☐	☐	☐
Explain the big idea a poem makes memorable.	☐	☐	☐
Use an image and a comparison on purpose when I write.	☐	☐	☐
Write two four-line stanzas with image, repetition, and comparison.	☐	☐	☐

One thing I am proud of:

One thing I want to get better at:

77. Student Award

What can I already do? One craft move I used successfully, and the evidence in my poem:

78. Student Target

What do I want to practice next? One next step for using image, repetition, comparison, rhyme, or rhythm:

These connect directly to the Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you learned to see and hear a poet's craft. You found images and comparisons, you listened for repetition and rhythm, and you explained not just what the poet did, but why. Then you used craft on purpose in your own stanzas. Craft is how a poet makes an idea stay with the reader."

80. Essential / Overarching Question, Answered

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

Words can carry hope and invite people to serve. In "A Dream Can Grow," a dream travels through voices, images, repetition, and choices that make room for others. In "What Will You Give?" an invitation to serve moves through generations and becomes nearby acts of care. Dreams and words inspire a positive difference when people carry them into choices, cooperation, and service.

81. Teacher Reflection

- Which students can identify a craft move and point to it in the poem?
- Which students can explain a craft move's effect with "The poet uses ____ to ____"?
- Which students need more support using image, repetition, and comparison in original writing?
- Who is ready to bring all six LEAVES elements together in Module 4?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Poetry Craft Lab recording sheets
- Independent two-stanza poems using craft
- Award and Target and Craft Ladder reflection sheets
- Exit tickets at each level: still developing, approaching, and secure
- Craft Expert turn-and-teach explanations

Production & Implementation Support

83. Module Slide Deck Build Sheet

The Module 3 deck, listed in physical slide order.

Slide	Title	Required Content	Lesson Location
1	The Moment That Stays: Artistic Language and Sound	Module 3; Grade 3 Cluster 7; High stamina; two poems	Cover
2	Our LEAVES Focus	Artistic Language and Echo and Sound; I Will and I Can statements	Learning Destination; Day 1
3	Read Like a Poet	Reread the two poems and listen for craft	Day 1 Gather
4	The Poet's Craft	Imagery, metaphor, personification, symbol, repetition, rhyme, rhythm	Day 1 Reveal
5	Notice This	Do not just name the craft. Ask why.	Day 1 Reveal
6	Poetry Craft Lab	Match Craft to Example to Effect	Day 2 Attempt
7	Why Does It Work?	Explain why the poet used a craft move	Day 2
8	Compress an Idea Into Poetry	Write two four-line stanzas with image, repetition, comparison, and emotion	Day 3 Use
9	Read It Aloud	Listen for the craft built into the poem	Day 3 Use
10	Award Yourself	Recognize one craft decision made on purpose	Day 4 Award
11	Make One Technique Stronger	Name one target for craft	Day 4 Target
12	Craft Expert Turn-and-Teach	Teach a craft move, example, and effect	Day 5 Educate
13	Module Synthesis	Craft makes meaning stay	Day 5 Closure
14	My Progress Tracker	Reflect honestly on poetry reading and writing	Day 5 reflection
15	Student Exemplars	Low, medium, and high original student poems	Sections 51-53

Guide routines: retrieval, the overarching question, and the LEAVES framework remain guide routines rather than invented deck slides.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's annotated stanza and craft explanation for live, whole-class feedback.
Annotation	Students mark an image, comparison, repeated word, and sound on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to match a Craft to an Example to an Effect, then share back.
Oral response	Students say the frame aloud on camera before typing an explanation.
Asynchronous option	Students submit a short recording of a poem reading and explain one craft move.
LMS submission	Collect the two-stanza poem, Craft Ladder reflection, and Craft Expert explanation.
Digital tracking	Keep the Pause Points; students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching the module. Write directly on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	

Open notes	
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THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Meaning and Significance: Bringing All of LEAVES Together

Grade 3 | Cluster 7 | Module 4

Grade: 3

Cluster: 7, Poetry: Voices That Inspire Change and Service

Module: 4 of the cluster

Primary Instructional Category: Poetry reading and composition

Module Title: Meaning and Significance: Bringing All of LEAVES Together

Content Connection / Poem Titles: "A Dream Can Grow" and "What Will You Give?" (Very High stamina, two poems)

Primary TEKS: [3.10\(D\)](#), [3.8\(A\)](#), and [3.12\(B\)](#)

Approximate Daily Instructional Time: 15 MINUTES per day, across 5 days

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1. A Little Inspiration Goes a Long Way!

This module is the capstone. Students bring together every LEAVES element to read and write the way a poet works, turning an experience into meaning that lasts.

TEACHER SCRIPT

"A poet turns an experience into something meaningful by using every tool at once: lines, emotion, artistic language, voice, sound, and significance."

Connection to this week's type of thinking: the week moves from naming every LEAVES element, to gathering evidence, to explaining how the elements work together, to writing an original poem with a clear significance.

2. Why This Module Matters

This is the capstone. Students meet the longest and richest versions of the two poems and bring together all six LEAVES elements. They do not just read for one feature; they read and write the way a poet works, choosing lines, images, voice, and sound to make an idea worth carrying away.

Where it fits into poetry: the full cluster teaches Lines and Layout, Emotion and Experience, Artistic Language, Voice, Echo and Sound, and Significance across four modules of rising stamina.

Why it matters beyond this assignment: students learn that words can introduce an idea, dreams can help people imagine what is possible, and service and thoughtful choices can turn positive ideas into action.

3. Module Essential / Overarching Question

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

Students record their thinking at the start of the week and return to it after the five-day lesson.

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require little or no materials.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student finishes our poetry cluster, "Voices That Inspire Change and Service." The two poems return one last time in their longest, richest versions, and your student brings together everything learned this month: how a poem is arranged, the feeling it communicates, the artistic language and sound a poet uses, whose voice we hear, and why the poem matters.

The focus of this module is all six LEAVES elements at once, especially Significance: why a poem matters and what a reader should carry away. Your student will read like a poet and write an original poem that uses these tools on purpose.

Please try this at home: After your student shares the poem, ask, "What do you want a reader to carry away from this?" That question is the heart of Significance and a wonderful way to celebrate a month of growth.

With appreciation, Your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija termina nuestro grupo de poesía, "Voices That Inspire Change and Service". Los dos poemas regresan una última vez en sus versiones más largas y ricas, y su hijo o hija reúne todo lo aprendido este mes: cómo se organiza un poema, el sentimiento que comunica, el lenguaje artístico y el sonido que usa un poeta, de quién es la voz que escuchamos y por qué importa el poema.

El enfoque de este módulo son los seis elementos de LEAVES a la vez, en especial Significance: por qué importa un poema y qué debe llevarse el lector. Su hijo o hija leerá como un poeta y escribirá un poema original que use estas herramientas a propósito.

Por favor, intente esto en casa: Después de que su hijo o hija comparta su poema, pregunte: "¿Qué quieres que el lector se lleve de esto?" Esa pregunta es el corazón de Significance, y una manera maravillosa de celebrar un mes de crecimiento.

Con aprecio, El maestro o la maestra de su hijo o hija, The Writing Academy, LLC

7. Family Conversation Starters

- What makes a poem worth remembering?
- If you wrote one poem this year, what idea would you want a reader to carry away?
- Which of our poems meant the most to you, and why?
- How is saying something in a poem different from saying it in a plain sentence?

8. Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity: Why It Matters

Read a favorite short poem or song together. Ask: What is this really about, and why might it matter to someone? That question is Significance.

Family Activity: One Idea, Your Way

Choose one idea your family cares about, such as kindness, hope, or helping. Together, say it in one poetic line, using a picture or a comparison. Read it aloud and enjoy how it sounds.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. Use the key to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the standard
 - **LEARN** : student practices or develops the standard
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the poems and frames all six LEAVES elements.
Reveal	■ TEACH	Makes teacher thinking about the whole poem visible.
Attempt	○ LEARN	Guided station practice with evidence and explanation.
Discuss	○ LEARN	Students clarify why a poem matters.
Use	✓ ASSESS	Independent full-LEAVES poem writing.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on one revision.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 7, Module 4
Module Category	Poetry reading and composition: Meaning and Significance
Primary TEKS	[3.10(D)] , [3.8(A)] , and [3.12(B)]
Primary Focus	All six LEAVES elements, especially Significance: why a poem matters and what a reader should carry away
Spiral TEKS	[3.7A] , [3.7B] , [3.7C] , [3.7D] , [3.7E] , [3.7F] , and [3.7G]
Content Connection	"A Dream Can Grow" and "What Will You Give?"
Daily Lesson Time	15 MINUTES per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Educate / Explain
Student Product(s)	LEAVES Evidence Quest responses, an original full-LEAVES poem, a self-assessment, a Poet Teach-Out, and a final turn-and-teach
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students 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.

I Will Statements

- I will analyze all six LEAVES elements in a poem.
- I will explain the significance of a poem: why it matters and what a reader should carry away.
- I will write an original poem that uses lines, emotion, artistic language, voice, sound, and significance.
- I will answer the cluster's overarching question with evidence from the poems.

I Can Statements

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

CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- 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.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows what to collect and listen for.

- The Day 2 LEAVES Evidence Quest station responses.
- The Day 3 original full-LEAVES poem.
- The Day 5 Poet Teach-Out explanation and the final turn-and-teach.

15. TEKS Correlations

TEKS	Student Expectation	Where It Is Taught and Practiced
3.12(B)	compose informational texts, including poetry, using genre characteristics and craft	Days 3-5: students write and explain an original poem using all six LEAVES elements.
3.10(D)	describe how the author's use of language contributes to meaning	Days 1-4: students explain how each LEAVES element shapes meaning.

3.8(A)	infer the theme of a work, distinguishing theme from topic	Days 1-5: students name the significance each poem asks the reader to carry away.
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16. Standards Coverage Matrix

Standard	Student Action	Evidence	Module Location
3.12(B)	Compose an original poem using genre characteristics and craft.	Full-LEAVES poem with deliberate stanzas, sound, and significance.	Sections 50, 62-66
3.10(D)	Describe how language contributes to meaning.	LEAVES station explanations and Poet Teach-Out.	Sections 45-50, 83
3.8(A)	Infer theme and distinguish it from topic.	Significance statements for both poems.	Sections 3, 50, 80
3.7A	Describe personal connections to a variety of sources.	Discussion of why the poems matter.	Sections 50, 73
3.7B	Write responses that demonstrate understanding of texts.	Comparison of hope and service across the poems.	Sections 48-50
3.7C	Use text evidence to support an appropriate response.	Words and lines gathered at LEAVES stations.	Sections 46-50
3.7D	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	Whole-poem oral rehearsal and Poet Teach-Out.	Sections 46, 50, 83
3.7E	Interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating.	Poem annotations and station recording sheets.	Sections 47-49
3.7F	Respond using newly acquired vocabulary as appropriate.	Significance statements use module vocabulary.	Sections 30, 36-38, 50
3.7G	Discuss specific ideas in the text that are important to the meaning.	Students explain why each element matters.	Sections 50, 54-56

17. ELPS Correlations

ELPS	Student Expectation	Module Evidence
2(E)	use comprehensible language to explain information orally with increasing specificity and detail	Whole-poem explanations and Poet Teach-Out.
3(E)	share information in cooperative learning interactions	LEAVES Evidence Quest station teams.
4(C)(iii)	write using content-area vocabulary	Original poem and significance explanation use LEAVES vocabulary.
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Students write, describe, and explain an original poem.

ELPS Woven Into Intervention

Need	Teacher Support	Student Language
Oral explanation	Reread one stanza at a time and provide the frame.	"This poem matters because ____."
Cooperative interaction	Assign one LEAVES element to each partner.	"The words that prove it are ____."
Content vocabulary	Display the three tier vocabulary tables.	Use significance, imagery, voice, and service.

ELPS Woven Into Enrichment

Extension	Expected Work	Language Demand
Second speaker	Write the same idea from a different speaker's voice.	Explain which voice carries significance more powerfully.
Three revisions	Strengthen image, sound, and significance in turn.	Explain which revision improved the poem most.
One-minute teach-out	Name all six LEAVES elements in the original poem.	Use content-area vocabulary with detail.

18. ELPS Linguistic Accommodations

Domain	Access	Keep the Thinking Demand
Listening	Read each poem aloud and reread selected stanzas.	Students still identify and explain each LEAVES element.
Speaking	Use the whole-poem connection frame and partner rehearsal.	Students still name evidence and significance.
Reading	Keep the poems intact and point to line and stanza breaks.	Students still connect layout, language, and meaning.
Writing	Offer a repeated opening line, a comparison starter, and a final carry-away line.	Students still create an original poem with all six elements.

Language Supports

- "The layout is ____, and it helps the reader ____."
- "The feeling is ____ because the poet writes ____."
- "The imagery makes me see ____."
- "The voice sounds ____ because ____."
- "The repetition emphasizes ____."
- "A reader should carry away ____."

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear the richest versions of the poems and listen across all six LEAVES elements.
Speaking	Students defend station evidence with reasons and teach their own poem in the Poet Teach-Out.
Reading	Students read the longest poems closely, analyzing layout, emotion, artistic language, voice, sound, and significance.
Writing	Students write an original poem that uses all six LEAVES elements and states a clear significance.

20. Rigor Safeguard

May Do	May Not Do	Non-Negotiable Student Work
Read a poem aloud, reread it, and let students use the LEAVES anchor chart and sentence frames.	Identify the elements for a student or write the poem for the student.	Find and explain each LEAVES element, state the significance, and write an original poem.

The student must still find and explain each LEAVES element, state the significance, and write an original poem using the tools on purpose.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Independence	Evidence
Literal			

	Identify examples of each LEAVES element in a poem.	Supported. The teacher may reread a stanza.	Student points to layout, image, voice, and sound.
Inferential	Explain how the elements work together to create meaning.	Guided on Days 1 and 2, independent by Day 3.	Student connects craft to feeling and idea.
Evaluative	State the significance and write an original full-LEAVES poem.	Partner discussion on Day 3, independent by Day 5.	Student writes a poem with all six elements and explains the significance.

22. The Five Thinking Levels

Level	Thinking Stage	Description
Level 1	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Visible	Student connects ideas directly to evidence in the poem.
Level 4	Independent	Student combines evidence with personal response, applying understanding to original writing.
Level 5	Reflective	Student connects the poem's idea to the world, morals, lessons, or broader life understanding.

The Progression of Thinking

Level	Student Thinking	LEAVES Task
Recall	Name examples of each LEAVES element.	Point to layout, emotion, image, voice, sound, and significance.
Skill	Gather evidence for each element.	Place evidence with the element it best shows.
Strategic	Explain how the elements work together and state the significance.	Show how craft creates meaning worth carrying away.
Extended	Write an original poem using all six LEAVES elements.	Compose a full-LEAVES poem with a clear significance.

TEACHER SCRIPT

"This week we read and write like poets who use every tool. We start by naming each LEAVES element. Then we gather evidence at the stations. We explain how the elements work together and why the poem matters. Finally, you write your own full-LEAVES poem."

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Significance is just the topic.	A teacher may accept "This is about hope" as significance.	Ask, "Why should a reader care, and what should they carry away?"
A longer poem is only harder.	A teacher may treat the Very High poem as more reading.	Point out that the extra length gives more room for all six elements.
All six elements must be equal.	A teacher may require every element in equal measure.	Value a poem where the elements work together, even if one leads.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Significance means summary.	The student retells the poem instead of explaining its meaning.	Ask, "What should a reader carry away, beyond what happened?"
Using all six elements means a longer poem.	The student pads lines to fit every element.	Show that a short poem can still hold all six.
A poem's meaning is only what it says.	The student ignores image, voice, and sound.	Have the student point to how craft carries the meaning.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standards and breakouts being taught: **[3.12(B)]** compose informational texts, including poetry, using genre characteristics and craft; **[3.10(D)]** describe how the author's use of language contributes to meaning; and **[3.8(A)]** infer the theme of a work, distinguishing theme from topic.

The week's focus is all six LEAVES elements, with special attention to Significance: why a poem matters and what a reader should carry away.

26. How I Say the Standard!

TEKS says	How I say it
[3.12(B)] compose informational texts, including poetry, using genre characteristics and craft	I write a poem that uses lines, emotion, artistic language, voice, sound, and significance on purpose.
[3.10(D)] describe how the author's use of language contributes to meaning	I explain how the poet's words, images, voice, and sound create meaning.
[3.8(A)] infer the theme of a work, distinguishing theme from topic	I explain the big idea and what a reader should carry away, not only the topic.

27. This Week I Can...

This week I can find and explain all six LEAVES elements in two poems, state each poem's significance, write an original poem that uses the LEAVES tools on purpose, and answer the cluster's overarching question with a reason.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read a grade-level poem and notice lines and stanzas.
- Recognize that imagery, metaphor, personification, symbol, rhyme, rhythm, and repetition can carry meaning.
- Identify who is speaking in a poem.
- Write a complete stanza with a clear idea.
- Use evidence from a poem to explain a response. **[3.7C]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, name the six LEAVES elements and tell your partner one example of an element from a poem we have read."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
significance	why the poem matters and what to carry away	The significance of this poem is ____.
theme	the big idea a poem communicates	The theme of this poem is ____.
imagery	words that help the reader picture something	The imagery here makes me see ____.
voice	who seems to be speaking in a poem	The voice in this poem sounds ____.

31. Conventions Connection

Recursive conventions review for the week: an original poem uses line breaks, stanza breaks, punctuation, and correctly spelled grade-appropriate words. When students draft on Day 3 and revise on Day 4, have them check that each stanza is arranged on purpose and that repeated words and sounds are consistent.

32. Writing Connection

Students write an original poem that uses all six LEAVES elements. The writing should turn one meaningful idea into a poem with lines, emotion, artistic language, voice, sound, and a significance a reader can carry away.

33. Watch Out!

TEACHER LOOK-FORS

Do not accept a topic such as "This poem is about hope" as significance. Ask why the poem matters and what the reader should carry away.

STUDENT LOOK-FORS

Do not pad lines to fit six labels. Make every word work harder so the elements work together.

34. Ready Check

- ☐ Students can name all six LEAVES elements.
- ☐ Students can point to line and stanza choices.
- ☐ Students can explain one image or comparison.
- ☐ Students can identify the speaker's voice.
- ☐ Students can identify rhyme, rhythm, or repetition.
- ☐ Students can state why a poem matters.

35. Teacher Look-Fors

- Students point to the words that support each LEAVES observation.
- Students distinguish a topic from significance.
- Students explain how craft creates feeling and meaning.
- Students write an original poem with all six elements on purpose.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"This week we bring together all of our poetry words and add the most important one: significance. Poets and readers use precise words to explain why a poem matters and what a reader should carry away."

Word	Student-Friendly Definition	Oral Rehearsal Frame
meaning	what a poem is really about	The meaning of this poem is ____.
matter	to be important	This poem matters because ____.
carry	to hold and keep something	I will carry ____ from this poem.
whole	all the parts together	The whole poem shows ____.
choose	to pick on purpose	The poet chose ____ to show ____.
idea	a thought a poem communicates	The big idea is ____.
share	to give or pass something to others	A dream can grow when we share ____.
serve	to help others and the community	The poem shows serving when ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"Use precise poetry words when you explain what the poem means, how the poet built it, and what you will carry away."

Word	Student-Friendly Definition	Oral Rehearsal Frame
significance	why the poem matters and what to carry away	The significance of this poem is ____.
theme	the big idea a poem communicates	The theme of this poem is ____.
synthesize	to bring many parts together into one whole	I synthesize the elements by ____.
perspective	the point of view of the speaker	From this perspective, ____.
imagery	words that help the reader picture something	The imagery here makes me see ____.
voice	who seems to be speaking in a poem	The voice in this poem sounds ____.
purposeful	done on purpose, for a reason	The poet's purposeful choice was ____.
reflect	to think carefully about meaning	The poem makes me reflect on ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words connect to the history and ideas behind our two poems."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
dream	DREEM	a hope or goal for a better future	Dr. King's dream was ____.
service	SUR-vis	helping others and the community	Service means ____.
legacy	LEG-uh-see	something handed down from the past	Dr. King's legacy is ____.
citizen	SIT-uh-zuhn	a member of a community or country	A citizen can help by ____.
generation	jen-uh-RAY-shun	people living during the same time	A dream can cross from one generation to ____.
contribution	kon-truh-BYOO-shun	something helpful a person gives	My contribution can be ____.
community	kuh-MYOO-nuh-tee	a group of people who live or work together	I can help my community by ____.
inspire	in-SPYR	to fill someone with the urge to do something good	The poem inspires me to ____.

39. Background Knowledge & Teacher Context

This cluster connects two poems to real history. "A Dream Can Grow" connects to Dr. Martin Luther King Jr. and the idea of hope. "What Will You Give?" connects to President John F. Kennedy and the idea of serving others. This week the poems return in their Very High stamina versions, the longest and richest of the cluster.

By Module 4, students have met these poems three times and learned each LEAVES element in turn. Now they bring all six together. The Very High version of "A Dream Can Grow" follows a speaker from an August day to the choices carried for years; the Very High version of "What Will You Give?" moves from a granddaughter's interview with Grandpa to a personal decision about how to serve.

Meaning and Significance

Module 4 focuses on all six LEAVES elements, with special attention to Significance: why a poem matters and what the reader should carry away. This is the point of the whole cluster: not to name devices, but to turn an experience into meaning that lasts.

40. Materials Needed

Materials List	Purpose
Copies of the two Very High stamina poems: "A Dream Can Grow" and "What Will You Give?"	Read, annotate, and analyze the poems.
LEAVES poetry anchor chart	Keep all six elements visible.
LEAVES Evidence Quest station cards and recording sheets	Gather evidence and explain why it matters.
Chart paper and sticky notes	Collect ideas and share significance.
Student notebooks	Write the original full-LEAVES poem.
Colored pencils or highlighters	Mark lines, emotion, artistic language, voice, sound, and significance.
Award/Target reflection sheet and full-LEAVES self-assessment	Recognize strengths and target one revision.

41. Preparation Before Day 1

- Prepare the two Very High stamina poems and read each poem aloud before instruction.
- Prepare the LEAVES poetry anchor chart with all six elements.
- Prepare six Evidence Quest stations, one for each LEAVES element.
- Prepare chart paper, sticky notes, notebooks, colored pencils, and the reflection sheet.
- Prepare the model explanations of hope in "A Dream Can Grow" and service in "What Will You Give?"

42. Weekly Timing & Transition Overview

Day	GRADUATE Stage	What Happens	Time
Day 1	G Gather + R Reveal	Read the richest poems and reveal all six LEAVES elements working together.	15 MINUTES
Day 2	A Attempt	LEAVES Evidence Quest: gather evidence for each element and explain why it matters.	15 MINUTES
Day 3	D Discuss + U Use	Discuss significance, then write an original poem using all six LEAVES elements.	15 MINUTES
Day 4	A Award + T Target	Full-LEAVES self-assessment, award strengths, and target one revision.	15 MINUTES
Day 5	E Educate / Explain	Poet Teach-Out and the final cluster closure.	15 MINUTES

Common Teacher Language: "Do not mistake longer for simply harder. The poem is longer because there is more thinking available to us." "Significance asks: Why should a reader care, and what should they carry away?" "This week we put every part of LEAVES together."

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, used to move students between activities while reinforcing the poetry idea that a poem uses every LEAVES element to make meaning.

This Module's Routine: "LEAVES Roll Call"

TEACHER SCRIPT

"Tiny Time! I will call a LEAVES letter. Show it with your body and whisper what it means: roof hands for L, hand on heart for Emotion, cupped hand near the eye for Artistic Language, point to your mouth for Voice, tap twice for Echo and Sound, and hands opening outward for Significance."

How to run it: Signal the class, call one LEAVES letter, students show the matching pose and whisper what the element means, then call two or three letters in a row before students return quietly to their seats.

Citizenship & Content Connection

44. The Citizenship Connection

"A Dream Can Grow" helps students consider how hope and a vision for the future can travel from one person to another. "What Will You Give?" helps students consider how an idea about service can move from words into action.

Poem	Idea	Connection
A Dream Can Grow	Hope can travel and grow through ordinary care.	Words, dreams, and caring deeds can inspire a positive difference.
What Will You Give?	Service begins with useful things a person can give.	Ordinary hands, time, talent, patience, heart, and care can help a community.
Both poems	Meaning passes from voice to voice and generation to generation.	A reader can carry an idea and choose an action.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

The LEAVES Poetry Framework

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, personification, symbol, 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?

The Whole-Poem Connection

Prompt	Response Frame
Lines and Layout	The layout is ____, and it helps the reader ____.
Emotion and Experience	The feeling is ____ because the poet writes ____.
Artistic Language	The image or comparison makes me see ____.
Voice	The speaker is ____, so the perspective feels ____.
Echo and Sound	The rhyme, rhythm, or repetition emphasizes ____.
Significance	The poem matters because ____; a reader should carry away ____.

Significance Reminder

Topic	Significance
Hope	Hope is passed on; each new person can choose to carry it.
Service	A famous call to serve becomes a personal question a student can answer.
Whole cluster	Words, dreams, and thoughtful choices can inspire people to make a positive difference.

46. Core Routine / Strategy Explanation

The core strategy is whole-poem LEAVES reading. Read the Very High version of a poem and work through each element. Keep the six elements connected rather than treating them as six separate tasks.

TEACHER SCRIPT

"Now LEAVES becomes complete. Watch how the poet uses every tool at once."

Mentor Moves: ask why four-line stanzas matter, what is felt across the whole poem, what images and comparisons carry meaning, who speaks and how that shapes the poem, what repetition and rhythm accomplish, and what should be carried beyond the final line.

CREATE THE ANCHOR CHART

Build an anchor chart titled "The LEAVES Poetry Framework." Add all six elements and the whole-poem connection frame. Keep Significance visible: why the poem matters and what a reader should carry away.

47. Student Source Passage(s)

Poem use: read the two poems below at very high stamina. Keep the line numbers for discussion and for citing specific lines and stanzas. Blank lines mark the breaks between stanzas.

Poem: "A Dream Can Grow" (Genre: Poem; Stamina: Very High)

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.

5 But underneath an August sky,
I learned some dreams will never die.
With Mama's hand wrapped tight in mine,
I saw a different dream begin to shine.

Around us thousands filled the space,
10 Each person with a hopeful face.
Their different footsteps found one place,
Their many stories shared one space.

The crowd grew quiet, row by row,
As one strong voice began to flow.
15 Across the steps and shining pool,
Its steady rhythm stayed strong and cool.

The words moved over heads that day,
Like summer wind that finds its way.
They crossed the crowd from near to far,
20 Like rays that travel from a star.

I did not understand each phrase;
Some words felt like a winding maze.
I was a child, still learning how
The past could meet the future now.

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

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

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

One thoughtful word, one caring deed,
Can sometimes be a tiny seed.

And seeds, when given sun and rain,
40 Can rise from ordinary plain.

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

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

It travels when we make some room
50 For someone waiting near the room.
It travels when we choose to hear
A softer voice that others fear.

A dream can be a planted seed
That grows through every caring deed.
55 But seeds need soil, rain, and light,
Just as our dreams need what is right.

A dream can be a lantern bright,
That helps us find our way at night.
But someone's hands must hold it high,
60 And guard its flame beneath the sky.

A dream can be a song we know,
Whose melody continues so.
One voice may start the opening tune,
Then many voices join it soon.

65 The dream traveled. The dream travels still.
It crosses every road and hill.
It asks each generation new,
“What will you carry? What will you do?”

That afternoon I thought I'd see
70 A moment made for history.
I didn't know that history
Would quietly ask something of me.

“Carry this hope. Protect its light.
Add your own voice for what is right.
75 Choose kindness when the choice is yours.
Help open someone's waiting doors.”

The little child I was that day
Has grown and changed along the way.
Yet still I feel the summer sun,
80 And hear the words when day is done.

I hear the crowd grow calm once more,
I see the water near the shore.
I feel my mama's hand in mine,
And see that hopeful lantern shine.

85 If someone asks where dreams can go,
I think by now I surely know.
They travel farther when we share,
And grow through ordinary care.

They live not only in a speech,
90 But in the lives that speeches reach.
They travel through the things we do,
From one old dream to something new.

And now, although the years move on,
The dream has never truly gone.

95 For while we choose to carry through,
The dream still travels, me to you.

Poem: "What Will You Give?" (Genre: Poem; Stamina: Very High)

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.

5 One memory starts with winter snow,
With frozen streets and winds that blow.
A waiting crowd, a morning chill,
A nation's capital standing still.

A president prepared to speak,
10 While thousands listened, strong and meek.
Grandpa remembers words that day,
But more, the question they seemed to say.

Not only, "What can come to me?" But,
"What can my contribution be?"

15 Not only, "What am I receiving?" But,
"How can service show believing?"

Give time when time is what they need.
Give effort through a thoughtful deed.
Give talent, patience, heart, and care;
20 Give something useful you can share.

Give hands to work that should be done.
Give encouragement to someone.
Give thought to problems you can mend,
And give your listening to a friend.

25 Grandpa says words can travel far,
Like light that leaves a distant star.

Once people hear and choose to move,
Their actions help the message prove.

30 The challenge left that winter place,
And traveled on at steady pace.
Into communities it sped,
Through helping hands and hearts it led.

Serve, said the memory passing through.
Serve, through the useful things you do.
35 Serve, when another needs your hand.
Serve, where you live or in another land.

The Peace Corps carried service wide,
Across the oceans' changing tide.
Young volunteers went forth to share,
40 But also learned from people there.

They entered classrooms, farms, and towns,
Across new roads and unfamiliar grounds.
They brought their knowledge, work, and skill,
But listened first to others' will.

45 For service should not proudly say,
"I know what's best; now step away."
True service stands beside a friend,
And asks how both can reach the end.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The question then seems close to me,
No longer huge or hard to see: Who needs some help?

115 Where can I start?

What can I offer from my heart?

The famous speech has long been done.

The winter snow has met the sun.

The waiting crowd went home that day,

120 Yet powerful questions sometimes stay.

They travel farther than we know,

From voice to voice as years may go.

From president to citizen,

Then grandfather to child again.

125 One day perhaps I'll tell someone

About the question that begun

Before I ever came to be,

Yet found its way somehow to me.

Today I have a voice and hands,

130 A little time and simple plans.

I have some choices I can make,

And helpful actions I can take.

So first, before I wait to see

What everyone will do for me,

135 I'll look around and choose to live

By asking this: What will I give?

And once I know where I can start,

I'll use my hands, my time, my heart.

For service grows when we begin,

140 We change the world by helping in.

48. Student Annotation Guide

Annotate both poems with the six LEAVES questions. Students point to exact words, lines, or stanzas for every response.

A Dream Can Grow

LEAVES	Annotation Direction	Teacher Evidence Note
L	Mark a four-line stanza and notice the line breaks.	The layout creates a steady shape for the growing idea.
E	Mark hope, tears, memory, or a caring deed.	The experience grows from one remembered day into lasting choices.
A	Mark the seed, lantern, or song comparison.	The images show how hope can grow, shine, and continue.
V	Mark the speaker's memories and the voice of the grown speaker remembering.	The perspective connects an earlier experience to the present.
E	Mark repeated phrases and paired rhymes.	Repetition makes the idea travel and stay.
S	Complete: This poem matters because _____. A reader should carry away _____.	Hope is passed on; each new person can choose to carry it.

What Will You Give?

LEAVES	Annotation Direction	Teacher Evidence Note
L	Mark a four-line stanza and notice how the question returns.	The layout gives the service question room to travel.
E	Mark wonder, memory, care, or resolve.	The experience moves from Grandpa's memory to personal action.
A	Mark the bridge, light, hands, or invitation images.	The images make service visible and mutual.
V	Mark Grandpa's voice and the granddaughter's voice.	The perspective turns a public question into a personal one.
E	Mark the repeated words "Give" and "Serve" and the paired rhymes.	The sound emphasizes action and invitation.
S	Complete: This poem matters because _____. A reader should carry away _____.	A call to serve becomes a personal question a student can answer.

49. LEAVES Evidence Highlighting

Students look for six kinds of measurable evidence in every poem. Use the same six categories and the same wording in every module.

Letter	Evidence Type	What Students Highlight
L	Lines and Layout	Line breaks, four-line stanzas, spacing, and repeated stanza shapes.
E	Emotion and Experience	Words showing hope, tears, wonder, care, memory, or resolve.
A	Artistic Language	Imagery, metaphor, personification, symbol, comparison, and purposeful language.
V	Voice	Speaker clues, perspective, and changes between remembered experience and present reflection.

E	Echo and Sound	Rhyme, rhythm, repetition, repeated phrases, and sounds that strengthen meaning.
S	Significance	Words that show why the poem matters and what a reader should carry away.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: read the richest versions of the two poems and reveal all six LEAVES elements working together, with special attention to Significance.

Standard	Focus
TEKS	3.10(D) describe how the author's use of language contributes to meaning; 3.8(A) infer the theme of a work, distinguishing theme from topic
ELPS	2(E) use comprehensible language to explain information orally with increasing specificity and detail

GATHER ■ TEACH

CLASS SLIDE

Slide 1, The same poems, greatest depth. Full LEAVES: L, E, A, V, E, S. Question: Why should a reader care?

CLASS SLIDE

Slide 2, Significance. Significance equals why a poem matters and what a reader should carry away. In "A Dream Can Grow": What will you carry? What will you do?

TEACHER SCRIPT

"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."

REVEAL ■ TEACH

Read the Very High version of "A Dream Can Grow." Ask why four-line stanzas matter, what is felt across the whole poem, what images and comparisons carry meaning, who speaks, what repetition and rhyme accomplish, and what should be carried beyond the final line.

Read the Very High version of "What Will You Give?" and do the same, noticing the granddaughter's voice, the images of winter and helping hands, and the significance of a personal call to serve.

TEACHER SCRIPT

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

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Students name one LEAVES element in each poem and point to the words that support it.

Access without lowering rigor: read each poem aloud and allow students to use the LEAVES anchor chart; students still choose the evidence and significance.

Student product: two named LEAVES elements and one significance statement.

Day Purpose: gather evidence for each LEAVES element in the two poems and explain why it matters.

Standard	Focus
TEKS	3.10(D) describe how the author's use of language contributes to meaning
ELPS	3(E) share information in cooperative learning interactions

ATTEMPT ○ LEARN

CLASS SLIDE

LEAVES Evidence Quest. At each station, find the evidence, then explain it. Evidence without explanation is unfinished thinking.

The Six Stations

Station 1: Lines and Layout asks students to explain how the stanzas and line breaks are arranged and what the layout does. Station 2: Emotion and Experience asks students to find the strongest feeling and the words that create it. Station 3: Artistic Language asks students to find one image, comparison, or personification and explain its effect. Station 4: Voice asks students to identify who is speaking and give a clue from the poem. Station 5: Echo and Sound asks students to find repetition, rhyme, or rhythm and explain what it emphasizes. Station 6: Significance asks students to complete, "This poem matters because ____" and "A reader should carry away ____."

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

TEACHER SCRIPT

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

Answer Guidance

Lines and Layout: four-line stanzas and deliberate line breaks pace the reading. Emotion and Experience: the speaker's hope and Mama's tears; the granddaughter's wonder about her own hands. Artistic Language: a dream as a seed or lantern; an unseen invitation; helping hands and a bridge. Voice: the speaker remembering an August experience; the granddaughter hearing Grandpa's memory. Echo and Sound: repeated phrases such as "Give" and "Serve," paired rhymes, and a steady beat. Significance: hope and service are passed on, and each new person can choose to carry them.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Before awarding a point, listen for an exact word or line, an accurate LEAVES category, and an explanation of why it matters.

Student product: station responses for all six LEAVES elements.

TEACHER SCRIPT

"Tomorrow you will discuss significance, and then you will write an original poem using all six elements."

Day Purpose: discuss significance, then write an original poem using all six LEAVES elements.

Standard	Focus
TEKS	3.12(B) compose informational texts, including poetry, using genre characteristics and craft; 3.8(A) infer the theme of a work, distinguishing theme from topic
ELPS	4(F)(i) write to narrate, describe, explain, respond, or persuade with detail in the content areas

DISCUSS ○ LEARN

TEACHER SCRIPT

"Return to your station responses. Today we discuss the hardest and most important element: Significance."

Ask which LEAVES element was easiest to prove, which required the most interpretation, why Significance requires deeper thinking than identifying a rhyme, and how understanding changed because students read longer, richer versions.

TEACHER SCRIPT

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

USE WHAT YOU HAVE LEARNED INDEPENDENTLY

Independent Writing: Write a Full-LEAVES Poem

TEACHER SCRIPT

"Today you do what our whole cluster has prepared you to do. You will 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 LEAVES Element	Student Requirement
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 SCRIPT

"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."

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the original poem. Check for four-line stanzas, a clear feeling, an image and comparison, a speaker, sound, and a clear significance.

Student product: an original full-LEAVES poem.

TEACHER SCRIPT

"Place your poem in your writing folder. Tomorrow you will look for evidence of all six elements in your own writing."

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: use a full-LEAVES self-assessment to award the strongest evidence and target one revision.

Standard	Focus
TEKS	3.12(B) compose informational texts, including poetry, using genre characteristics and craft
ELPS	2(E) use comprehensible language to explain information orally with increasing specificity and detail

AWARD ✓ ASSESS**TEACHER SCRIPT**

"Award yourself with evidence. Mark where each LEAVES element appears in your own poem."

Mark evidence in the poem for purposeful lines and four-line stanzas, a clear emotion or experience, artistic language, a clear and consistent voice, rhyme, rhythm, or repetition, and a significance the reader can carry away.

Award Sentence: I am especially proud of _____ because _____.

TARGET ✓ ASSESS**TEACHER SCRIPT**

"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 _____.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Students point to evidence for every LEAVES element, name one strength, and make one precise revision.

Student product: full-LEAVES self-assessment, Award sentence, Target sentence, and one revision.

TEACHER SCRIPT

"Writers do not revise everything at once. Award yourself with evidence, target yourself with precision, and then revise. Allow revision time."

DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS

Day Purpose: teach the original poem in a Poet Teach-Out and answer the cluster's overarching question.

Standard	Focus
TEKS	3.10(D) describe how the author's use of language contributes to meaning

ELPS	2(E) use comprehensible language to explain information orally with increasing specificity and detail
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EXPLAIN ✓ ASSESS

CLASS SLIDE

Poet Teach-Out. Explain how every LEAVES element works in the original poem.

EDUCATE

TEACHER SCRIPT

"Teach your partner what you learned about making an experience meaningful in a poem. Explaining it in your own words is how you prove you understand it."

Poet sentence starters: "I arranged my poem this way because..." Explain the lines, stanzas, and layout. "The emotion I wanted the reader to feel was..." Explain the experience and feeling. "One example of artistic language is..." Explain the image, metaphor, personification, or symbol. "My speaker's voice sounds..." Explain the perspective. "I created echo or sound by..." Explain rhyme, rhythm, or repetition. "The significance of my poem is..." Explain what a reader should carry away.

The listener asks: "What do you want a reader to carry away?" Then the listener names one LEAVES element noticed and its effect.

Final Cluster Closure

Display the overarching question: How can words, dreams, and acts of service inspire people to make a positive difference?

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Listen for all six elements, a clear significance, and an answer that connects words, dreams, or service to positive action.

Student product: Poet Teach-Out and final turn-and-teach.

TEACHER SCRIPT

"Four weeks ago, we began with two short poems. Since then, the poems have grown longer, the language has become richer, and the ideas have required deeper thinking. Words can introduce an idea. Dreams can help people imagine what is possible. Service and thoughtful choices are ways people turn positive ideas into action. As poets, you learned that a poem can communicate a big idea through lines, emotion, artistic language, voice, sound, and significance. The form gives the reader something worth carrying away."

Final Student Turn-and-Teach: "One thing I now understand about poetry is..." and "One idea from this cluster that I will carry with me is..."

Student Exemplars

51. Low / Developing Exemplar

Field	Response
Student Response	"Hope is nice. Helping is good. Be kind to people. Dr. King and JFK were important. The end."
What Is Working	The student names the ideas of hope and service.
Teacher Notes	This is written as sentences, not stanzas. There is no clear image, voice, sound, or significance.
What Needs Improvement	Arrange four-line stanzas and add an image, a consistent voice, purposeful sound, and an ending that shows why the idea matters.

52. Medium / Approaching Exemplar

Field	Response
Student Response	"A dream can grow when we are kind, A helping hand is what we find. We share our hope with everyone, Until the caring work is done. So give your time and give your heart, A little help is a good start. When people care, the world feels bright, And kindness fills it up with light."
What Is Working	Two four-line stanzas with rhyme, a clear idea, an image, and a hopeful feeling. The layout and sound are working.
Teacher Notes	Several LEAVES elements are present, but the voice is general and the significance is implied rather than stated.
What Needs Improvement	Add a clear speaker's voice and one ending line that names what a reader should carry away.

53. High / Secure Exemplar

Field	Response
Student Response	"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."
What Is Working	Three four-line stanzas bring all six LEAVES elements together: deliberate layout, honest emotion, artistic language, a clear first-person voice, purposeful repetition and rhyme, and a stated significance.
Teacher Notes	The poem turns one idea into meaning worth carrying away, exactly what a full-LEAVES poem should do.

Additional Secure Exemplars

Poem	Voice	Significance
A Dream Can Grow	A speaker remembering an earlier experience	Hope is passed on; each new person can choose to carry it.
What Will You Give?	A granddaughter and Grandpa	A call to serve becomes a personal question a student can answer.

Secure Response: Evidence and Explanation

Requirement	Secure Evidence
All six LEAVES elements	The poem uses lines and layout, emotion and experience, artistic language, voice, echo and sound, and significance.
Significance	The final lines tell the reader what to carry away.
Explanation	The student can describe how craft creates meaning.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can find and explain all six LEAVES elements in both poems, state each poem's significance in their own words, write an original poem using all six elements, and explain how words, dreams, and service can inspire people to make a positive difference.

Accept varied wording when the student gives exact poem evidence and explains why it matters. Value a poem where the six elements work together and the significance is clear.

55. Standards Evidence Trail

Evidence Code	Module Moment	Evidence Collected	Standard
T1	Day 1 Reveal	Whole-poem LEAVES analysis and significance statement.	3.10(D) , 3.8(A)
T2	Day 2 Attempt	Station evidence and explanations for all six elements.	3.10(D) , 3.7C , 3.7G
T3	Day 3 Use	Original full-LEAVES poem.	3.12(B) , 3.8(A)
T4	Day 4 Target	Self-assessment and targeted revision.	3.12(B)
T5	Day 5 Poet Teach-Out	Oral explanation of craft and significance.	3.10(D) , 3.7G

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can analyze all six LEAVES elements, state significance, and write a full-LEAVES poem.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The two Very High stamina poems, LEAVES anchor chart, LEAVES Evidence Quest station cards, and student notebooks.
Related TEKS Breakout	3.12(B) compose informational texts, including poetry, using genre characteristics and craft; 3.10(D) describe how the author's use of language contributes to meaning.
Task	Students perform a formative check in the LEAVES Evidence Quest and an independent task by writing a full-LEAVES poem.
Expected Response	Students gather evidence for each element, state significance, and write a poem using all six elements.

Informal Assessment: observe the LEAVES Evidence Quest stations. Listen for students explaining why each element matters, and note whether they can state a poem's significance in their own words.

Formative Assessment: the Day 3 original full-LEAVES poem serves as the formative check. Students include all six elements and end with a clear significance.

Assessment Prompt Bank

Prompt	Expected Evidence
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Which LEAVES element is easiest to find in this stanza?	Exact words and an explanation.
Why does this poem matter?	A significance statement, not a summary.
What should a reader carry away?	A larger idea connected to the poem's craft.
How does the poet's language contribute to meaning?	Connection among image, voice, sound, feeling, and idea.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

1. One LEAVES element I can find in "A Dream Can Grow" is _____.
2. One LEAVES element I can find in "What Will You Give?" is _____.
3. The significance of "A Dream Can Grow" is _____.
4. The significance of "What Will You Give?" is _____.
5. How can words, dreams, and acts of service inspire people to make a positive difference?

Teacher collection note: collect the ticket as written evidence of the final turn-and-teach.

58. Exit Ticket Answer Key

Question	Answer Guidance
1	Accept any accurate LEAVES element supported by the poem.
2	Accept any accurate LEAVES element supported by the poem.
3	Hope is passed on; each new person can choose to carry it.
4	A call to serve becomes a personal question a student can answer.
5	Words can introduce an idea, dreams can help people imagine what is possible, and service and thoughtful choices can turn positive ideas into action.

59. Scoring Principle

Value a poem where the six elements work together and the significance is clear. The student does not need equal space for every element. The student does need evidence of each element and a final idea worth carrying away.

60. Gradebook Conversion

Evidence Level	Descriptor	Suggested Use
Secure	Analyzes all six elements, explains significance, and writes an original poem using all six elements.	Record as secure module evidence.
Approaching	Uses several LEAVES elements and a clear idea but needs a stronger voice, sound, or significance.	Record as approaching and target one revision.
Developing	Names a topic or idea but does not yet show the whole-poem craft.	Record as developing and provide the full-LEAVES frame.

61. Recommended Gradebook Label

G3 C7 M4

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Teacher Scoring Copy
Prompt	Choose one idea you care about: hope, helping, service, friendship, inclusion, community, responsibility, or making a positive difference. Write an original rhyming poem of at least three four-line stanzas that uses all six LEAVES elements and ends with a clear significance.
Purpose	Students turn one meaningful idea into a poem that gives the reader something worth carrying away.
Non-Negotiable Expectations	Deliberate four-line stanzas; clear emotion; an image and a comparison; a consistent speaker; rhyme, rhythm, or repetition; and an ending that states why the idea matters.
Related Standard	3.12(B) compose informational texts, including poetry, using genre characteristics and craft.

63. Student Planning Frame

1. Choose your idea and your speaker's voice.
2. Plan one image and one comparison.
3. Plan a repeated word or line and your rhymes.
4. Write the ending you want the reader to carry away.

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.

Drafting Space

64. Writing Assignment Rubric

Component	Secure	Approaching	Developing
Layout and Sound	Four-line stanzas and purposeful rhyme, rhythm, or repetition.	Stanzas or sound are present but inconsistent.	Lines are not yet arranged as purposeful stanzas.
Emotion and Voice	Clear feeling in a consistent speaker's voice.	Feeling or voice is present but general.	Feeling and speaker are unclear.
Artistic Language	At least one effective image and one comparison.	One image or comparison is present.	Artistic language is not yet developed.
Significance	Ending clearly states what a reader should carry away.	Meaning is implied but not clearly stated.	Ending does not yet show why the idea matters.
Whole-Poem Craft	All six LEAVES elements work together on purpose.	Several elements work together.	Elements are named or added without connection.

65. Writing Gradebook Conversion

Level	Evidence	Next Step
Secure	All six LEAVES elements with a clear significance.	Teach the poem to a partner and compare the effect of each element.
Approaching	Several elements are present, but the voice or significance needs clarity.	Revise one stanza and strengthen the ending.
Developing	The idea is present, but the poem is not yet shaped with all six elements.	Use the full-LEAVES frame and reread one stanza at a time.

66. Teacher Feedback Shortcuts

- "Point to the line that shows the feeling."
- "Where does your speaker's voice sound most clear?"
- "What picture does your image make for the reader?"
- "Which sound choice helps the idea stay in the reader's mind?"
- "Strengthen the ending so the significance is unmistakable."

Response to Student Need

67. Intervention: Name the Thinking

Student Need	Teacher Response	Student Product
Finds only one or two elements	Give one poem and a LEAVES checklist. Reread one stanza at a time and find one example for each element.	One exact example for each LEAVES element.
Summarizes instead of stating significance	Provide the frame: "This poem matters because ____."	A significance statement beyond what happened.
Cannot fit all six elements	Offer a repeated opening line, a comparison starter, and a final carry-away line.	A short poem that still includes every element.

Small-Group Support: build the poem one element at a time, then ask how the elements work together.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to find each LEAVES element.	Students point to layout, emotion, image, voice, sound, and significance.	Students find only one or two elements.	Reread a stanza and hunt for the missing element together.
Ask students to state significance.	Students explain what a reader should carry away.	Students retell the poem as a summary.	Ask, "Why does it matter, beyond what happened?"
Ask students to use all six elements when writing.	Students include every element on purpose.	Students pad lines to fit each element.	Show that a short poem can still hold all six.

69. Student Support Quick Reference

If a Student...	Support to Provide
Finds only one or two elements	Use a LEAVES checklist and hunt one element at a time.
Summarizes instead of stating significance	Use the frame "A reader should carry away ____."
Cannot fit all six elements	Provide a full-LEAVES frame to build from.
Masters quickly	Route to enrichment: a second voice and three revisions.

70. Enrichment: Connect Across Texts

Extension	Student Task	Evidence
Second speaker	Write a second short poem on the same idea from a different speaker's voice.	Compare which version carries the significance more powerfully.
Three revisions	Revise one stanza three ways: strengthen the image, the sound, and the significance.	Explain which revision improved the poem most.
Teach-out	Prepare a one-minute "why this poem matters" teach-out.	Name all six LEAVES elements in the original poem.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: write an original poem of at least three four-line stanzas about an idea you care about, using all six LEAVES elements and ending with a clear significance.

Connection to This Module: this week you brought together all six LEAVES elements. Now use them in your own poem, one you would be proud to teach to others.

Planning Support: choose an idea and speaker, plan one image, one comparison, and one repetition, then write the carry-away idea your poem will build toward.

Drafting Space

Success Criteria

- My poem uses all six LEAVES elements on purpose.
- My poem has a clear, consistent voice.
- My poem ends with a significance a reader can carry away.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read the 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 the poem to a partner. The partner names the significance and one other LEAVES element noticed.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every student a chance to hear and say the thinking, not only read it. These moments are built around the module's work: hearing the whole poem and naming the significance.

- Read one stanza aloud with full expression. Students show a LEAVES signal for the element they hear most strongly.
- Students complete aloud: "This poem matters because ____."
- Students turn away from the page and complete: "One element I heard was ____, and the significance I carry away is ____."

TEACHER SCRIPT

"Pencils down first. Poems are meant to be heard. Listen for everything we have learned, then tell me what to carry away."

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE READING A POEM

Stop and think: This is the richest version. Get ready to notice all six LEAVES elements, not just one.

PAUSE POINT: MIDWAY

Stop and think: Which LEAVES elements are working right here? Name at least two, and point to the words.

PAUSE POINT: BEFORE YOU STATE SIGNIFICANCE

Stop and think: Significance is not a summary. Ask why the poem matters and what a reader should carry away.

PAUSE POINT: BEFORE YOU WRITE

Stop and think: My poem needs all six elements and a clear ending. What do I want my reader to carry away?

75. At-Home Connection

These at-home tasks turn a student into a poetry reader and full-LEAVES writer. They need little or no materials and each ends in a short conversation, not a worksheet.

TASK CARD 1: WHY IT MATTERS

Read a favorite short poem or song together. Ask what it is really about and why it might matter to someone.

TASK CARD 2: ONE IDEA, YOUR WAY

Choose kindness, hope, or helping. Say the idea in one poetic line using a picture or comparison, then read it aloud.

TASK CARD 3: CARRY AWAY

After the student shares a poem, ask, "What do you want a reader to carry away from this?"

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. As you learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows how much you are growing. You are in charge of your own learning."

Directions: This tracker is for YOU. As you read and write poems this week, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel.

I Can...	Not Yet	Getting Set	I Can Do It
Find all six LEAVES elements in a poem.			
Explain a poem's significance in my own words.			
Use image, voice, and sound on purpose when I write.			
Write a poem that uses all six LEAVES elements.			
Answer the cluster's big question with a reason.			

One thing I am proud of:

One thing I want to get better at:

77. Student Award

What can I already do? One LEAVES element I explained successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for strengthening the significance or another LEAVES element:

These connect directly to Day 4 Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you brought together everything you learned this month. You read the richest versions of our two poems, found all six LEAVES elements, explained why the poems matter, and wrote a poem of your own that turns an idea into meaning. A poet gives the reader something worth carrying away, and now you can do it too."

80. Essential / Overarching Question, Answered

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

A poet uses every LEAVES tool: Lines and Layout, Emotion and Experience, Artistic Language, Voice, Echo and Sound, and Significance, so that an idea becomes something a reader can feel, understand, and carry away.

81. Teacher Reflection

- Which students can find and explain all six LEAVES elements?
- Which students can state a poem's significance in their own words?
- Which students wrote a poem that uses all six elements with a clear significance?
- What evidence shows students grew as poets across the cluster?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- LEAVES Evidence Quest station sheets
- Independent full-LEAVES poems
- Award/Target and full-LEAVES self-assessment sheets
- Poet Teach-Out and final turn-and-teach evidence

Production & Implementation Support

83. Module Slide Deck Build Sheet

The Module 4 deck follows the five-day GRADUATE lesson and keeps the two poems, the LEAVES framework, and the significance focus visible in physical slide order.

Slide	Title	Required Content	Lesson Location
1	Meaning and Significance: Bringing All of LEAVES Together	Module 4; Grade 3 Cluster 7; Week 4; Very High stamina; two poems	Cover
2	The Same Poems, Greatest Depth	Full LEAVES: L, E, A, V, E, S; why should a reader care?	Day 1 Gather
3	Significance	Why a poem matters and what a reader should carry away.	Day 1 Reveal
4	The LEAVES Framework	Lines and Layout; Emotion and Experience; Artistic Language; Voice; Echo and Sound; Significance.	Day 1 Reveal
5	Notice This	All six elements work together to turn an experience into meaning.	Day 1 Reveal
6	LEAVES Evidence Quest	At each station, find evidence and explain why it matters.	Day 2 Attempt
7	Discuss Significance	Significance is not a summary; it is why the poem matters.	Day 3 Discuss
8	Write a Full-LEAVES Poem	Write at least three four-line stanzas using all six elements.	Day 3 Use
9	Award and Target	Find evidence of each element and target one revision.	Day 4
10	Poet Teach-Out	Explain each element and the poem's significance to a partner.	Day 5
11	Cluster Closure	Answer how words, dreams, and service can inspire positive difference.	Day 5
12	Low Exemplar	Sentences name ideas but lack stanzas, voice, sound, and significance.	Section 51
13	Medium Exemplar	Two stanzas use rhyme and image; voice and significance need clarity.	Section 52
14	High Exemplar	Three stanzas bring all six elements together.	Section 53
15	My Progress Tracker	Reflect honestly on reading and writing with LEAVES.	Section 76

Guide routines: retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented content.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's LEAVES analysis and significance for live, whole-class feedback.
Annotation	Students mark lines, emotion, artistic language, voice, sound, and significance on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to explain one LEAVES element and why it matters, then share back.
Oral response	Students say the whole-poem connection frame aloud before writing.
Asynchronous option	Students submit six evidence notes and a significance statement for one poem.
Digital tracking	Students update My Progress Tracker digitally and submit the original full-LEAVES poem.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	

Open notes	
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Essential / Overarching Question, Answered

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

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 a reader can see and hear, so people can feel an idea, understand it, and choose a caring action.