

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

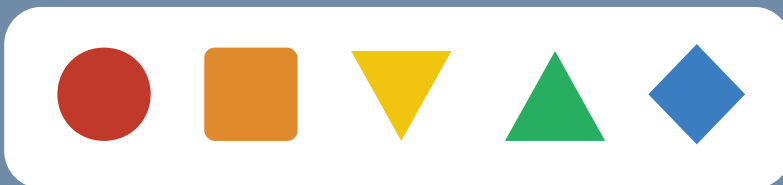
Cluster 7 - Modules 1 to 4

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



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 7 - Module 1

Entering the Experience: Reading Poems
That Inspire



Name: _____



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Grade 3 • Cluster 7 • Module 1

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week



Entering the Experience: Reading Poems That Inspire

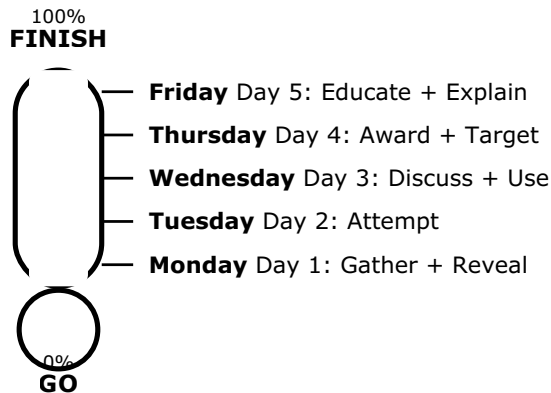
Why This Matters to Me

A poem can communicate a big idea using fewer words, deliberate lines, sound, imagery, and carefully chosen language. You will notice how words are arranged into lines and stanzas and what emotion and experience a poem communicates.

Essential Question

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

My Week Tracker



Color in one section at the **END** of each day, after I finish that day's work. Watch my week rise from **GO** to **FINISH**!

My First Thinking

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.

I Will

- 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.

The I Can I want to reach first, and why

[illegible]

My Week at a Glance

What I learn	What I read	What I make
LEAVES: L, Lines and Layout, and E, Emotion and Experience.	Two Low stamina poems: "A Dream Can Grow" and "What Will You Give?"	A Poem Parts Detective recording sheet, an original four-line stanza, a turn-and-teach explanation, and an exit ticket.

Where We Are Going

I will move from noticing how a poem is built to writing a four-line stanza of my own, then teach a partner.

I'll Know I've Got It When...

- ☐ 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.

Check Myself

- ☐ I pointed to the lines and stanzas.
- ☐ I named a feeling and the words that create it.
- ☐ I stated the big idea of each poem.

How I Will Show What I Know

I will show what I know with the Poem Parts Detective recording sheet, my original four-line stanza, a turn-and-teach explanation, and the exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I meet Dr. King and President Kennedy and read the two poems.
Reveal	Day 1	I learn Lines and Layout and Emotion and Experience.
Attempt	Day 2	I play Poem Parts Detective with a partner.
Discuss	Day 3	I talk about how layout and emotion work as a team.
Use	Day 3	I write my own four-line stanza.
Award	Day 4	I recognize evidence of my poetry learning.
Target	Day 4	I name what I still find challenging or wonder about.
Explain/Educate	Day 5	I teach a LEAVES element to a partner.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

3.10(D):

I can explain how the poet's words contribute to meaning.

3.12(B):

I can write a poem stanza using deliberate lines and craft.

3.8(A):

I can name the poem's big idea, not only its topic.

Call and Response

Read this together as a class before we start.

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

Class answers: "The way a poem is arranged is part of what it means!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can read a short text aloud, notice where a line ends, identify a feeling word, and write complete words in my notebook.

A connection I can make

Remember It!

- ☐ 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?

One idea I remember

Ready Check

- ☐ I can identify a line of print.
- ☐ I can notice white space between groups of lines.
- ☐ I can name a feeling such as hope, kindness, or wanting to help.
- ☐ I can listen for words that sound alike at line endings.

Watch Out! Common Mix-Up

Watch out! Do not treat a poem as a paragraph. Rhyme is one tool, not the goal. A feeling needs a word or line to support it. This poetry task is not essay writing.

Where This Fits in My Writing

I will compose one four-line stanza about hope or service. Deliberate lines connect to Lines and Layout, one clear feeling or idea connects to Emotion and Experience, and two rhyming line endings connect to Echo and Sound.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the two poems in Read and Interact as often as you want.

Part 1: Poem Words

Tell what each word means in your own words.

Word	What it means
line	
stanza	
line break	
white space	

Part 2: The Shape

Look at “A Dream Can Grow” before you read it. How many stanzas are there? How many lines are in each stanza?

What I notice about the shape

Part 3: A Feeling

Name a feeling “A Dream Can Grow” gives you. Then copy the line that creates it and its line number.

The feeling

The line that creates it

Part 4: Rhyme

Listen for words that sound alike at line endings. Write two rhyming line endings from either poem.

Two words that rhyme

Part 5: My First Thinking

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

My first thinking

Part 6: Two Lines of My Own

Write two lines about something you hope for or a way you like to help others.

My two lines



Words I Need

Tier 1, everyday words



Before we begin, 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	Say it	What it means	Sentence frame
poem	POH-um	writing arranged in lines that often uses sound and images	This poem makes me feel ____.
line	LYN	one row of words in a poem	This line says ____.
word choice	WURD choys	the exact words a writer picks	The poet's word choice shows ____.
feeling	FEE-ling	an emotion the words carry	One feeling in this poem is ____.
hope	HOHP	the belief that something good can happen	The poem shows hope when ____.
give	GIV	to offer help, time, or kindness	The poem asks what I can give by ____.
share	SHAIR	to give or pass something to others	A dream can grow when we share ____.
voice	VOYS	who is speaking in the poem	The voice in this poem sounds ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These words help you describe how a poem is built and what it makes you feel. Say each word, then use it in the frame.

Word	Say it	What it means	Sentence frame
layout	LAY-owt	the way a poem's words and lines are arranged on the page	The layout shows ____.
stanza	STAN-zuh	a group of lines set apart in a poem, like a paragraph	This stanza is about ____.
line break	LYN brayk	the point where one line of a poem ends and the next begins	The line break makes me pause at ____.
emotion	ih-MOH-shun	a strong feeling	The emotion in this stanza is ____.
experience	ik-SPEER-ee-ens	something that happens to or is felt by the speaker	The experience in this poem is ____.
rhyme	RYM	words that end with the same sound	These words rhyme: ____ and ____.
theme	THEEM	the big idea a poem communicates	The theme of this poem is ____.
significance	sig-NIF-ih-kens	why the poem matters beyond the words	The significance of this poem is ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence 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 ____.

Use one Tier 3 word in a sentence



My Strategy Tools

LEAVES Poetry Framework



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.

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.

This module concentrates on L, Lines and Layout, and E, Emotion and Experience. Later modules add Artistic Language, Voice, Echo and Sound, and Significance.

Core Reading Routine

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.

Say it: The poet arranged ____, and the feeling I notice is ____ because of the words _____. The big idea of the poem is _____.

How the layout of one poem helps its feeling

The Five Thinking Levels

Level	Symbol	Hidden Question	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 the student's own writing.
Level 5 • Blue			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.

A thinking level I understand



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

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.

Background I Need

"A Dream Can Grow" connects to Dr. Martin Luther King Jr. and 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 serving others, his 1961 inauguration, and the Peace Corps. The leaders and events are real. The poems use a speaker's voice to communicate feeling and experience rather than to report facts.

Words I dotted while reading

A Dream Can Grow

Poem. Low Stamina. The numbers are line numbers. Use them to cite lines and stanzas.

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Will You Give?

Poem. Low Stamina. The numbers are line numbers. Use them to cite lines and stanzas.

- 1 I have two hands that I can share,
- 2 To lift, to carry, help, and care.
- 3 They may be small, but they can do
- 4 A thoughtful thing for me and you.
- 5 I have two feet that I can use,
- 6 To walk toward someone I might choose.
- 7 If someone needs a friend today,
- 8 My feet can help me lead the way.
- 9 I have a voice that can be kind,
- 10 And help a worried friend unwind.
- 11 It can say, "Come and sit with me,"
- 12 Or, "I can help. What could it be?"
- 13 I do not need to lead a crowd,
- 14 Or speak through microphones out loud.
- 15 A helping heart can start to live,
- 16 When I begin with, "What can I give?"

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Dream Can Grow

Look for the four-line stanzas, line endings such as heart / start and grow / show, and words that carry hope, like “hope can shine” and “lifts our hearts when we feel down.”

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Mark a line or stanza for layout. Mark a word or line for emotion and experience. If I cannot say why I marked it, I should not mark it.

One layout choice and one feeling word in “A Dream Can Grow”

Annotate: What Will You Give?

Look for the short stanzas built on “I have...”, the question in the title, and words that show service, like “help and care” and “A helping heart can start to live.”

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

? STOP & THINK

What experience does the speaker describe? Which words show service?

My thinking

My Prompt Marking Notes

LEAVES helps you read a poem. This module concentrates on L and E.

Shape	Word	Question I ask myself
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

Read the question aloud. Point to the poem it names. Then find the words and lines that answer it.

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

The poet arranged ____, and the feeling I notice is ____ because of the words ____.

STUDENT WORKBOOK



Day 1: Gather + Reveal



How a poem is built

1. Gather: Two Big Ideas

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.

2. Reveal: Lines and Layout

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.

- Ⓢ 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.

How many stanzas I see, and why the poet put white space between them

3. Reveal: Emotion and Experience

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

A feeling I hear in "A Dream Can Grow"

4. Listen Again: "What Will You Give?"

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

The experience the speaker describes

5. My Day 1 Noticing

Prompt	My 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...	

The poet arranged ____, and the feeling I notice is ____ because of the words ____.

STUDENT WORKBOOK



POEM PARTS DETECTIVE

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the Lines and Layout and Emotion and Experience cards at the top. A card may belong with both. Decide where each evidence card belongs. Every decision must include a reason. The Day 2 sort table has every evidence card. Store all cards in your Practice Pocket.

LINES AND LAYOUT	EMOTION AND EXPERIENCE
four-line stanzas	short purposeful lines
line breaks	white space between stanzas

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Flip an evidence card over to check its best placement.

EMOTION AND EXPERIENCE

what feeling and lived experience the poem communicates

LINES AND LAYOUT

how the poem is arranged into lines and stanzas

Lines and Layout

Lines and Layout

Lines and Layout

Lines and Layout

STUDENT WORKBOOK



POEM PARTS DETECTIVE

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the Lines and Layout and Emotion and Experience cards at the top. A card may belong with both. Decide where each evidence card belongs. Every decision must include a reason. The Day_2_sort_table has every evidence card. Store all cards in your Practice Pocket.

a hopeful feeling	the experience of a dream growing
the feeling of wanting to help	rhyme at the end of lines
a question in the title	

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Flip an evidence card over to check its best placement.

Emotion and Experience	Emotion and Experience
Both	Emotion and Experience
	Lines and Layout

STUDENT WORKBOOK



Day 2: Attempt

Poem Parts Detective



Your goal is not speed. Your goal is evidence from the poems. With your partner, 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.

Evidence Card	Best Placement	My Reason
four-line stanzas		
short purposeful lines		
line breaks		
white space between stanzas		
a hopeful feeling		
the experience of a dream growing		
the feeling of wanting to help		
rhyme at the end of lines		
a question in the title		

Point to the Exact Line

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.

“A Dream Can Grow”: line number, the line, and the feeling

“What Will You Give?”: line number, the line, and the feeling

STUDENT WORKBOOK



Day 3: Discuss + Use

Layout and emotion work as a team



Question	My thinking
Can a rhyme belong to both Layout and Emotion? How?	
How does the white space between stanzas change the way you read a poem?	
What emotion does "A Dream Can Grow" communicate? Identify one way the layout helps that feeling.	
What emotion or attitude does "What Will You Give?" communicate? Identify one feature that makes it look or sound like a poem.	

The big idea of each poem, not only its topic

Use: Write My Stanza

Your job today is to use what you learned without a partner. 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.

⬢ 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?

My idea: hope or service

Line 1

Line 2

Line 3

Line 4

- ☐ 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.

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

STUDENT WORKBOOK



Day 4: Award + Target



Evidence of my learning

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

Something I understand well about Lines and Layout is...

Something I understand well about Emotion and Experience is...

Target: What Comes Next?

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

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

My current question: I wonder...

STUDENT WORKBOOK



Day 5: Explain/Educate



Turn and Teach

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 ____.

My part: I am Partner ____. What I will teach:

What my partner taught me

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.

Exit Ticket

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...	

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



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

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

Read the question aloud. Point to the poem it names. Then find the words and lines that answer it.

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.

My Plan

- 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.

Words and images that carry the feeling

Where my lines will break and which endings might rhyme

Echo and Sound

My Draft



Arrange words in deliberate lines and choose words that help the reader feel the idea.

Draft, page 1

A line I want to keep

Revise, Edit, and Share

Revise

- ☐ Revise: I read my poem aloud and changed one word so the feeling comes through more clearly.
- ☐ Edit: Each line begins and ends as intended.
- ☐ Edit: My words are spelled correctly.
- ☐ Share: I read my poem to a partner, who named one feeling and one layout choice.

Edit

- ☐ Each line begins and ends as intended.
- ☐ My punctuation supports reading my poem aloud.
- ☐ My words are spelled correctly.

My improved line

Share

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

The feeling and layout choice my partner noticed

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Layout	Four deliberate lines and clear stanza shape.	
Feeling or Idea	One clear feeling or idea is communicated.	
Word Choice	Chosen words help the reader feel or picture the idea.	
Rhyme Attempt	At least two line endings rhyme or nearly rhyme.	

Study the Samples

Read the three stanzas. Notice what improves from Low to Medium to High.

Choose one idea, hope or service, and write one four-line stanza about it.

Low

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

What is working: the student names the idea of service. What needs improvement: arrange the words into four purposeful lines, add rhyme at two line endings, and choose words that help the reader picture the helping.

Medium

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

What is working: four lines with rhyme that name the idea of service. What needs improvement: replace the filler line with a word choice that shows the feeling or a small, specific action.

High

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

Why it works: Lines and Layout, four deliberate lines with rhyme at each pair. Emotion and Experience, service, kindness, and growth. The layout and the emotion work together.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got 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.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose the other idea, hope or service. Write a new four-line stanza and read it aloud.

My new stanza

Take It Further! Connect Across Poems

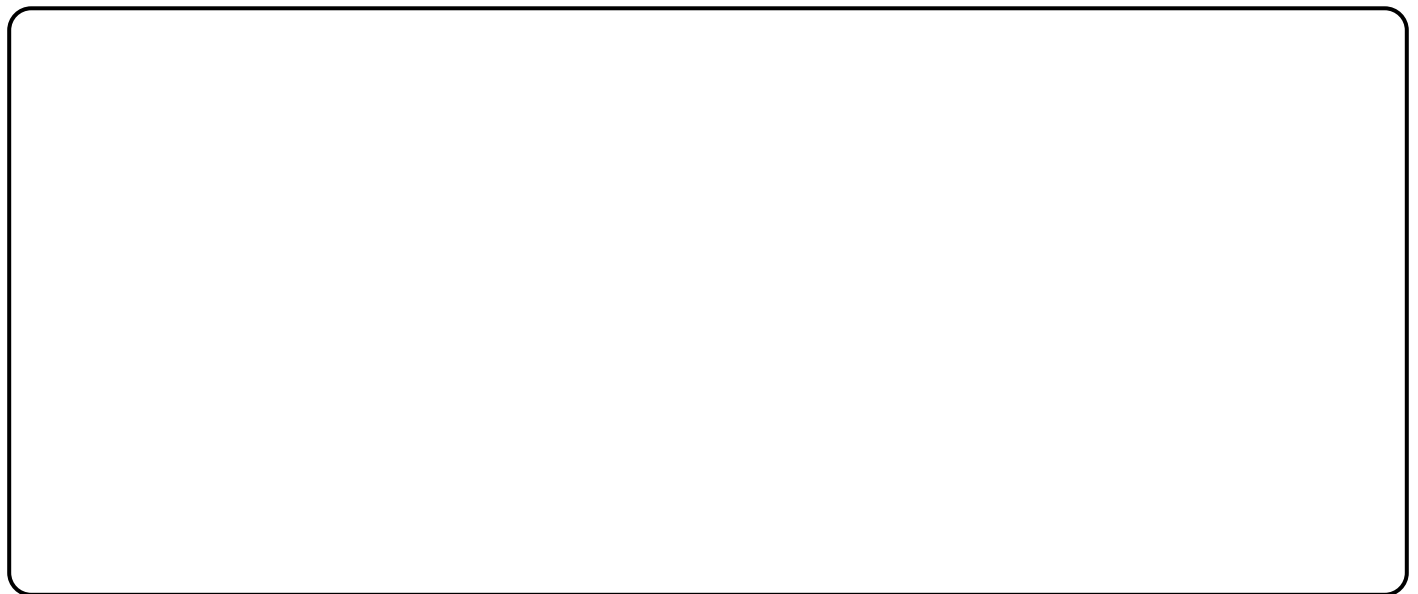
Hope or service: Write two short stanzas about the same idea that arrange the lines differently. Explain how changing the layout changed the feeling.

- Choose the same idea, hope or service.
- Write two short stanzas that arrange the lines differently, one with rhyme and one without.
- Explain how changing the layout changed the feeling.
- Compare how the two poems communicate related ideas.
- Explain what each poem's layout allows the poet to do.

How changing the layout changed the feeling

My Poem Shape

Draw the shape of one poem. Label a line, a stanza, a line break, and the white space.



At-Home Connection

Choose one card to talk about with someone at home. Each one ends in a conversation, not a worksheet.

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 member signature: _____

Two Lines of Our Own

Together, write two rhyming lines about something you hope for or a way you like to help others.

Ask: How do the words sound when read aloud?

Family member signature: _____

Poem or Story?

Talk about the difference between a poem and a story, and why poets arrange words into lines and stanzas.

Ask: Which of our two poems did you like more, and what feeling did it give you?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 1 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The poem feature I can find fastest

My Poem Stanza

I arrange my lines on purpose so my reader can feel my idea.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 7 - Module 2

Whose Voice? Emotion, Experience, and
the Speaker



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Module 2

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Whose Voice? Emotion, Experience, and the Speaker



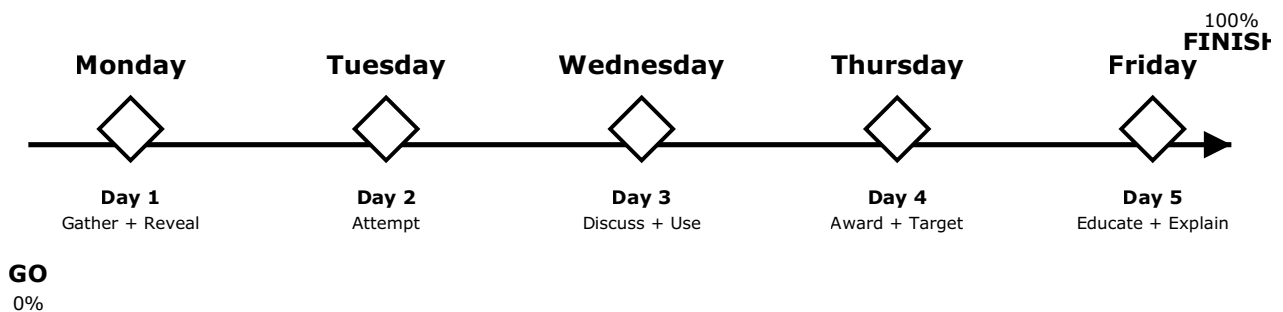
Why This Matters to Me

This week the two poems return at Medium stamina. You will 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.

Essential Question

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

My Week Tracker



Color in one section at the END of each day, after I finish that day's work. Watch my week move from GO to FINISH!

My First Thinking

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.

I Will

- 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.

The I Can I want to reach first, and why

[illegible]

My Week at a Glance

What I learn	What I read	What I make
LEAVES: E, Emotion and Experience, and V, Voice.	Two Medium stamina poems: "A Dream Can Grow" and "What Will You Give?"	A Poem Parts Detective recording sheet, an original four-line stanza in a chosen speaker's voice, a turn-and-teach explanation, and an exit ticket.

Where We Are Going

I will move from noticing who is speaking in a poem to writing a four-line stanza in a chosen speaker's voice, then teach a partner.

I'll Know I've Got It When...

- ☐ 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.

Check Myself

- ☐ I explained whose voice is speaking in each poem.
- ☐ I named a feeling the voice creates and pointed to the words.
- ☐ I wrote a four-line stanza in a chosen speaker's voice.

How I Will Show What I Know

I will show what I know with the Poem Parts Detective recording sheet, my original four-line stanza, a turn-and-teach explanation, and the exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I reread the longer poems and meet the speakers.
Reveal	Day 1	I learn Emotion and Experience and Voice.
Attempt	Day 2	I play Whose Voice? with a partner.
Discuss	Day 3	I talk about how changing the voice changes the feeling.
Use	Day 3	I write a four-line stanza in a chosen speaker's voice.
Award	Day 4	I recognize evidence of my poetry learning.
Target	Day 4	I name what I still find challenging or wonder about.
Explain/Educate	Day 5	I teach a LEAVES element to a partner.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

3.10(D):

I can explain how the poet's words contribute to meaning.

3.12(B):

I can write a poem stanza using deliberate lines and craft.

Call and Response

Read this together as a class before we start.

Teacher asks: "How does a poem's voice, who is speaking, shape the emotion and experience the reader feels?"

Class answers: "Perspective controls what you see, know, hear, and feel!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can read a short text aloud, notice where a line ends, identify a feeling word, and write complete words in my notebook.

A connection I can make

Remember It!

- ☐ 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?

One idea I remember

Ready Check

- ☐ I can identify a line of print.
- ☐ I can notice white space between groups of lines.
- ☐ I can name a feeling such as hope, kindness, or wanting to help.
- ☐ I can listen for words that sound alike at line endings.

Watch Out! Common Mix-Up

Watch out! Do not treat a poem as a paragraph. Do not require perfect rhyme over meaning. A feeling needs a word or line to support it. Do not turn this poetry task into essay writing.

Where This Fits in My Writing

I will compose one four-line stanza in a chosen speaker's voice about hope or service. Deliberate lines connect to Lines and Layout, one clear feeling or idea connects to Emotion and Experience, a consistent speaker connects to Voice, and two rhyming line endings connect to Echo and Sound.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the two poems in Read and Interact as often as you want.

Part 1: Poem Words

Tell what each word means in your own words.

Word	What it means
voice	
speaker	
emotion	
experience	

Part 2: The Speaker

Read "A Dream Can Grow" again. Who seems to be speaking? What does that speaker notice and feel?

Who seems to be speaking and what that speaker feels

Part 3: A Feeling

Name a feeling "A Dream Can Grow" gives you. Then copy the line that creates it and its line number.

The feeling

The line that creates it

Part 4: Another Voice

Now read "What Will You Give?" Who seems to be speaking in that poem? How is that speaker different from the speaker in "A Dream Can Grow"?

The speaker in "What Will You Give?" and how that voice is different

Part 5: My First Thinking

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

My first thinking

Part 6: Two Lines of My Own

Write two lines in a chosen speaker's voice about something you hope for or a way you like to help others.

My two lines



Words I Need

Tier 1, everyday words



Before we begin, 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	Say it	What it means	Sentence frame
poem	POH-um	writing arranged in lines that often uses sound and images	This poem makes me feel ____.
line	LYN	one row of words in a poem	This line says ____.
word choice	WURD choys	the exact words a writer picks	The poet's word choice shows ____.
feeling	FEE-ling	an emotion the words carry	One feeling in this poem is ____.
hope	HOHP	the belief that something good can happen	The poem shows hope when ____.
give	GIV	to offer help, time, or kindness	The poem asks what I can give by ____.
share	SHAIR	to give or pass something to others	A dream can grow when we share ____.
voice	VOYS	who is speaking in the poem	The voice in this poem sounds ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These words help you describe how a poem is built and what it makes you feel. Say each word, then use it in the frame.

Word	Say it	What it means	Sentence frame
layout	LAY-owt	the way a poem's words and lines are arranged on the page	The layout shows ____.
stanza	STAN-zuh	a group of lines set apart in a poem, like a paragraph	This stanza is about ____.
line break	LYN brayk	the point where one line of a poem ends and the next begins	The line break makes me pause at ____.
emotion	ih-MOH-shun	a strong feeling	The emotion in this stanza is ____.
experience	ik-SPEER-ee-ens	something that happens to or is felt by the speaker	The experience in this poem is ____.
rhyme	RYM	words that end with the same sound	These words rhyme: ____ and ____.
theme	THEEM	the big idea a poem communicates	The theme of this poem is ____.
significance	sig-NIF-ih-kens	why the poem matters beyond the words	The significance of this poem is ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence 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 ____.

Use one Tier 3 word in a sentence



My Strategy Tools

LEAVES Poetry Framework



Read a poem the way a poet builds one. First notice the shape: lines, stanzas, line breaks, and white space. Then notice who is speaking, what that speaker experiences, and what feeling the voice creates.

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.

This module concentrates on E, Emotion and Experience, and V, Voice. Lines and Layout remains a support for every close reading. Later modules add Artistic Language, Echo and Sound, and Significance.

Core Reading Routine

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.

Say it: The speaker in this poem is... I know because... One feeling this voice creates is...

How the speaker's voice shapes the feeling in one poem

How I Say the Standard!

These are the exact TEKS this module teaches. Read the official wording, then say the job in my own words.

3.10(D):

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

How I say it: I can describe how the author's use of language contributes to meaning.

3.12(B):

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

How I say it: I can compose poetry using genre characteristics and craft.

3.8(A):

infer the theme of a work, distinguishing theme from topic.

How I say it: I can infer the theme of a work and distinguish theme from topic.

How I will use the standard in my writing

The Five Thinking Levels

Level	Symbol	Hidden Question	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 the student's own writing.
Level 5 • Blue			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.

A thinking level I understand



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

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.

Background I Need

"A Dream Can Grow" connects to Dr. Martin Luther King Jr. and 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 serving others, his 1961 inauguration, and the Peace Corps. The leaders and events are real. The poems use a speaker's voice to communicate feeling and experience rather than to report facts.

Words I dotted while reading

A Dream Can Grow

Poem. Medium Stamina. The numbers are line numbers. Use them to cite lines and stanzas.

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Dream Can Grow (continued)

Poem. Medium Stamina. The numbers are line numbers. Use them to cite lines and stanzas.

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Will You Give?

Poem. Medium Stamina. The numbers are line numbers. Use them to cite lines and stanzas.

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Will You Give? (continued)

Poem. Medium Stamina. The numbers are line numbers. Use them to cite lines and stanzas.

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Dream Can Grow

Look for the four-line stanzas, line endings such as day / away and clear / near, and words that carry hope, like "somehow brought the future near" and "planted hope so it could grow."

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Mark a line or stanza for Emotion and Experience. Mark words that tell you who is speaking for Voice. If I cannot say why I marked it, I should not mark it.

One feeling and one clue about the speaker in "A Dream Can Grow"

Annotate: A Dream Can Grow (continued)

Look for how the child speaker carries the dream into daily choices: school, friendship, listening, and helping.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Who seems to be speaking? What does that speaker notice, remember, and feel?

My thinking

My Prompt Marking Notes

LEAVES helps you read a poem. This module concentrates on E and V.

Shape	Word	Question I ask myself
E	Emotion and Experience	what feeling and lived experience the poem communicates
V	Voice	who is speaking; the speaker

Read the question aloud. Point to the poem it names. Then find the words and lines that answer it.

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

The speaker in this poem is... I know because... One feeling this voice creates is...

STUDENT WORKBOOK

**Day 1: Gather + Reveal**

Who is speaking?

1. Gather: Two Speakers

Last week you read short versions. This week the experiences return with more detail. The same idea can sound very different depending on who is speaking. A poem's voice shapes the emotion and experience you feel.

2. Reveal: Emotion and Experience

In "A Dream Can Grow," a child stands beside Mama at Dr. Martin Luther King Jr.'s speech and carries the dream into everyday choices. Notice whether each detail is a thought, action, or feeling, and what Mama's words help the child understand.

- Ⓢ A poem communicates a feeling or experience. Listen for the child beside Mama. What does the child notice, remember, and feel?

The speaker in "A Dream Can Grow" is...

One feeling the child's voice creates is...

3. Reveal: Voice

Voice answers a simple question: Who seems to be speaking? In "What Will You Give?" 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.

The speaker in "What Will You Give?" is...

The speaker in this poem is... I know because... One feeling this voice creates is...

STUDENT WORKBOOK



WHOSE VOICE?

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Five Voice Cards name the speakers: the MLK child, Mama, the JFK granddaughter, Grandpa, and the poetic speaker. Keep the Emotion and Experience and Voice cards at the top. Match each evidence card to the speaker whose voice it best represents, then name the

EMOTION AND EXPERIENCE	VOICE
"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"

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Flip an evidence card over to check its best placement.

VOICE who is speaking; the speaker	EMOTION AND EXPERIENCE what feeling and lived experience the poem communicates
Voice	Voice
Voice	Voice
Voice	Voice

STUDENT WORKBOOK



WHOSE VOICE?

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Five Voice Cards name the speakers: the MLK child, Mama, the JFK granddaughter, Grandpa, and the poetic speaker. Keep the Emotion and Experience and Voice cards at the top. Match each evidence card to the speaker whose voice it best represents, then name the

a hopeful, growing feeling	the feeling of wanting to help
the MLK child	Mama
the JFK granddaughter	Grandpa
the poetic speaker	

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Flip an evidence card over to check its best placement.

Emotion and Experience	Emotion and Experience
Voice Card	Voice Card
Voice Card	Voice Card
	Voice Card

STUDENT WORKBOOK



Day 2: Attempt

Whose Voice?



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.

Evidence Card	Best Placement	My Reason
"With Mama's hand in mine"		
a hopeful, growing feeling		
"Grandpa remembers"		
the experience of watching a speech		
the words "I" and "my" throughout		
the feeling of wanting to help		
a question the speaker asks		

Challenge Round

Imagine someone hearing an inspiring message about helping others. Describe it as a child, as an adult remembering it years later, and as a poet.

As a child:

As an adult remembering:

As a poet:

STUDENT WORKBOOK



Day 3: Discuss + Use

Voice changes what you receive



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.

Question	My thinking
Whose voice tells "A Dream Can Grow," and how does that voice shape the emotion?	
Whose voice tells "What Will You Give?," and what emotion or experience does the speaker share?	
If Mama were the speaker of the MLK poem, what might she notice that the child did not?	
If Grandpa spoke the whole JFK poem himself, what would change about what you receive?	

The child's voice helps us feel... The granddaughter's voice helps us feel...

Use: Write My Stanza

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.

I am writing a poem, not sentences. Where will my lines end? Which two lines can rhyme? 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.

My speaker: child or grandparent

Line 1

Line 2

Line 3

Line 4

- ☐ 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.

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

STUDENT WORKBOOK



Day 4: Award + Target



Evidence of my learning

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."

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

Something I did well with Voice is...

Target: What Comes Next?

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.

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

My current question: I wonder...

STUDENT WORKBOOK



Day 5: Explain/Educate



Turn and Teach

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 ____.

My part: I am Partner ____. What I will teach:

What my partner taught me

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

Exit Ticket

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...	

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

Module Closure

This week you learned to listen for who is speaking in a poem. You noticed how the speaker's perspective shapes the emotion and experience a reader shares. You wrote a stanza in a chosen speaker's voice. Poems carry big ideas in a shape you can see and hear.

My Answer to the Essential Question

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

My answer now that I have read both poems



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Choose a child at an important event or a grandparent remembering one. Write a short poem in that speaker's voice about hope or about giving and service.

Read the question aloud. Point to the poem it names. Then find the words and lines that answer it.

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.

My Plan

- 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.

Words and images that carry the feeling

Where my lines will break and which endings might rhyme

Echo and Sound

My Draft



Arrange words in deliberate lines and choose words that help the reader feel the idea.
Keep one speaker's voice throughout.

Draft, page 1

A line I want to keep

Revise, Edit, and Share

Revise

- ☐ Revise: I read my poem aloud and changed one word so the feeling comes through more clearly.
- ☐ Edit: Each line begins and ends as intended.
- ☐ Edit: My words are spelled correctly.
- ☐ Share: I read my poem to a partner, who named one feeling and one layout choice.

Edit

- ☐ Each line begins and ends as intended.
- ☐ My punctuation supports reading my poem aloud.
- ☐ My words are spelled correctly.

My improved line

Share

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

The feeling and layout choice my partner noticed

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Layout	Four deliberate lines and clear stanza shape.	
Feeling or Idea	One clear feeling or idea is communicated.	
Word Choice	Chosen words help the reader feel or picture the idea.	
Rhyme Attempt	At least two line endings rhyme or nearly rhyme.	

Study the Samples

Read the three stanzas. Notice what improves from Low to Medium to High.

Choose one idea, hope or service, and write one four-line stanza about it in a chosen speaker's voice.

Low

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

What is working: the student names the idea of service. What needs improvement: arrange the words into four purposeful lines, add rhyme at two line endings, and choose words that help the reader picture the helping.

Medium

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

What is working: four lines with rhyme that name the idea of service. What needs improvement: replace the filler line with a word choice that shows the feeling or a small, specific action.

High

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

Why it works: Lines and Layout, four deliberate lines with rhyme at each pair. Emotion and Experience, service, kindness, and growth. The layout and the emotion work together.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got 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.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose the other speaker, child or grandparent. Write a new four-line stanza in that voice and read it aloud.

My new stanza

Take It Further! Connect Across Poems

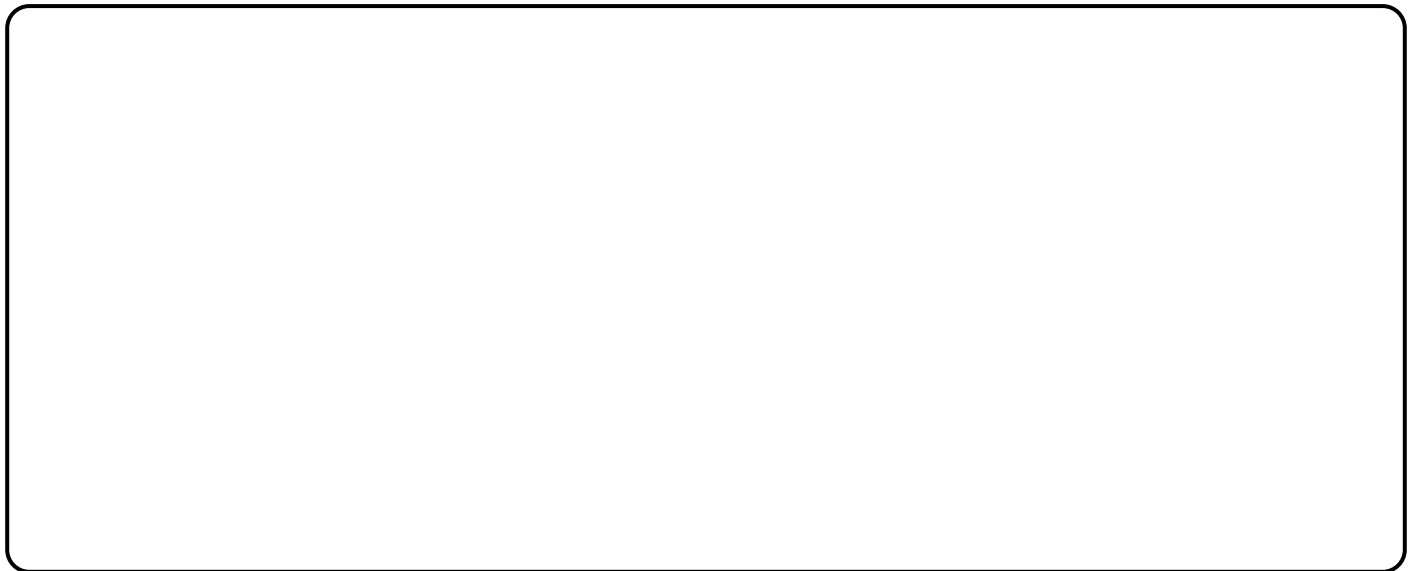
Hope or service: Choose the same idea, hope or service, and write two short stanzas that arrange the lines differently, one with rhyme and one without. Explain how changing the layout changed the feeling.

- Choose the same idea, hope or service.
- Write two short stanzas that arrange the lines differently, one with rhyme and one without.
- Explain how changing the layout changed the feeling.
- Compare how the two poems communicate related ideas.
- Explain what each poem's layout allows the poet to do.

How changing the layout changed the feeling

My Poem Shape

Draw the shape of one poem. Label a line, a stanza, a line break, and the white space.



At-Home Connection

Choose one card to talk about with someone at home. Each one ends in a conversation, not a worksheet.

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 member signature: _____

Two Lines of Our Own

Together, write two rhyming lines about something you hope for or a way you like to help others.

Ask: How do the words sound when read aloud?

Family member signature: _____

Who Is the Speaker?

Talk about a poem or a song you know. Who seems to be speaking? What does that person notice and feel?

Ask: If you were telling this poem, what words would you choose?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 2 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The poem feature I can find fastest

My Poem Stanza

I arrange my lines on purpose and keep one speaker's voice so my reader can feel my idea.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 7 - Module 3

The Moment That Stays: Artistic
Language and Sound



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Module 3

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

The Moment That Stays: Artistic Language and Sound



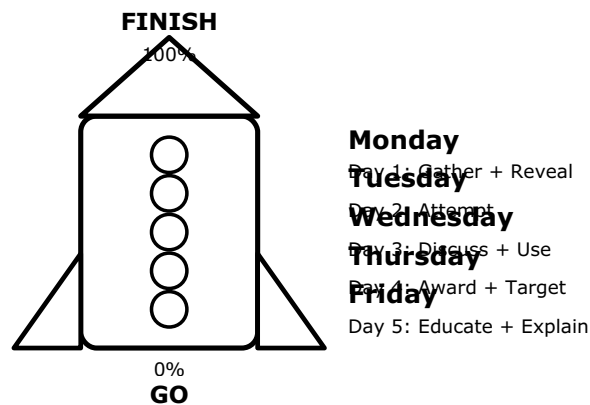
Why This Matters to Me

A poet can make an important idea stay with the reader through images, comparisons, repetition, rhythm, and carefully chosen words. The two poems return, longer and richer. Because you already know the ideas, you can look for something deeper: how a poet makes an idea memorable.

Essential Question

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

My Week Tracker



Color in one section at the END of each day, after I finish that day's work. Watch my week lift off from GO to FINISH!

My First Thinking

I Can

- 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 write two four-line stanzas using image, repetition, and comparison.
- I can explain the big idea each poem makes memorable.

I Will

- 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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
LEAVES: A, Artistic Language, and E, Echo and Sound.	Two High stamina poems: "A Dream Can Grow" and "What Will You Give?"	A Poetry Craft Lab recording, a two-stanza poem, a Craft Ladder reflection, and a Craft Expert turn-and-teach explanation.

Where We Are Going

I will move from naming a poet's craft to explaining why the poet used it, then use craft on purpose in my own stanzas.

I'll Know I've Got It When...

- ☐ 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.

Check Myself

- ☐ I pointed to the exact words.
- ☐ I explained the effect, not just the name.
- ☐ I stated the big idea each poem makes memorable.

How I Will Show What I Know

I will show what I know with the Poetry Craft Lab recording sheet, my two-stanza poem, the Craft Ladder, a Craft Expert turn-and-teach, and the exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I reread the two poems in their richest versions.
Reveal	Day 1	I learn Artistic Language and Echo and Sound.
Attempt	Day 2	I match Craft to Example to Effect in the Poetry Craft Lab.
Discuss	Day 3	I explain why a craft move works.
Use	Day 3	I write two four-line stanzas with image, repetition, and comparison.
Award	Day 4	I award myself for a craft decision I made on purpose.
Target	Day 4	I name one technique to make stronger.
Explain/Educate	Day 5	I become a Craft Expert and teach a partner.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

3.10(D):

TEKS says: describe how the author's use of language contributes to meaning.

How I say it: I can describe how the author's use of language contributes to meaning.

3.12(B):

TEKS says: compose informational texts, including poetry, using genre characteristics and craft.

How I say it: I can compose poetry using genre characteristics and craft.

3.8(A):

TEKS says: infer the theme of a work, distinguishing theme from topic.

How I say it: I can infer the theme of a work, distinguishing theme from topic.

Call and Response

Read this together as a class before we start.

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

Class answers: "Craft makes meaning stay!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can read a grade-level poem and notice its lines and stanzas. I can listen for a repeated word, rhyme, rhythm, or word picture. I can write a complete sentence, use the DOT routine, and I know a poem's words can create images, sounds, feelings, and ideas.

A connection I can make

Remember It!

- ☐ 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.
- ☐ Image: This line paints a picture of ____.
- ☐ Compare: The poem compares ____ to ____.
- ☐ Repeat: The poet repeats ____.
- ☐ Craft: The poet uses ____ to ____.

One idea I remember

Ready Check

- ☐ Read this stanza: "Carry it kindly, carry it far, / Carry it brightly like a star."
- ☐ I can point to the repeated words.
- ☐ I can explain what the repetition makes stronger.

Watch Out! Common Mix-Up

Watch out! Naming a device is not enough; explain its effect. Do not chop sentences into short lines with no craft. A comparison is not only "like" or "as"; a metaphor can compare without "like," such as a dream as a lantern. Repetition is not a mistake; a poet repeats on purpose to emphasize.

Where This Fits in My Writing

Reading like a poet prepares you to write like a poet. You 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.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the two poems in Read and Interact as often as you want.

Part 1: Craft Words

Tell what each craft word means in your own words.

Craft word	What it means
imagery	
metaphor	
personification	
repetition	

Part 2: Repeated Words

Read: "Carry it kindly, carry it far, / Carry it brightly like a star." Point to the repeated words. What does the repetition make stronger?

My answer

Part 3: A Word Picture

Find one line in "A Dream Can Grow" that paints a picture. Copy it with its line number.

The line

What I see

Part 4: A Comparison

Find a comparison in either poem. What is compared to what?

The comparison

Part 5: My First Thinking

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

My first thinking

Part 6: A Line of My Own

Write one line about hope or service with a picture in it.

My line



Words I Need

Tier 1, everyday words



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

Word	Say it	What it means	Sentence frame
picture	PIK-cher	a word image a poem creates in your mind	This line paints a picture of ____.
compare	kum-PAIR	to show how one thing is like another	The poem compares ____ to ____.
repeat	rih-PEET	to say a word or line again on purpose	The poet repeats ____.
sound	SOWND	what we hear in the rhythm and rhyme	The sound of this line is ____.
carry	KAIR-ee	to hold and keep something	The poem asks us to carry ____.
light	LYT	brightness; often a picture of hope	The poem uses light to show ____.
serve	SURV	to help others and the community	The poem shows serving when ____.
memory	MEM-uh-ree	something a person remembers	Grandpa's memory is about ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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

Word	Say it	What it means	Sentence frame
imagery	IM-ij-ree	words that help the reader picture something	The imagery here makes me see ____.
metaphor	MET-uh-for	a comparison that says one thing is another	This metaphor compares ____ to ____.
personification	per-son-ih-fih-KAY-shun	giving human qualities to a nonhuman thing	The poet gives ____ a human quality by ____.
symbol	SIM-bul	something that stands for a larger idea	The ____ is a symbol for ____.
repetition	rep-ih-TISH-un	repeating a word, line, or sound on purpose	The repetition emphasizes ____.
rhythm	RITH-um	the beat or movement of the lines	The rhythm makes the poem feel ____.
rhyme	RYM	words that end with the same sound	These words rhyme: ____ and ____.
significance	sig-NIF-ih-kens	why the poem matters beyond the words	The significance of this poem is ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence 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 ____.

Use one Tier 3 word in a sentence



My Strategy Tools

Artistic Language and Echo and Sound



A poet can make an important idea stay with the reader through images, comparisons, repetition, rhythm, and carefully chosen words. DOT any word you are unsure about, then use the LEAVES anchor chart to make your thinking visible.

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

Do not just name the craft. Ask why: The poet uses ____ to ____.

One craft move and its effect in my own words

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 ____.

The Five Thinking Levels

Level	Symbol	Hidden Question	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

The progression is Recall, Skill, Strategic, and Extended: I can point to a craft move in the poem, match a craft move to its effect, explain why the poet used a craft move, and use image, repetition, and comparison on purpose.

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.



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

A dream can travel through our choices, and an invitation to serve can begin nearby. Words become meaningful when people carry them into action. How can hope, service, and cooperation help people make a positive difference?

Background I Need

"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. The leaders and events are real; the poems use craft to make the ideas memorable.

Words I dotted while reading

A Dream Can Grow

Poem. High Stamina. The numbers are line numbers. DOT any word you are unsure about.

- 1 A dream has neither feet nor shoes,
- 2 Yet somehow finds the roads we choose.
- 3 It has no wings with which to fly,
- 4 Yet still can rise into the sky.
- 5 A dream has neither hands nor face,
- 6 Yet reaches people place to place.
- 7 It has no mouth, yet somehow grows
- 8 A voice wherever courage flows.
- 9 I heard that voice one summer day,
- 10 As sunlight warmed the bright pathway.
- 11 So many voices settled low,
- 12 Then one strong voice began to grow.
- 13 It rolled like rivers through the crowd,
- 14 At first so calm, and then so proud.
- 15 It carried hope from row to row,
- 16 Like water helping gardens grow.
- 17 Hope moved forward, strong and bright,
- 18 A little lantern filled with light.
- 19 From speaker's words to Mama's ear,
- 20 From Mama's heart to mine drew near.
- 21 I watched her listen, still and deep,
- 22 To promises our hearts could keep.
- 23 I watched the faces all around,
- 24 As hope seemed planted in the ground.

My
marks

What Will You Give?

Poem. High Stamina. The numbers are line numbers. DOT any word you are unsure about.

My
marks

- 1 No envelope came through the door,
- 2 No ribbon lay across the floor.
- 3 No stamp announced what it would be,
- 4 Yet an invitation traveled free.
- 5 It crossed the cold of winter air,
- 6 And reached the people gathered there.
- 7 A voice sent out a simple word:
- 8 To serve, and thousands stood and heard.
- 9 Do something good. Give what you can.
- 10 Reach out your heart. Extend your hand.
- 11 Don't wait for others to begin;
- 12 Look for a place where you fit in.
- 13 Grandpa stood among the crowd,
- 14 And heard the message spoken loud.
- 15 Not "Be important," "Gain a name,"
- 16 Or "Work so others know your fame."
- 17 Instead the challenge seemed to say,
- 18 "Find how to serve somebody today."
- 19 Participate, contribute, share;
- 20 Look all around and notice care.
- 21 Soon other hands would answer too,
- 22 And choose important work to do.
- 23 Young volunteers crossed seas so wide,
- 24 To work with communities side by side.

A Dream Can Grow (continued)

Poem. High Stamina. The numbers are line numbers. DOT any word you are unsure about.

- 25 Then something happened deep in me;
26 The dream became what I could see.
27 It wasn't only words I'd heard,
28 It lived beyond each spoken word.
29 Carry it kindly, carry it far,
30 Carry it brightly like a star.
31 Carry it into school each day,
32 And let your choices light the way.
33 Carry it when a child stands near,
34 But somehow feels alone with fear.
35 Carry it when a voice is small,
36 And make some room to hear its call.
37 A dream has neither feet nor shoes,
38 But we have paths that we can choose.
39 A dream has neither hands to give,
40 But through our hands a dream can live.
41 A dream has neither voice nor song,
42 Until our voices help along.
43 So speak with hope and walk with care,
44 And help the dream keep traveling there.
45 Hope moves onward, strong and true,
46 From older hearts to children new.
47 Sometimes a dream can cross the years,
48 Because we carry what we hear.

My
marks

What Will You Give? (continued)

Poem. High Stamina. The numbers are line numbers. DOT any word you are unsure about.

My
marks

25 Some people taught, while others learned,
26 And through cooperation friendship burned.
27 They shared their talents, time, and skill,
28 But listened to another's will.
29 Across new borders, roads, and lands,
30 The invitation changed more hands.
31 "Give something good. Learn something new.
32 Build something side by side with you."
33 The years moved on; the seasons flew,
34 And Grandpa's dark hair silver grew.
35 That winter morning slipped away,
36 But still its message lives today.
37 It crossed our little kitchen space,
38 Through Grandpa's words and smiling face.
39 He told the story; I sat still,
40 And wondered where I could fulfill.
41 I looked at hands that held my pen,
42 Then slowly looked at them again.
43 Could ordinary hands like these
44 Bring someone comfort, help, or ease?
45 They could pick litter from the ground,
46 Or welcome someone new in town.
47 They could collect or plant or share,
48 And show a lonely person care.

What Will You Give? (continued)

Poem. High Stamina. The numbers are line numbers. DOT any word you are unsure about.

- 49 The invitation still rings true:
50 There always may be work to do.
51 Sometimes it starts not far away,
52 But three short desks from yours today.
53 So when I wonder where to start,
54 I'll look nearby and use my heart.
55 The invitation asks of me:
56 "What will your contribution be?"

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Dream Can Grow

Look for personification ("A dream has neither feet nor shoes"), the lantern as a picture and symbol of hope, hope "like water helping gardens grow," and the repeated "Carry it."

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Mark an image, a comparison, and a repeated word. If I cannot say what the craft does, I keep looking.

One craft move in "A Dream Can Grow": The poet uses ____ to ____.

Annotate: What Will You Give?

Look for the unseen invitation that travels with no envelope, ordinary hands as a symbol of service, and the repeated calls to give and serve.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

? STOP & THINK

Where does the invitation travel? What do the ordinary hands stand for?

My thinking

My Prompt Marking Notes

This module concentrates on A, Artistic Language, and E, Echo and Sound.

Shape	Word	Question I ask myself
A	Artistic Language	imagery, metaphor, personification, symbol
E	Echo and Sound	rhyme, rhythm, repetition

Read it aloud. Plan one image, one repetition, and one comparison: The poet uses ____ to ____.

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

The poet uses ____, and the effect is ____, because ____.

STUDENT WORKBOOK



Day 1: Gather + Reveal



What craft makes an idea stay with us?

1. Gather: Longer Text, Deeper Thinking

We already know what these poems are about. This week that is an advantage. 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.

? Listen for one word picture and one repeated word. The poet chose them on purpose.

2. Reveal: The Poet's Craft

Craft	What It Does
Imagery	paints a picture
Metaphor	compares
Personification	gives human qualities
Repetition and rhyme	create sound

Ask always: Why did the poet use it?

What picture does "a little lantern filled with light" create in your mind?

Reread the Poems

Read the High version of "A Dream Can Grow." Pause at the craft. Then reread both poems and listen for sound: the repetition of "Carry it" and the repeated calls to give and serve.

LEAVES	What I Notice in "A Dream Can Grow"	What I Notice in "What Will You Give?"
A, Artistic Language		
E, Echo and Sound		

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

The craft I noticed first, and the words that show it

3. Notice the Craft in "A Dream Can Grow"

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.

What is the poet comparing, and why?

4. Listen for Sound

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

One image I found (line number and words)

One repeated word or line I found

The poet uses ____ to ____.

STUDENT WORKBOOK



POETRY CRAFT LAB

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Match each Craft card to its Example card and to its Effect card. Then explain: The poet uses ____ to _____. Store all cards in your Practice Pocket.

imagery	metaphor or symbol
personification	repetition
rhyme and rhythm	helps the reader picture something
represents a larger idea	gives a nonhuman idea human qualities

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Flip an example card over to check its craft and effect.

metaphor or symbol represents a larger idea	imagery helps the reader picture something
repetition emphasizes an idea	personification gives a nonhuman idea human qualities
helps the reader picture something imagery	rhyme and rhythm creates sound and movement
gives a nonhuman idea human qualities personification	represents a larger idea metaphor or symbol

STUDENT WORKBOOK



POETRY CRAFT LAB

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Match each Craft card to its Example card and to its Effect card. Then explain: The poet uses ____ to _____. Store all cards in your Practice Pocket.

emphasizes an idea	creates sound and movement
"No envelope came through the door"	hope as "a little lantern filled with light"
a dream that finds roads and rises into the sky	"Carry it" and the repeated calls to "Give" and "serve"
paired line endings and a steady beat	

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Flip an example card over to check its craft and effect.

creates sound and movement rhyme and rhythm	emphasizes an idea repetition
metaphor or symbol: represents a larger idea	imagery: helps the reader picture something
repetition: emphasizes an idea	personification: gives a nonhuman idea human qualities
	rhyme and rhythm: creates sound and movement

STUDENT WORKBOOK



Day 2: Attempt

Poetry Craft Lab



Match each Craft to an Example in the poems and to its Effect. Today do not merely name poetic devices. The more important question is: Why did the poet use it? If you say, This is repetition, ask yourself, So what?

Craft Card	Example from a poem	Effect Card
imagery		
metaphor or symbol		
personification		
repetition		
rhyme and rhythm		

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.

Our best match: The poet uses ____ to ____.

A second match and why the poet used it

STUDENT WORKBOOK



Day 3: Discuss + Use



Why does the craft work?

Question	My thinking
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"?	

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

The big idea each poem makes memorable

Use: Write Two Stanzas (Try It On Your Own!)

Choose one idea, hope or service. Write two four-line rhyming stanzas with one image, one repetition, one metaphor or comparison, and clear emotion. Use craft on purpose. Poetry should make every word work harder.

Ⓢ Which image will I paint? What will I repeat? What will I compare? Plan the craft before you fill the page.

Stanza 1

Stanza 2

- ☐ 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.

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

STUDENT WORKBOOK



Day 4: Award + Target



What craft can I control?

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	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.				

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

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

Something this module makes me wonder about is ____.

STUDENT WORKBOOK



Day 5: Explain/Educate



Craft Expert Turn-and-Teach

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

My craft (circle one): imagery, metaphor, personification, repetition, rhyme, rhythm, symbol, or purposeful word choice.

My craft is _____. (a definition in my own words)

An example from the poem is _____.

The poet uses it to _____.

Teach It Back

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

The craft my partner taught me, the example, and the effect

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

How I know my partner can teach my craft back accurately

Exit Ticket

Complete each sentence. You may use either poem, but point to the words and explain the effect.

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

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



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

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

Read it aloud. Plan one image, one repetition, and one comparison: The poet uses ____ to ____.

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.

My Plan

- 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.
- Read your poem aloud and listen for the craft.
- Success check: my poem communicates one clear feeling or idea, and I can explain why I used each craft move.

One word picture (image) and one comparison for my idea, hope or service

The word or line I will repeat

Echo and Sound

Choose a word or line to repeat, and plan your rhymes. At least two lines in each stanza end with rhyming words.

Starters I may use: Carry it, carry it, _____. Hope is like _____.

My Draft



Stanza 1 and Stanza 2. Use craft on purpose. Do not simply chop sentences into short lines.

Draft, page 1

A line with craft I want to keep

Revise, Edit, and Share

Revise

☐ Revise: I read my poem aloud and strengthened one image or comparison so the picture is clearer.

Edit

☐ Repeated words are spelled the same each time.

☐ Each line begins as I intended.

☐ Lines end the way I intended.

My stronger image or comparison

Share

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

The craft move and effect my partner named

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Image	Specific word picture helps the reader see.	
Repetition	Repeated word or line is purposeful.	
Comparison	Comparison deepens the idea.	
Sound	Rhyme and rhythm strengthen feeling.	
Meaning	Clear emotion or idea stays with the reader.	

Study the Samples

Read the three poems. Notice what improves from Low to Medium to High.

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.

Low

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. What needs improvement: arrange two four-line stanzas and add one image, one repeated line, and one comparison so the idea comes alive.

Medium

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

What is working: two four-line stanzas, rhyme, a repeated line, and a comparison. What needs improvement: replace the general ending with one specific picture so the reader can see the brighter world.

High

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

Why it works: the poem makes the idea of shared hope stay with the reader through image, comparison, and sound.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got 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.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

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.

My new stanza

Take It Further! Connect Across Texts

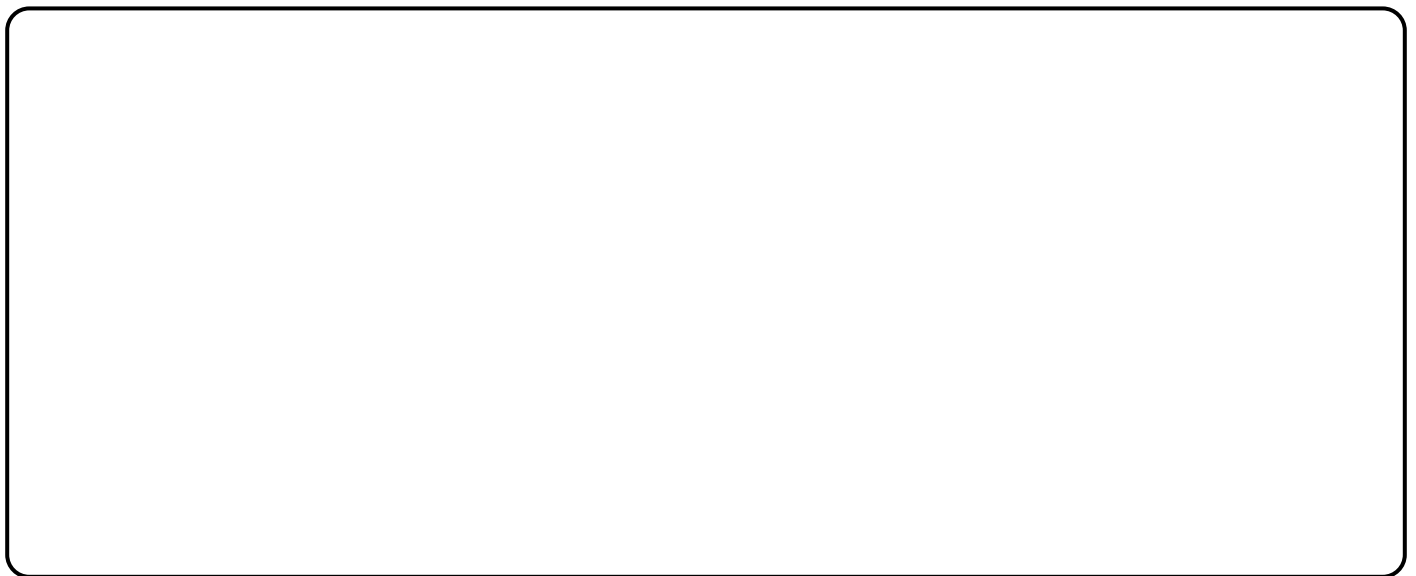
Craft moves: Take one line from a poem and rewrite it with a fresh image, then with a new comparison. Explain which is stronger and why.

- 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.

My rewritten line and why it is stronger

My Symbol

Draw a symbol from one poem, like the lantern or the hands. Label the larger idea it stands for.



At-Home Connection

Choose one card to talk about with someone at home. Each one ends in a conversation, not a worksheet.

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?

Family member signature: _____

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?

Family member signature: _____

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.

Ask: Which picture did my words paint?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 3 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The craft move I can find fastest

My Craft Move

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

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 7 - Module 4

Meaning and Significance: Bringing All of
LEAVES Together



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 7 • Module 4

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week



Meaning and Significance: Bringing All of LEAVES Together

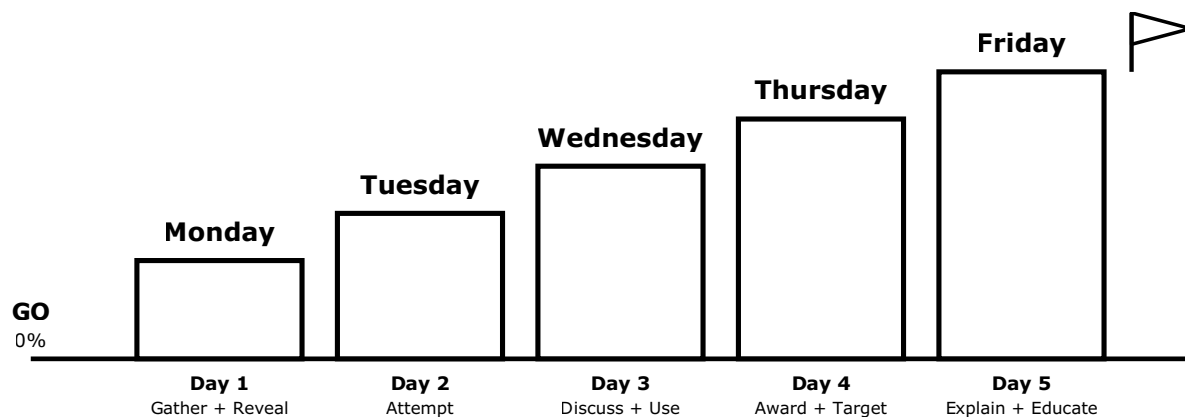
Why This Matters to Me

This is the capstone. I will bring together all six LEAVES elements to read and write the way a poet works, turning an experience into meaning that lasts.

Essential Question

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

My Week Tracker



Color in one bar at the END of each day, after I finish that day's work. Watch my week grow from GO to FINISH!

My First Thinking

I Can

- 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.

I Will

- 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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How a poet uses all six LEAVES elements to turn an experience into meaning.	Two Very High stamina poems: "A Dream Can Grow" and "What Will You Give?"	Station responses, an original poem, a self-assessment, and a Poet Teach-Out.

Where We Are Going

I will name every LEAVES element, gather evidence, explain how the elements work together, and write an original poem with a clear significance.

I'll Know I've Got It When...

- ☐ 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.

Check Myself

- ☐ I read the whole poem before I respond.
- ☐ I can point to exact words for my LEAVES evidence.
- ☐ I can explain why the element matters, not just name it.

How I Will Show What I Know

I will show what I know with station responses, an original poem, a self-assessment, and a Poet Teach-Out.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I read the richest poems and notice all six LEAVES elements.
Reveal	Day 1	I see how every element works together.
Attempt	Day 2	I gather evidence for each LEAVES element at stations.
Discuss	Day 3	I discuss significance and why the poem matters.
Use	Day 3	I write an original poem using all six LEAVES elements.
Award	Day 4	I find evidence of each element in my own poem.
Target	Day 4	I choose one revision to make my poem stronger.
Explain/Educate	Day 5	I teach my poem in a Poet Teach-Out.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

3.10(D):

TEKS says: describe how the author's use of language contributes to meaning.

How I say it: I explain how the poet's words, images, voice, and sound create meaning.

3.8(A):

TEKS says: infer the theme of a work, distinguishing theme from topic.

How I say it: I explain the big idea and what a reader should carry away, not only the topic.

3.12(B):

TEKS says: compose informational texts, including poetry, using genre characteristics and craft.

How I say it: I write a poem that uses lines, emotion, artistic language, voice, sound, and significance on purpose.

Call and Response

Read this together as a class before we start.

Teacher asks: "What six elements does a poet use to turn an experience into meaning?"

Class answers: "Lines, Emotion, Artistic language, Voice, Echo and sound, Significance! LEAVES!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know how to read a poem and notice lines and stanzas. I can recognize imagery, metaphor, personification, symbol, rhyme, rhythm, and repetition. I can identify who is speaking and write a complete stanza with a clear idea.

A connection I can make

Remember It!

- ☐ LEAVES stands for Lines, Emotion, Artistic language, Voice, Echo and sound, and Significance.
- ☐ Each element adds something to the meaning of the poem.
- ☐ Together, the elements turn an experience into something worth carrying away.

One idea I remember

Ready Check

- ☐ I can name all six LEAVES elements.
- ☐ I can point to line and stanza choices.
- ☐ I can explain one image or comparison.

Watch Out! Common Mix-Up

Watch out! Significance is not a summary. Do not accept "This poem is about hope" as significance. Ask: Why does the poem matter, and what should a reader carry away?

Where This Fits in My Writing

This module is the capstone. I will bring together every LEAVES element to write an original poem that turns an idea into meaning.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the two poems in Read and Interact as often as you want.

Part 1: Prompt Analysis

Read the prompt. Notice the LEAVES element or elements it asks about. Circle the key idea.

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

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	A poet uses imagery and sound to help a reader feel an idea.
_____	The poet arranges words in stanzas to give the idea a shape.
_____	A poem uses every LEAVES element to turn an experience into meaning.
_____	The significance tells the reader what to carry away.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: A poem uses lines, emotion, artistic language, voice, sound, and significance to create meaning. Choose one LEAVES element. Copy one line from a poem that shows that element. Then explain in one sentence why it helps the reader.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about our poems.

Word	Say it	What it means	Sentence frame
meaning	MEE-ning	What a poem is really about.	The meaning of this poem is _____.
matter	MAT-er	To be important.	This poem matters because _____.
carry	KAIR-ee	To hold and keep something.	I will carry _____ from this poem.
whole	HOLE	All the parts together.	The whole poem shows _____.
choose	CHOOZ	To pick on purpose.	The poet chose _____ to show _____.
idea	eye-DEE-uh	A thought a poem communicates.	The big idea is _____.
share	SHAIR	To give or pass something to others.	A dream can grow when we share _____.
serve	SURV	To help others and the community.	The poem shows serving when _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These thinking words help me understand prompts and explain answers. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
significance	sig-NIF-ih-kunss	Why the poem matters and what to carry away.	The significance of this poem is _____.
theme	THEEM	The big idea a poem communicates.	The theme of this poem is _____.
synthesize	SIN-thuh-size	To bring many parts together into one whole.	I synthesize the elements by _____.
perspective	per-SPEK-tiv	The point of view of the speaker.	From this perspective, _____.
imagery	IM-ij-ree	Words that help the reader picture something.	The imagery here makes me see _____.
voice	VOYS	Who seems to be speaking in a poem.	The voice in this poem sounds _____.
purposeful	PUR-pus-ful	Done on purpose, for a reason.	The poet's purposeful choice was _____.
reflect	rih-FLEKT	To think carefully about meaning.	The poem makes me reflect on _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence 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 _____.

Use one Tier 3 word in a sentence

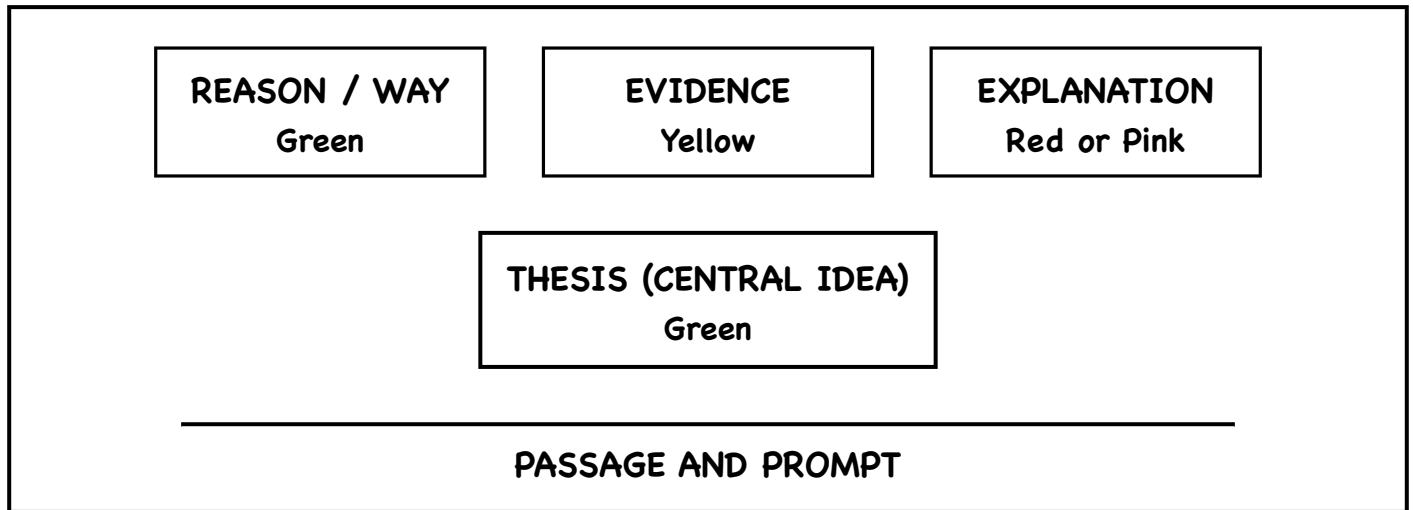


My Strategy Tools

The LEAVES Poetry Framework



This chart helps me read and write like a poet.



Nothing grows until the ground is ready.

The LEAVES Poetry Framework

Mark	What it means
L	LINES AND LAYOUT, how the poet arranges words, lines, and stanzas.
E	EMOTION AND EXPERIENCE, the feeling or experience communicated.
A	ARTISTIC LANGUAGE, the imagery, metaphor, personification, symbol, or comparison that creates meaning.
V	VOICE, who seems to be speaking, and how that perspective influences the poem.
E	ECHO AND SOUND, how rhyme, rhythm, repetition, and repeated phrases strengthen the poem.
S	SIGNIFICANCE, why the poem matters and what a reader should carry away.

SCR is usually a question. ECR is usually a statement.

How this strategy works for me

WHY (Significance) and HOW (Craft)

WHY (Significance)	HOW (Craft)
asks why the poem matters; what a reader should carry away; the larger meaning beyond the topic.	asks how the poet creates meaning; uses the LEAVES elements to show craft and purpose.

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

How I Say the Standard!

3.10(D):

TEKS says: describe how the author's use of language contributes to meaning.

How I say it: I explain how the poet's words, images, voice, and sound create meaning.

3.8(A):

TEKS says: infer the theme of a work, distinguishing theme from topic.

How I say it: I explain the big idea and what a reader should carry away, not only the topic.

3.12(B):

TEKS says: compose informational texts, including poetry, using genre characteristics and craft.

How I say it: I write a poem that uses lines, emotion, artistic language, voice, sound, and significance on purpose.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Dr. Martin Luther King Jr. and President Kennedy.
- ☐ I use a period or another ending mark.

A WHY or HOW sentence I can try

The Five Thinking Levels

The five thinking levels for this module.

Level	Symbol	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.

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I want to try

The Progression of Thinking

The progression moves from Recall to Extended.

Level	Symbol	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.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	How does a poet turn an experience into something meaningful for other people?
HOW	Analyze how parts work together or how something happens.	Why does the poem matter, and what should a reader carry away?

Significance is not a summary. It is why the poem matters and what a reader should carry away. A topic names what the poem is about; significance names why it matters.

A LEAVES task I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

"A Dream Can Grow" helps us consider how hope and a vision for the future can travel from one person to another. "What Will You Give?" helps us consider how an idea about service can move from words into action.

Background I Need

"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.

Words I dotted while reading

A Dream Can Grow

Poem. Very High Stamina. Read every stanza. Use the LEAVES framework.

My
marks

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

A Dream Can Grow (continued)

Poem. Very High Stamina. Read every stanza. Use the LEAVES framework.

29 I understood my mama's tears,
30 Her hopes that traveled through the years.
31 "I want this dream for you," she said,
32 And those few words stayed in my head.
33 The future once had seemed to me
34 A place that someday I would see.
35 But now I knew each choice we make
36 Can help decide the path we take.
37 One thoughtful word, one caring deed,
38 Can sometimes be a tiny seed.
39 And seeds, when given sun and rain,
40 Can rise from ordinary plain.
41 The dream traveled. The dream grew.
42 It moved from him to me and you.
43 From microphone to listening ear,
44 It crossed the distance year by year.
45 It traveled home through stories told,
46 Through younger hearts and people old.
47 It entered classrooms, homes, and streets,
48 And lived wherever kindness meets.
49 It travels when we make some room
50 For someone waiting near the room.
51 It travels when we choose to hear
52 A softer voice that others fear.
53 A dream can be a planted seed
54 That grows through every caring deed.
55 But seeds need soil, rain, and light,
56 Just as our dreams need what is right.

My
marks

A Dream Can Grow (continued)

Poem. Very High Stamina. Read every stanza. Use the LEAVES framework.

57 A dream can be a lantern bright,
58 That helps us find our way at night.
59 But someone's hands must hold it high,
60 And guard its flame beneath the sky.
61 A dream can be a song we know,
62 Whose melody continues so.
63 One voice may start the opening tune,
64 Then many voices join it soon.
65 The dream traveled. The dream travels still.
66 It crosses every road and hill.
67 It asks each generation new,
68 "What will you carry? What will you do?"
69 That afternoon I thought I'd see
70 A moment made for history.
71 I didn't know that history
72 Would quietly ask something of me.
73 "Carry this hope. Protect its light.
74 Add your own voice for what is right.
75 Choose kindness when the choice is yours.
76 Help open someone's waiting doors."
77 The little child I was that day
78 Has grown and changed along the way.
79 Yet still I feel the summer sun,
80 And hear the words when day is done.
81 I hear the crowd grow calm once more,
82 I see the water near the shore.
83 I feel my mama's hand in mine,
84 And see that hopeful lantern shine.

My
marks

A Dream Can Grow (continued)

Poem. Very High Stamina. Read every stanza. Use the LEAVES framework.

- 85 If someone asks where dreams can go,
86 I think by now I surely know.
87 They travel farther when we share,
88 And grow through ordinary care.
89 They live not only in a speech,
90 But in the lives that speeches reach.
91 They travel through the things we do,
92 From one old dream to something new.
93 And now, although the years move on,
94 The dream has never truly gone.
95 For while we choose to carry through,
96 The dream still travels, me to you.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Will You Give?

Poem. Very High Stamina. Read every stanza. Use the LEAVES framework.

- 1 Grandpa keeps history tucked away,
- 2 Inside the stories he can say.
- 3 Not under glass, not locked from sight,
- 4 But held in memories warm and bright.
- 5 One memory starts with winter snow,
- 6 With frozen streets and winds that blow.
- 7 A waiting crowd, a morning chill,
- 8 A nation's capital standing still.
- 9 A president prepared to speak,
- 10 While thousands listened, strong and meek.
- 11 Grandpa remembers words that day,
- 12 But more, the question they seemed to say.
- 13 Not only, "What can come to me?" But,
- 14 "What can my contribution be?"
- 15 Not only, "What am I receiving?" But,
- 16 "How can service show believing?"

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Will You Give? (continued)

Poem. Very High Stamina. Read every stanza. Use the LEAVES framework.

- 17 Give time when time is what they need.
- 18 Give effort through a thoughtful deed.
- 19 Give talent, patience, heart, and care;
- 20 Give something useful you can share.
- 21 Give hands to work that should be done.
- 22 Give encouragement to someone.
- 23 Give thought to problems you can mend,
- 24 And give your listening to a friend.
- 25 Grandpa says words can travel far,
- 26 Like light that leaves a distant star.
- 27 Once people hear and choose to move,
- 28 Their actions help the message prove.
- 29 The challenge left that winter place,
- 30 And traveled on at steady pace.
- 31 Into communities it sped,
- 32 Through helping hands and hearts it led.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Will You Give? (continued)

Poem. Very High Stamina. Read every stanza. Use the LEAVES framework.

- 33 Serve, said the memory passing through.
34 Serve, through the useful things you do.
35 Serve, when another needs your hand.
36 Serve, where you live or in another land.
37 The Peace Corps carried service wide,
38 Across the oceans' changing tide.
39 Young volunteers went forth to share,
40 But also learned from people there.
41 They entered classrooms, farms, and towns,
42 Across new roads and unfamiliar grounds.
43 They brought their knowledge, work, and skill,
44 But listened first to others' will.
45 For service should not proudly say,
46 "I know what's best; now step away."
47 True service stands beside a friend,
48 And asks how both can reach the end.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Will You Give? (continued)

Poem. Very High Stamina. Read every stanza. Use the LEAVES framework.

- 49 It says, "You matter. I can see.
50 Perhaps you also can teach me."
51 It builds a bridge from shore to shore,
52 Where each side gives and learns some more.
53 Grandpa says bridges work both ways;
54 That's why their strength can last for days.
55 One side may teach, one side may learn,
56 Then both can give when roles return.
57 The years rolled onward, fast and free;
58 The young man Grandpa used to be
59 Became the man across from me,
60 Still holding pieces of history.
61 The microphone was far away.
62 No crowd surrounded us that day.
63 Just Grandpa, me, my notebook there,
64 And afternoon light in the air.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Will You Give? (continued)

Poem. Very High Stamina. Read every stanza. Use the LEAVES framework.

- 65 Yet somehow through that quiet room,
66 The old invitation seemed to bloom.
67 It crossed the table, warm and clear,
68 And landed somewhere very near.
69 What will you give? the question said.
70 It seemed to circle in my head.
71 I looked at hands that held my pen,
72 Then looked at both of them again.
73 These are not hands the world would know;
74 No cameras follow where they go.
75 They're ordinary, young and small,
76 And sometimes drop my bouncing ball.
77 They sharpen pencils, carry books,
78 Turn pages filled with tales and looks.
79 They tie my shoes and pack my things,
80 And reach for cookies Grandma brings.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Will You Give? (continued)

Poem. Very High Stamina. Read every stanza. Use the LEAVES framework.

- 81 Grandpa laughed when I told him so,
82 But then he said,
83 "You ought to know: The world is often helped each day
84 By ordinary hands that find a way."
85 My hands can gather, plant, and clean.
86 They can help keep our schoolyard green.
87 They can lift boxes, books, or chairs,
88 And lighten someone else's cares.
89 They can pull out an empty seat,
90 And welcome someone I might meet.
91 They can collect what others need,
92 And turn good thoughts into a deed.
93 They can help younger readers grow,
94 By sharing words that I now know.
95 They can transform a thought one day,
96 "Someone should help", to "I'll find a way."

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Will You Give? (continued)

Poem. Very High Stamina. Read every stanza. Use the LEAVES framework.

97 Perhaps that's how communities grow,
98 Not through one giant act we show,
99 But many people choosing to
100 Find one worthwhile and helpful thing to do.
101 A country feels enormous still,
102 With every city, road, and hill.
103 A child seems tiny next to all,
104 One little voice can feel so small.
105 But Grandpa helped me understand
106 A country isn't only land.
107 It's neighborhoods and people too,
108 And what those people choose to do.
109 A neighborhood is people near,
110 Who share their work from year to year.
111 And every person gets to choose
112 The kind of hands and heart they'll use.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Will You Give? (continued)

Poem. Very High Stamina. Read every stanza. Use the LEAVES framework.

113 The question then seems close to me,
114 No longer huge or hard to see: Who needs some help?
115 Where can I start?
116 What can I offer from my heart?
117 The famous speech has long been done.
118 The winter snow has met the sun.
119 The waiting crowd went home that day,
120 Yet powerful questions sometimes stay.
121 They travel farther than we know,
122 From voice to voice as years may go.
123 From president to citizen,
124 Then grandfather to child again.
125 One day perhaps I'll tell someone
126 About the question that begun
127 Before I ever came to be,
128 Yet found its way somehow to me.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Will You Give? (continued)

Poem. Very High Stamina. Read every stanza. Use the LEAVES framework.

129 Today I have a voice and hands,
130 A little time and simple plans.
131 I have some choices I can make,
132 And helpful actions I can take.
133 So first, before I wait to see
134 What everyone will do for me,
135 I'll look around and choose to live
136 By asking this: What will I give?
137 And once I know where I can start,
138 I'll use my hands, my time, my heart.
139 For service grows when we begin,
140 We change the world by helping in.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Dream Can Grow

Look for the poem’s stanzas and how the speaker’s memory of the dream travels and grows.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Mark the LEAVES element you notice. Point to the exact words.

My best TRACKS phrase and why I chose it

Annotate: A Dream Can Grow (continued)

Look for the poem's stanzas and how the speaker's memory of the dream travels and grows.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

? STOP & THINK

Which element works hardest in this stanza to create meaning?

My thinking

My Prompt Marking Notes

The LEAVES framework gives me six elements to find in every poem. I can use the letters to slow down and notice each one.

Shape	Word	Question I ask myself
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, or comparison 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, and sounds strengthen the poem?
S	Significance	Why does the poem matter? What should a reader carry away?

Read the prompt. Notice the LEAVES element it asks about.

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

One element I noticed and the words that prove it

STUDENT WORKBOOK



Day 1: Gather + Reveal



The same poems, greatest depth

Our Question for Today

What happens when we read the richest versions of our poems and notice all six LEAVES elements together?

1. Gather: The Same Poems, Greatest Depth

You have met these poems three times. This week you will read the longest and richest versions. The poem is longer because there is more thinking available to us.

- ☐ L: Lines and Layout
- ☐ E: Emotion and Experience
- ☐ A: Artistic Language
- ☐ V: Voice
- ☐ E: Echo and Sound
- ☐ S: Significance

2. Significance

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

In "A Dream Can Grow," what should a reader carry away?

In "What Will You Give?," what should a reader carry away?

3. Reveal: All Six Elements Together

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

LEAVES 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, or comparison 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, and sounds strengthen the poem?
S: Significance	Why does the poem matter? What should a reader carry away?

STOP & THINK

Name one LEAVES element in each poem and point to the words that support it.

"A Dream Can Grow": Element and evidence

"What Will You Give?": Element and evidence



4. Whole-Poem Connection

Use the LEAVES framework to connect all six elements across both poems.

The layout is _____, and it helps the reader _____.

The feeling is _____ because the poet writes _____.

The image or comparison makes me see _____.

The speaker is _____, so the perspective feels _____.

The rhyme, rhythm, or repetition emphasizes _____.

The poem matters because _____; a reader should carry away _____.

STUDENT WORKBOOK



LEAVES Evidence Quest

Day 2: Attempt

✂ Cut out these cards

Read the station question. Find the evidence in the poem. Explain why it matters. Teams earn up to 3 points per station.

SIGNIFICANCE	CRAFT
EVIDENCE	Name one LEAVES element in "A Dream Can Grow" and point to the words.
Name one LEAVES element in "What Will You Give?" and point to the words.	What is the significance of "A Dream Can Grow"?
What is the significance of "What Will You Give?"?	How do the two poems work together?

Self-Check

Flip a card over to check your answer. Keep the cards in Pocket Practice when you finish.

CRAFT the LEAVES tools the poet uses on purpose.	SIGNIFICANCE why the poem matters and what to carry away.
L: four-line stanzas arrange the growing idea; E: hope and Mama's tears; A: seed, lantern, song images.	EVIDENCE the exact words from the poem that prove it.
Hope is passed on; each new person can choose to carry it.	V: Grandpa's voice and the granddaughter's voice; E: repeated "Give" and "Serve"; S: a call to serve becomes personal.
Words, dreams, and thoughtful choices can inspire people to make a positive difference.	A call to serve becomes a personal question a student can answer.

STUDENT WORKBOOK



Day 2: Attempt

LEAVES Evidence Quest



Our Question for Today: Can I find and explain evidence for every LEAVES element?

1. LEAVES Evidence Quest

At each station, find the evidence, then explain it. Evidence without explanation is unfinished thinking.

Your team earns 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.

Round	1	2	3	4	5	6
My partner						
My point						

Station Recording Sheet

L: Lines and Layout. How are the stanzas and line breaks arranged? What does the layout do?

E: Emotion and Experience. What is the strongest feeling, and which words create it?



Station Recording Sheet, continued

A: Artistic Language. Find one image, comparison, or personification. Explain its effect.

V: Voice. Who is speaking? Give a clue from the poem.

E: Echo and Sound. Find repetition, rhyme, or rhythm. What does it emphasize?

S: Significance. Complete: This poem matters because _____. A reader should carry away _____.

STUDENT WORKBOOK



Day 3: Discuss + Use



I explain my thinking, then write my own poem

Our Question for Today

Why does knowing significance matter more than naming a topic?

1. Discuss Significance

Question	My thinking
Which LEAVES element was easiest to prove at the stations?	
Which required the most interpretation?	
Why does Significance require deeper thinking than identifying a rhyme?	
How did your understanding change because you read longer, richer poems?	

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

My significance statement for "A Dream Can Grow"

My significance statement for "What Will You Give?"

2. Write a Full-LEAVES Poem

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.

LEAVES Element	What My Poem Needs
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.

Planning My Poem

Step 1: Idea and Voice. Name your idea and your speaker.

My idea and my speaker's voice

Step 2: Craft. Plan one image, one comparison, and one repetition.

My image, my comparison, and my repeated word or line

Step 3: Significance. Write the carry-away idea your poem will build toward.

What I want my reader to carry away



My Original Full-LEAVES Poem

Make every word work harder. When you finish, a reader should be able to say what you want them to carry away.

My poem

Embedded Check

- ☐ My poem has at least three four-line stanzas.
- ☐ My poem shows a clear, honest feeling.
- ☐ My poem uses at least one image and one comparison.
- ☐ My poem has a clear, consistent speaker.
- ☐ My poem uses rhyme, rhythm, or purposeful repetition.
- ☐ My poem ends with a significance a reader can carry away.



3. My Personal Connection

Connect a memory or experience to one of the poems. Tell which detail made you think of it.

My connection and the detail that made me think of it

Retell how "A Dream Can Grow" and "What Will You Give?" show that words, dreams, and service can inspire people.

My retelling

Tell one way the two poems' ideas are connected.

My comparison

STUDENT WORKBOOK



Day 4: Award + Target



I notice evidence of my growth

Our Question for Today

What did my brain learn to do this week that it could not do before?

1. Full-LEAVES Self-Assessment

Mark where each LEAVES element appears in your own poem.

LEAVES Element	Evidence in My Poem
L: Lines and Layout	
E: Emotion and Experience	
A: Artistic Language	
V: Voice	
E: Echo and Sound	
S: Significance	

2. Award the Best Parts

I am especially proud of _____ because _____.

My award sentence



3. Target My Next Step

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

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

My target sentence

4. My Revision

Revise the one part you targeted. Write the improved version below.

My revision

Curiosity

Something this cluster makes me wonder about

STUDENT WORKBOOK



Day 5: Explain/Educate



I teach someone else

Our Question for Today

How would I teach someone else what makes a poem meaningful?

1. Poet Teach-Out

Explain how every LEAVES element works in your original poem. Use the sentence starters below.

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

My partner noticed this LEAVES element and its effect

2. Final Cluster Closure

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

My answer with evidence from the poems



3. Final Turn-and-Teach

One thing I now understand about poetry is...

My understanding

One idea from this cluster that I will carry with me is...

My carry-away idea

Writing Process Poem

Read each line after your teacher, army chant style.

Read with prosody, leave some tracks. Shape the prompt and answer back. Write the thesis (central idea), then convince, show them proof called evidence. Bring together, signals find, from the text and from my mind! Relate it to all who read. Let my writing meet a need!

One line of the poem I can explain

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.

The I Can I am proudest of this week, and why

[illegible]

Student Exit Ticket

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?



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write an original poem for this prompt:

Read the prompt. Notice the LEAVES element it asks about.

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.

My Plan

- Choose your idea and your speaker's voice.
- Plan one image and one comparison.
- Plan a repeated word or line and your rhymes.
- Write the ending you want the reader to carry away.

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response answers the charge of the prompt.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Dr. Martin Luther King Jr. and President Kennedy begin with capital letters.
- ☐ Dream and service are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
LEAVES elements	My poem uses all six LEAVES elements on purpose.	
Layout and Sound	My poem has four-line stanzas and purposeful rhyme, rhythm, or repetition.	
Voice and Emotion	My poem has a clear speaker and an honest feeling.	
Significance	My ending clearly states what a reader should carry away.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

Write an original poem using all six LEAVES elements.

Low

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

What is missing: This is written as sentences, not stanzas. There is no clear image, voice, sound, or significance.

Medium

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

What needs improvement: Add a clear speaker's voice and one ending line that names what a reader should carry away.

High

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

Why it works: 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.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got 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.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose a different idea from the writing task. Plan all six LEAVES elements for that idea. Tell what a reader should carry away.

My new poem idea and its significance

Take It Further! Poet's Challenge

Push your thinking further: Write a second short poem on the same idea from a different speaker's voice, then explain which version carries the significance more powerfully.

- Write a second short poem on the same idea from a different speaker's voice.
- Revise one stanza three ways: strengthen the image, the sound, and the significance.
- Prepare a one-minute Poet Teach-Out explaining how every LEAVES element works in your poem.

My poet's challenge work

My Poet's Challenge

Write your second poem or revised stanza in the box below.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet. You may use any language you speak at home.

Why It Matters

Read a favorite short poem or song together. Ask what it is really about and why it might matter to someone. That question is Significance.

Ask them: what makes a poem worth remembering?

Family member signature: _____

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.

Ask them: if you wrote one poem this year, what idea would you want a reader to carry away?

Family member signature: _____

Carry Away

After you share a poem, ask, "What do you want a reader to carry away from this?" That question is the heart of Significance.

Ask them: how is saying something in a poem different from saying it in a plain sentence?

Family member signature: _____

My Family Conversation Notes

What did I share? What did my family member notice about the poem? Write what happened.

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 4 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am ready to grow the next part of my writing tree.

A note to my future writer self

My Proud Moment This Week
