



Author(s): <i>AnnMarie D’Addio</i>			Lesson Title: <i>Using Poetry to Assist The Teaching of Language Skills</i>			
Grade Span			ICLE Application Model			
K-4 <i>x</i>	5-8	9-12	A	B	C <i>x</i>	D

Instructional Focus:

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Students synthesize individual language arts skills.

Performance Task

Students will be introduced to a 5-day routine for using poetry to increase language skills. On the first day the teacher introduces a new poem, written on chart or projected on the overhead, to the class by reading it to them. After the reading discuss the author’s purpose for writing the poem , the author’s style and the main idea of the poem. Students then “echo” read the poem. (They have a printed copy to be placed in an individual poetry binder or folder.) On the second day the teacher reads the poem to the group first and then they read it silently. They locate specific language elements asked for by the teacher. (sight vocabulary, spelling, grammar, usage, letter recognition, decoding skills) Students highlight words or letters containing the focus skill. Day three the teacher introduces a second poem, discusses the purpose, style and main idea. Students read the poem chorally. Day four the poem gets reread and as a group the students compare the two poems, using a Venn Diagram. The focus on day four could be language elements or style elements. Students buddy read both poems. On day five students select either poem and read it orally to large group or to small groups. A writing activity, short answer, could be added on the fifth day focusing on purpose, main idea, details, or word study.

Note to teacher: This plan can be modified to fit any level.

ICLE Essential Skills

Identify, collect and/or select pertinent information while reading. (ela 5)

Understand rules of grammar, usage, punctuation, paragraphing, and spelling. (ela 7)

Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories. (ela 9)

Summarize, synthesize and organize information while reading.(ela 24)

Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language. (ela 64)

Scoring Guide:

Checklist:

Rate each characteristic on a 3-1 basis

3= excellent 2= satisfactory 1=unsatisfactory

Characteristic **Score**

Listening _____

Word/ letter Identification _____

Oral reading/fluency _____

Identifying purpose, style, _____
main idea

Identifying likeness and diff- _____
erences.

Keywords

English Language Arts	Mathematics	Science
Reading Fluency, Construct Meaning, Phonics, Vocabulary, Word Structure	Algebra	Earth Science
Writing Compare/ Contrast	Geometry	Life Science
Communications Listening, choral speaking, discussion	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	