

In a poem, express your thoughts and feelings using descriptive language.

What words and phrases show what I am thinking?



### Drum Beats



Rap, tap, tap. Rap, tap, tap.

Drummers play a steady beat.

I feel it way down in my feet.



Rap, tap, tap. Rap, tap, tap.

Loud as thunder are the drums.

It sounds like a storm comes.

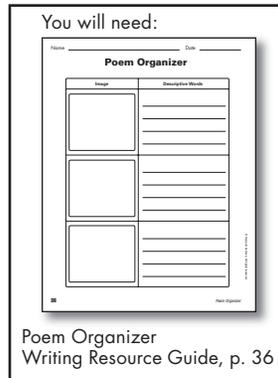
Rap, tap, tap. Rap, tap, tap.



### 1. Build Writing Skills

*Teach Writing Form: Poem*

- A. **Restate Poem** Explain that in a poem, a writer uses descriptive language and often rhythm and rhyme to express his or her thoughts and feelings. Writers often use similes and metaphors in their poems. *Today we are going to focus on writing poems that describe our thoughts and feelings.*
- B. **Focus on the Visual** *What are some descriptive words and phrases in the writer's poem? (steady, loud as thunder, like a storm, etc.) How does the poem make you feel?*



### 2. Write and Analyze

*Writing Form: Poem*

- A. **Write Texts** Students should write a poem focusing on thoughts and feelings.

Below Level	On Level	Above Level
Review students' Poem Organizers together. Ask them what their topic is and how they feel about it. Prompt them to come up with descriptive words and phrases. Using the organizer, help students elaborate their descriptive words and phrases to start a poem.	Review students' poems for descriptions of thoughts and feelings. Have students read their poems aloud quietly to hear the rhythm behind their words. If they hear a place where the rhythm is disrupted, have them work to correct and improve it.	Review students' poems for relevance and inclusion of descriptive words. Challenge students to use figurative language, such as similes and metaphors, to express how they feel. Have students read their phrases out loud to a partner to hear the rhythm and/or rhyme of their poem. Have partners give feedback.

- B. **Support Writing** When students are finished, ask:
- *What thoughts and feelings did you want to show in your poem? How did you show them?*
  - *Why did you choose the words and phrases that you used?*

### 3. Support Writing Independence

- A. **Write on My Own** In a conference, ask:
- *What is your topic? How did you describe the topic in your poem?*
  - *What is your favorite or most effective part of your poem? Why did you choose that part?*
- B. **Monitor Learning** Use the rubric below to assess students' writing for characteristics of poem.
- C. **Next Step** Continue providing small group support for poem format for students who score 1 or 2.

#### Writing Form: Poem

<b>1. Little Evidence</b>	Student's writing contains very little descriptive language, and/or ideas may not be organized in poem form (lines, rhythm, rhyme). There is no main topic and little evidence of expression.
<b>2. Some Evidence</b>	Student's writing contains some descriptive language and is organized in poem form. There is a main topic and an attempt at expression of thoughts or feelings. Rhythm and/or rhyme may be attempted.
<b>3. Clear Evidence</b>	Student's writing contains sufficient descriptive language and is clearly organized in poem form. There is a clear main topic, thoughts and feelings are expressed effectively, and rhythm and/or rhyme may be present.