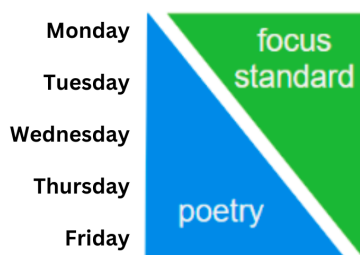


Poem of the Week Protocol

This protocol provides an opportunity for authentic practice in fluency and analytical skills, while also cultivating background knowledge, nurturing social and emotional learning, covering Reading Literature Standards 1-6 through instruction and review, and enhancing skills in writing, speaking, and listening.

Time allotment throughout the week:



Monday: Have students read poem silently and let a few share their initial reactions.

Tuesday: Echo read. Ask students, “What do you notice?” Have students independently label anything that stands out.

Wednesday: Choral read. Have a class discussion about what they labeled yesterday. Annotate on the board while they annotate on their poem. Cover as many standards as you can, pointing out the features they didn’t find on their own.

Thursday: Read poem*. Review background or historical context, or other micro lesson on a feature the poem offers. This discussion varies widely depending on the poem and the needs of the students.

Friday: Read poem*. Prepare students to write their own imitation of the poem by making an Essential and Possible t-chart, listing the features they must include and can include. Brainstorm ideas, ensuring every student has a topic jotted down that they want to write about. Model writing your own poem. Give students 7-10 minutes of silent writing time to write their own poems. Let a few students share their poems aloud and celebrate.

*Other ways to read the poem:

- one student models reading with fluency and expression
- all students line the perimeter of the room, facing the wall, and all read it out loud to themselves, practicing fluency and expression
- Alternate lines by boys/girls, khaki pants/black pants, sandals/tennis shoes, etc.
- Listen to audio, especially of author reading their own poem, or Poetry Out Loud recitation
- Partner read

See 11 Alternatives to Round Robin (and Popcorn) Reading handout for more ideas.

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