Key Content/Modeling

1. First Reading: First Impressions Read the following poem silently. Your focus for this first reading is on understanding the meaning of the poem. As you read, practice diffusing the words you may not know by replacing unfamiliar words with the definitions or synonyms for the words that appear beside the poem. Using this strategy will help your understanding.

2. Second Reading: Vocabulary in Context now that you have read the poem silently, circle words and/or phrases (other than the underlined words) that you do not know or that you feel are important to the meaning of the poem. Diffuse these words/phrases for comprehension.

3. Third Reading: Text-Dependent Questioning Read the passage a third time and respond to the text-dependent questions on the page 43. Write your responses to each question and highlight or underline the textual evidence that supports your answer.

You Try

Read pages 39-44 in Learning Packet called “A for Poem My Librarian, Mrs. Long”

Synthesis Question

Answer question 1, on page 44

Show me what you know (Proof of learning)

• Answer all questions with complete sentences.
• Submit a copy of your work to me.

Self-Assessment:

Reflect on your learning! How well did you understand?
Rate yourself. 1- Still have question, 2- I get it. 3- I could teach someone this!

Extra Learning Opportunities:

Create your own poem. Submit it to me.
Read! Read! Read at least 30 minutes a day.

Priority Standard(s):

RI 6.1 Cite text evidence to support analysis the text.
RI 6.2 Determine central idea of the text and how it is conveyed.

What am I learning?

• Determine the meaning of words and phrases as they are used in text.
• Determine Author's Point of View

How do I know I learned?

Learning Evidence in 1-3 Descriptors

I answered all questions with complete sentences and with evidence from the text.