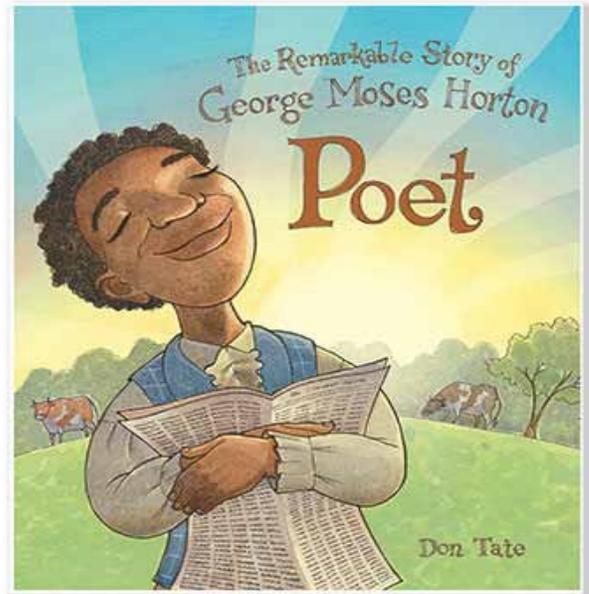


*A Texas Essential of
Knowledge and Skills (TEKS)
Aligned Poetry Curriculum
Guide*

Lessons created to accompany:



*The Remarkable Story of George Moses Horton:
Poet*

Written and Illustrated by Don Tate

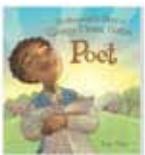
Published by Peachtree Publishers

Guide Created by Van G. Garrett

*Lessons created for Grades
K-5*

Table of Contents

Introduction	3
Lesson 1 - Cover Lover: Nouns, Verbs, and Poetic Words	4
Lesson 2 - Script Sopa/Gumbo: Word Play.....	5
Lesson 3 - Hopeful Sermon: Instructional Poem.....	6
Lesson 4 - Fantastic Ekphrastic	7
Lesson 5 - Find the Rhyme.....	8
Mentor Poem	9
Lesson 6 - Exciting Reciting.....	10
ELL Language Acquisition Activity	11
Gifted and Talented Challenge: The Kwansaba	12
A Quiz in Verse.....	13
Academic Vocabulary/Spelling Words	14
George Moses Horton Word Search	15
TEKS Alignment	16
TEKS Documentation	18
Bios.....	21



Introduction

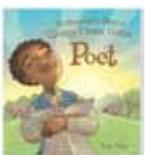
Poets play with words. They are hounds for nouns, always searching for people, places and things. In *Poet: The Remarkable Story of George Moses Horton*, author/illustrator Don Tate unpacks a necessary biography of the first southern African-American man to be published.

Aligned with the Texas Essential of Knowledge and Skills (TEKS), *The George Moses Horton Poetry Curriculum Guide* is approachable for kindergarten-fifth grade poets and teachers/poetry coaches. Reading/Comprehension objectives are noted at the end of the lessons; corresponding writing objectives are at the end of the guide. Additionally, activities are aligned with Revised Bloom's Taxonomy: Definitions and Sample Verbs indicated in the 2013 HISD Summer Rigor Institute manual: **Remember** (knowledge), **Understand** (comprehension), **Apply** (application), **Analyze** (analysis), **Evaluate** (evaluation), and **Create** (synthesis).

This guide is designed to be creative, interactive, engaging, educational, and fun.

Enjoy!

Van G. Garrett



Lesson 1 – Cover Lover: Nouns, Verbs, and Poetic Words

Student poets should build upon their natural curiosity and prior knowledge. Have students to carefully examine the book's cover and make a triple t-chart as featured below. There should be a column for nouns, verbs, and "other" words. Other words being whatever words pop into writers' minds. Writers should be creative (if their word selections seemingly make sense, or not). The purpose of this activity is to allow student poets to jumpstart their writing by using visual cues and making associations with/to the visuals.

***Poetry Coaches:** Cover Lover can produce awesome line starters for poems. Encourage poets to take risks on the page, urging them to produce a fair amount of words for every column. Give writers the freedom to make their work concrete and/or abstract.

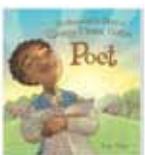
Cover Lover is critical in the development of student poets becoming noun hounds. True hounds dig deep and seek what others overlook.

Example: Cows | Moo | Jazz.

***Enrichment:** Cover Lover can extend to Story Amore. The activity can be used throughout the book, an excellent way to introduce inference.

<i>Nouns</i>	<i>Verbs</i>	<i>Others</i>

TEKS Reading/Comprehension Skills: 110.11-110.16 A, B, C, and D.



Lesson 2 - Script Sopa/Gumbo: Word Play

George listened to other childrens' lessons and learned the alphabet. Consider Script Sopa/Gumbo as a way of playing with the arrangement of words, much like playing with alphabet soup in a literal sense.

Encourage students to look at the words on the first page of the book. Have them note nouns and verbs, then rearrange the ordering of words into interesting lines. Lines can become a framework for poetry ideas that extend throughout the story. If the book is used as a read aloud, pause at words that students need to unpack and learn.

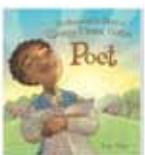
***Poetry Coaches:** Alphabet Sopa/Gumbo promotes word placement and rhyme. Encourage poets to place words together on a page based on how they look, sound and feel to them.

Example: Words; read. Master; stop.

***Enrichment:** The soup becomes more flavorful by placing more words from the text together.

Example: Hopeful-Bible-lively-sermon. Additionally, poets can try rhyming the words that they selected.

TEKS Reading/Comprehension Skills: 110.11-110.16 B, and C.



Lesson 3 - Hopeful Sermon: Instructional Poem

A sermon is a message intended to offer instructions. Poets throughout history have written poems and books that provide instructions for writers and would-be poets. George admired words - inspirational words read from the Bible. Hopeful words written in a sermon. Lively words sung in songs. Inspire student poets to write poems that motivate, inspire, and encourage others.

***Poetry Coaches:** Sincerity develops voice in well-written poetry. The sincere instructional poem can be written in a traditional letter format, incorporating figurative language. Additionally, the Hopeful Sermon can be written in other creative ways. I might suggest a listing or poetic recipe (see example below).

Example:

Dear _____,

Here's a recipe for inspiration:

Find a fistful of hope,

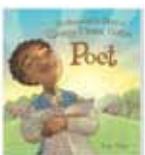
An armful of motivation,

A head piled with nouns, and

Gallons filled with lots of honesty.

***Enrichment:** Consider playing the audio or reading *The Creation* by James Weldon Johnson. The piece lends itself to voice, tone, and mood conversations. Consider asking students about words that provide PPDs (picture pushing details). Encourage students to write with confidence.

TEKS Reading/Comprehension Skills: 110.11-110.16 A, C, and F.



Lesson 4 - Fantastic Ekphrastic

The term 'ekphrastic' refers to a specific type of responsive writing. In this lesson, students are encouraged to practice ekphrastic writing by describing another work of art - a featured illustration from the book. Students will discover deeper symbolism and greater meaning represented in Don Tate's artwork as a result of considering ekphrastic writing.

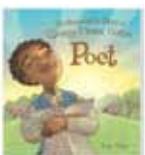
Being that art, music, and literature inspire poetry, direct students to closely observe the illustration featured below. Guide their observation and discussions to explore George Moses Horton's thoughts and personality, nature, seeking clues in both the foreground and background.

***Poetry Coaches:** Consider placing adjectives on a word wall before introducing the picture. Encourage students to use the words and synonyms in their writing. To bring more focus to the activity, ask students to list things that they observe in the picture. Then, dialogue about what observations they would share with a friend or family members: George's book, his imagination, the stars, nature, etc. Encourage students to make every idea or unique detail a line, an opportune time to introduce sensory details. Every line should contain at least one adjective.

***Enrichment:** Play jazz instrumentals during protected writing time. Ask students about how music influences their world and their work. Consider discussing how rhythm is found in poetry; give students the freedom to incorporate rhythm and rhyme into their work.



TEKS Reading/Comprehension Skills: 110.11-110.16 C, D, E, and F.



Lesson 5 - Find the Rhyme

Some people think that poems are only basic combinations of rhyming words. This is not the case. Some poems don't rhyme, some rhyming poems have unexpected rhymes. Budding poets should familiarize themselves with rhyming patterns like hard rhymes (bat | cat) and slant or imperfect rhymes—rhymes that may share similar vowels, consonants, or visual/audio cues (sermon | learning). Additionally, student poets should be familiar with alliteration and the power of figurative language.

***Poetry Coaches:** Consider the sample poem below. Feel free to create your own fill-in the blank poem based on material previously covered in the text.

Sample Poem:

George read books.

He _____.

George fell in love with words.

They flew over his head like _____.

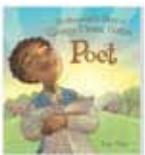
Powerful _____ pleased him.

The power of words made him _____.

Yes, George was _____.

Powerful words and poems made him _____.

***Enrichment:** Students can extend the fill-in poem and/or create poems for others to complete.



Mentor Poem

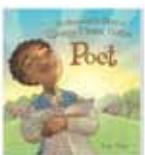
Below is a stanza from “Clay’s Defeat”, a poem written by George Moses Horton. The poem, a reflection of a defeated soldier and public hero, incorporates end rhymes, rhymes that come at the ends of lines. Here, alternating in the ABAB pattern:

When winter succeeds to summer,
The bird is too chilly to sing;
No music is play’d for the drummer,
No carol is heard on the wing.

In isolation, this stanza is manageable for students who are well coached. Horton’s language reflects the period in which he lived (1797-1884), worth noting to students. However, there is no need for coaches to analyze (or over analyze the work). Noting Horton’s use of rhyme is the key objective here.

***Enrichment:** Students can write the words that stand out in the mentor poem and rhyme words with their selection.

TEKS Reading/Comprehension Skills: 110.11-110.16 C, D, E, and F.



Tate, Don. Poet: *The Remarkable Story of George Moses Horton*. Atlanta: Peachtree Publishers, 2015.
ISBN: 978-1-56145-825-7 www.dontate.com www.vanggarrettpoet.com www.peachtree-online.com

Lesson 6 - Exciting Reciting

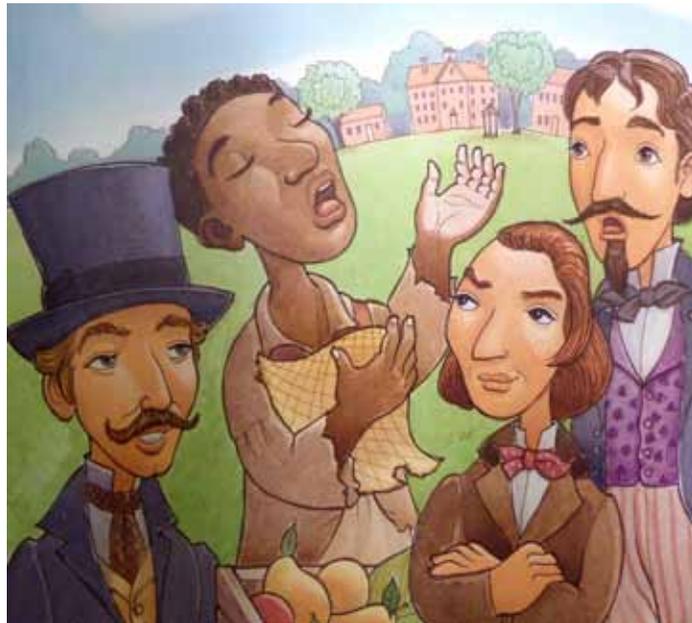
Every eye grew wide and every mouth fell open at the sound of George's voice, uttering beautiful verses.

George commanded respect by doing what he loved, reciting poems. Student poets can practice reciting poems that they composed.

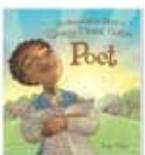
***Poetry Coaches:** Some students are comfortable speaking in front of others. Some aren't. Coaches, your job is to make poetry fun in a supportive and nurturing environment! Make reciting exciting! Allow poets to practice, practice, and practice their poems. Allow them to hold their poems when they recite, sit in a comfortable chair, and wear their lucky socks. You're growing budding poets—be mindful of the courage that it takes to share one's words with others.

Please consider the following tips to relax the reluctant reciter:

1. Let students create sock or sack puppets and practice reading poems to them.
2. Allow poets to recite to a circle of friends, then to a larger audience.
3. Ask students to take on George's (or his imagined female counterpart Georgiã's) persona. Sometimes reading as a character makes reading fun!



TEKS Reading/Comprehension Skills: 110.11-110.16 E and F.



ELL Language Acquisition Activity

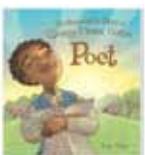
English Language Learners bring wonderful energy into classrooms! However, sometimes language acquisition and vocabulary hurdles make many students feel shy, embarrassed, and uncomfortable. Don created an art panel solely for English Language Learners. The purpose of the activity is to make students feel comfortable with expressing their ideas.

Students should make a triple t-chart. There should be a column for words that are native to the poet, English words, and column for feelings and ideas. As writers survey the picture they should write in a stream of consciousness, without feeling self-conscious. Encourage words in multiple languages to fall onto the page.

***Poetry Coaches:** Consider setting a timer for at least 10 minutes. When students finish the assignment have them count the words that are in their native tongue and the ones that aren't. You can do this assignment periodically, the objective being that students will increase their number of English words, thus increasing their language acquisition.

<i>Native words</i>	<i>Feelings</i>	<i>Ideas</i>

*TEKS Reading/Comprehension Skills: 110.11-110.16 A, B, C, and F.



Gifted and Talented Challenge: The Kwansaba

In 1995, the poet laureate of East St. Louis, Eugene B. Redmond and his writing group created a 49-word African-American-inspired poem called the kwansaba. Kwansabas consist of seven lines; seven words in each line. Words should have more than seven letters, proper nouns excluded.

Please consider the following kwansaba:

George Moses Horton Kwansaba

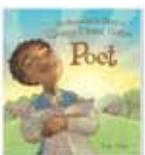
Van G. Garrett

George learned letters and sounds from kids.
 They made words sound like good music.
 Later, George's mom gave him a book.
 He opened it under the bright stars.
 Letters and words started to make sense.
 George Moses Horton was proud of himself.
 He was a poet, a bright star.

***Poetry Coaches:** Consider asking students to revisit their previous poems and notes. Ideas and words that they appreciate can be incorporated in their kwansaba. Students who enjoy math usually enjoy the challenge of writing in this form. This poem promotes comprehension and causes students to consider how they craft lines. Encourage students to count words and letters to ensure that the poem has the proper 49-word format.

***Enrichment:** Students might want to create their own poetry collections. A small collection of poems, usually about a theme is called a chapbook. Chapbooks should be creative and reflect the author's personality. The book doesn't have to be about George. However, it can have newfound vocabulary and ideas.

TEKS Reading/Comprehension Skills: 110.11-110.16 C and F.



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 ISBN: 978-1-56145-825-7 www.dontate.com www.vanggarrettpoet.com www.peachtree-online.com

A Quiz in Verse

Directions: Use the word bank below to complete the poem.

George always wanted to _____.

He was a slave who wanted to be _____.

His mom gave him a _____.

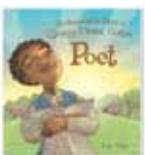
He flashed a priceless _____.

George Moses Horton followed his _____

And became known for his _____.

Word Bank:

- Dreams
- Poetry
- Free
- Look
- Book
- Read



Academic Vocabulary / Spelling Words

Communicators

Biography

Survey

Nonfiction

Environment

Enslave

Broadside

Poetry

Advertisement

Mood

Verse

Rhythm

Rhyme

Tone

Attitude

Talent

Determination

Lively

Sermon

Slave

Linger

Hymnal

Compose

Memory

Toil

Tease

Awestruck

Remarkable

Memory

Memorize

Possession

Utter

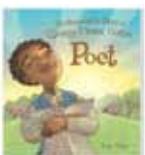
Sponge

Oratory

Grammar

Dictionary

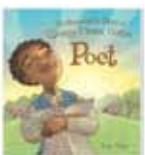
Literature



George Moses Horton Word Search

S Z J F N V N A N W A E S T K
 B I O G R A P H Y G D N E N N
 N O T R O H D S E Q V S S E P
 B X A M Y O Y O I R E L O M C
 O R H P O R R B U P R A M N C
 S O O M D G T V K N T V A O L
 A T I A E X Y E O J I E Q R T
 M U N Y D H K I O R S N V I F
 K C W B C S T O G P E V F V E
 S R O T A C I N U M M O C N U
 L C U L I G R D J V E S P E W
 X H O F Y X Q W E Q N P U E N
 P B N U R H T U R O T J S T E
 B O G M D D O J J Z J Y U J Q
 N D J O M O Q G A M N E Y S Z

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TEKS Alignment

Cover Lover: Nouns, Verbs, and Poetic Words:

Kindergarten: ELA.K.1C; ELA.K.5A; ELA.K.6C; ELA.K.22A; ELA.K.5C; ELA.K.6C; ELA.K.8B; ELA.K.9A; ELA.K.10D; ELA.K.19A; ELA.K.22A.

First: ELA.1.1F; ELA.1.6A; ELA.1.4A; ELA.1.4B; ELA.1.4C; ELA.1.20A.ii; ELA.1.24C.

Second: ELA.2.5B; ELA.2.3B; ELA.2.Fig19D; ELA.2.21A.ii; ELA.2.3B; ELA.2.Fig19E.

Third: ELA.3.4D; ELA.3.2B; ELA.3.10A; ELA.3.Fig19D; ELA.3.20C.

Fourth: ELA.4.Fig19A; ELA.4.Fig19C; ELA.4.Fig19D; ELA.4.Fig19F.

Fifth: ELA.5.18C; ELA.5.8A; ELA.5.2A.

Script Sopa/Gumbo: Word Play:

Kindergarten: ELA.K.1C; ELA.K.2E; ELA.K.2H; ELA.K.3B; ELA.K.3C; ELA.K.5A; ELA.K.6C; ELA.K.7A; ELA.K.14B; ELA.K.2D; ELA.K.2H; ELA.K.6C; ELA.K.7A; ELA.K.14B; ELA.K.19A; ELA.K.22A.

First: ELA.1.1A; ELA.1.2A; ELA.1.3A.i; ELA.1.3A.ii; ELA.1.6A; ELA.1.6C; ELA.1.4C; ELA.1.20A.ii; ELA.1.24C.

Second: ELA.2.2A.iii; ELA.2.2B.i; ELA.2.23B.i; ELA.2.5C; ELA.2.7A; ELA.2.21A.i; ELA.2.21A.ii; ELA.2.22C.i; ELA.2.18B.

Third: ELA.3.4C; ELA.3.4D; ELA.3.1A.iii; ELA.3.24B.iii; ELA.3.6A; ELA.3.10A; ELA.3.23C.i; ELA.3.20C; ELA.3.18B.

Fourth: ELA.4.21C.i; ELA.4.17A; ELA.4.Fig19B; ELA.4.Fig19C; ELA.4.Fig19F; ELA.4.2A; ELA.4.20B; ELA.4.20C; ELA.4.21A; ELA.4.27A; ELA.4.27B; ELA.4.29A.

Fifth: ELA.5.22A.iii; ELA.5.4A; ELA.5.8A; ELA.5.21A.ii; ELA.5.16B.i; ELA.5.16B.ii; ELA.5.16B.iii.

Hopeful Sermon: Instructional Poem:

Kindergarten: ELA.5.2B; ELA.5.2C; ELA.5.22A.iii; ELA.5.4A; ELA.5.8A; ELA.5.20A.vii; ELA.5.21A.ii; ELA.5.16B.ii; ELA.5.23B.

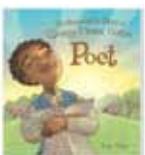
First: ELA.1.2A; ELA.1.3A.i; ELA.1.3A.ii; ELA.1.3B; ELA.1.6C; ELA.1.20A.ii; ELA.1.21C; ELA.1.24C.

Second: ELA.2.2A.iii; ELA.2.2B.i; ELA.2.23B.i; ELA.2.7A; ELA.2.21A.i; ELA.2.21A.ii; ELA.2.22C.i; ELA.2.18B.

Third: ELA.3.4C; ELA.3.4D; ELA.3.1A.iii; ELA.3.24B.iii; ELA.3.6A; ELA.3.10A.

Fourth: ELA.4.4A; ELA.4.21C.i; ELA.4.Fig19F; ELA.4.22D; ELA.4.15A; ELA.4.15; ELA.4.15E.

Fifth: ELA.5.2B; ELA.5.2C; ELA.5.2D; ELA.5.22A.ii; ELA.5.4A; ELA.5.4A; ELA.5.8A; ELA.5.20A.vii; ELA.5.21A.ii; ELA.5.16B.i; ELA.5.16B.ii; ELA.5.16B.iii.



Fantastic Ekphrastic:

Kindergarten: ELA.K.1C; ELA.K.5A; ELA.K.6C; ELA.K.16Aiii; ELA.K.14B; ELA.K.19B.

First: ELA.1.1F; ELA.1.6A; ELA.1.4A; ELA.1.4B; ELA.1.4C; ELA.1.24C.

Second: ELA.2.5B; ELA.2.3B; ELA.2.Fig19D; ELA.2.Fig19E; ELA.2.24B.

Third: ELA.3.2B; ELA.3.5A; ELA.3.6A; ELA.3.Fig19D; ELA.3.Fig19F.

Fourth: ELA.4.24A.i; ELA.4.Fig19A; ELA.4.Fig19D; ELA.4.Fig19F; ELA.4.14B.

Fifth: ELA.5.8A; ELA.5.18C; ELA.5.26C; ELA.5.Fig19B; ELA.5.Fig19C; ELA.5.Fig19F.

Find the Rhyme:

Kindergarten: ELA.5.2B; ELA.5.2C; ELA.5.22A.iii; ELA.5.4A; ELA.5.8A; ELA.5.20A.vii; ELA.5.21A.ii; ELA.5.16B.ii; ELA.5.23B.

First: ELA.1.2A; ELA.1.3Ai; ELA.1.3Aii; ELA.1.3B; ELA.1.6C; ELA.1.20Aii; ELA.1.21C; ELA.1.24C.

Second: ELA.2.2A.iii; ELA.2.2B.i; ELA.2.23B.i; ELA.2.7A; ELA.2.21A.i; ELA.2.21A.ii; ELA.2.22C.i; ELA.2.18B.

Third: ELA.3.4C; ELA.3.4D; ELA.3.1Aiii; ELA.3.24B.iii; ELA.3.6A; ELA.3.10A.

Fourth: ELA.4.4A; ELA.4.21C.i; ELA.4.Fig19F; ELA.4.22D; ELA.4.15A; ELA.4.15; ELA.4.15E.

Fifth: ELA.5.2B; ELA.5.2C; ELA.5.2D; ELA.5.22Aii; ELA.5.4A; ELA.5.4A; ELA.5.8A; ELA.5.20A.vii; ELA.5.21A.ii; ELA.5.16B.i; ELA.5.16B.ii; ELA.5.16B.iii.

Exciting Reciting:

Kindergarten: ELA.K.1C.

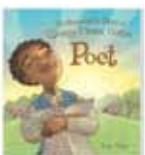
First: ELA.1.2A.

Second: ELA.2.7A.

Third: ELA.3.10A.

Fourth: ELA.4.28A.

Fifth: ELA.5.4A.



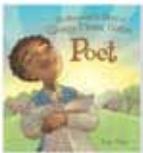
TEKS Documentation

Kindergarten: Poems and Poetry

- ELA.K.1C Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.
- ELA.K.1D Recognize the difference between a letter and a printed word.
- ELA.K.2E Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., “baby boy bounces the ball”).
- ELA.K.2H * Isolate the initial and final sound in one-syllable spoken words.
- ELA.K.3B * Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).
- ELA.K.3C* Recognize that new words are created when letters are changed, added, or deleted.
- ELA.K.3D * Identify and read at least 25 high-frequency words from a commonly used list.
- ELA.K.5A Identify and use words that name actions, directions, positions, sequences, and locations.
- ELA.K.5B Recognize that compound words are made up of shorter words
- ELA.K.5D Use a picture dictionary to find words.
- ELA.K.6C Recognize sensory details.
- ELA.K.7A Respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
- ELA.K.16Ai Understand and use past and future tenses in the context of reading, writing, and speaking (with adult assistance).
- ELA.K.16Aiii Understand and use descriptive words in the context of reading, writing, and speaking (with adult assistance).
- ELA.K.16B Speak in complete sentences to communicate.
- ELA.K.14A Dictate or write sentences to tell a story and put the sentences in chronological sequence
- ELA.K.14B Write short poems.
- ELA.K.15A Dictate or write information for lists, captions, or invitations.
- ELA.K.19B Decide what sources or people in the classroom school, library, or home can answer questions about the topic (with adult assistance).
- ELA.K.5C Identify and sort picture of objects into conceptual categories (e.g. colors, shares, sizes, textures)
- ELA.K.5D Use a picture dictionary to find words.
- ELA.K.6C Recognize sensory details.
- ELA.K.7A Respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
- ELA.K.8A Retell a main event from a story read aloud.
- ELA.K.8B Describe characters in a story and the reasons for their actions.
- ELA.K.9A Identify the topic of an informational text heard.
- ELA.K.10B * Retell important facts in a text, heard or read.
- ELA.K.10C Discuss the ways authors group information in text (description, cause and effect, how to).
- ELA.K.16B * Speak and write through shared writing in complete sentences to communicate.
- ELA.K.17B * Capitalize the first letter in a sentence.
- ELA.K.18A * Use phonological knowledge to match sounds to individual letters or syllables.
- ELA.K.14A Dictate or write sentences to tell a story and put the sentences in chronological sequence.
- ELA.K.14B Write short poems.
- ELA.K.15A Dictate or write information for lists, captions, or invitations.
- ELA.K.19A Ask questions about topics of class-wide interest (with adult assistance).
- ELA.K.22A Share information and ideas about the topic under discussion by speaking audibly and clearly using the conventions of language.
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Grade 1: Poems and Poetry

- ELA.1.1A Recognize that spoken words are represented in written English by specific sequences of letters.
- ELA.1.1B Identify all upper- and lower-case letters.
- ELA.1.1C Sequence the letters of the alphabet.
- ELA.1.1F Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).
- ELA.1.2A Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr).
- ELA.1.3A.i Decode words in context and in isolation by applying common letter-sound correspondences, including: single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z.
- ELA.1.3A.ii Decode words in context and in isolation by applying common letter-sound correspondences, including single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i.
- ELA.1.3B Combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words.
- ELA.1.3H Identify and read at least 100 high frequency words from a commonly used list.
- ELA.1.6A Identify words that name actions (verbs) and words that name persons, places, or things (nouns).
- ELA.1.6C Determine what words mean from how they are used in a sentence, either heard or read.
- ELA.1.4A Confirm predictions about what will happen next in text by “reading the part that tells”.



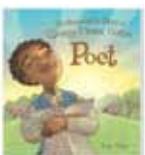
ELA.1.4B Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.
 LA.1.4C Establish purpose for reading selected texts and monitor comprehension, making corrections and ELA.1.20A.ii Understand and use nouns (singular/plural, common/proper) in the context of reading, writing, and speaking.
 ELA.1.22A Use phonological knowledge to match sounds to letters to construct known words.
 ELA.1.21C Recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the
 ELA.1.18A Write brief stories that include a beginning, middle, and end.
 ELA.1.24C Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) with adult assistance.
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Grade 2: Poems and Poetry

ELA.2.2A.iii Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including consonant digraphs (e.g., ng, ck, ph).
 ELA.2.2B.i Use common syllabication patterns to decode words including closed syllable (CC) (e.g., pic-nic, mon-ster).
 ELA.2.23B.i Spell words with common orthographic patterns and rules: complex consonants (e.g., hard and soft c and g, ck).
 ELA.2.5B Use context clues to determine the relevant meaning of unfamiliar words or multiple-meaning words.
 ELA.2.5C Identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning.
 ELA.2.3B Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
 ELA.2.7A Describe how rhyme, rhythm, and repetition interact to create images in poetry.
 ELA.2.11A Recognize that some words and phrases have literal and non-literal meanings that may appeal to the senses. (e.g., take steps).
 ELA.2.Fig19D Make inferences about text using textual evidence to support understanding.
 ELA.2.Fig19E Retell important events in stories in logical order.
 ELA.2.21A.i Understand and use verbs (past, present, and future) in the context of reading, writing, and speaking.
 ELA.2.21A.ii Understand and use nouns (singular/plural, common/ proper) in the context of reading, writing, and speaking.
 ELA.2.22B.i Use capitalization for proper nouns.
 ELA.2.22C.i Recognize and use punctuation marks including ending punctuation in sentences.
 ELA.2.18B Write short poems that convey sensory details.
 ELA.2.24B Decide what sources of information might be relevant to answer questions about the topic.
 ELA.2.3B Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
 ELA.2.7A Describe how rhyme, rhythm, and repetition interact to create images in poetry.
 ELA.2.11A Recognize that some words and phrases have literal and non-literal meanings that may appeal to the senses. (e.g., take steps).
 ELA.2.Fig19D Make inferences about text using textual evidence to support understanding.
 ELA.2.Fig19E Retell important events in stories in logical order.
 ELA.2.18B Write short poems that convey sensory details.
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Grade 3: Poems and Poetry

ELA.3.4C Identify and use antonyms, synonyms, homographs, and homophones.
 ELA.3.4D Identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles).
 ELA.3.1A ii Decode multisyllabic words in context and independent of context by applying common spelling patterns including doubling final consonants when adding an ending (e.g., hop to hopping).
 ELA.3.24B.i Spell words with more advanced orthographic patterns and rules: consonant doubling when adding an ending.
 ELA.3.2B Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
 ELA.3.5A Paraphrase the themes and supporting details of fables, legends, myths, or stories.
 ELA.3.6A Describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).
 ELA.3.10A Identify language that creates a graphic visual experience and appeals to the senses.
 ELA.3.Fig19D Make inferences about text and use textual evidence to support understanding.
 ELA.3.Fig19E Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.
 ELA.3.Fig19F Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.
 ELA.3.22A.i Use and understand verbs (past, present, and future) in the context of reading, writing, and speaking.
 ELA.3.23B.iii Use capitalization for official titles of people.
 ELA.3.20C Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
 ELA.3.18B Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).
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Grade 4: Poems and Poetry

ELA.4.2C Complete analogies using knowledge of antonyms and synonyms (e.g., boy: girl as male: ____ or girl).

ELA.4.2D Identify the meaning of common idioms.

ELA.4.22B Spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-).

ELA.4.3A Summarize and explain the lesson or message of a work of fiction as its theme.

ELA.4.4 A Explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).

ELA.4.8A Identify the author's use of similes and metaphors to produce imagery.

Fig19D Make inferences about text and use textual evidence to support understanding.

Fig19E Summarize information in text maintaining meaning and logical order.

Fig19F Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

ELA.4.21C.i Recognize and use punctuation marks including commas in compound sentences.

ELA.4.18C Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.

ELA.4.17A Write about important personal experiences.

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Grade 5: Poems and Poetry

ELA.5.2B Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.

ELA.5.2C Produce analogies with known antonyms and synonyms.

ELA.5.2D Identify and explain the meaning of common idioms, adages, and other sayings.

ELA.5.22A.iii Spell words with more advanced orthographic patterns and rules including silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation).

ELA.5.3B Describe the phenomena explained in origin myths from various cultures.

ELA.5.3C Explain the effect of a historical event or movement on the theme of a work of literature.

ELA.5.4A Analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.

ELA.5.8A Evaluate the impact of sensory details, imagery, and figurative language in literary text.

Fig19D Make inferences about text and use textual evidence to support understanding.

Fig19E Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.

Fig19F Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

ELA.5.20A.vii Use and understand the function of (coordinating, correlative, and) subordinating conjunctions (e.g., while, because, although, if) in the context of reading, writing, and speaking.

ELA.5.21A.ii Use conventions of capitalization including initials and acronyms.

ELA.5.18C Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.

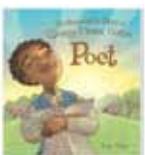
ELA.5.16B.i Write poems using poetic techniques (e.g., alliteration, onomatopoeia).

ELA.5.16B.ii Write poems using figurative language (e.g., similes, metaphors).

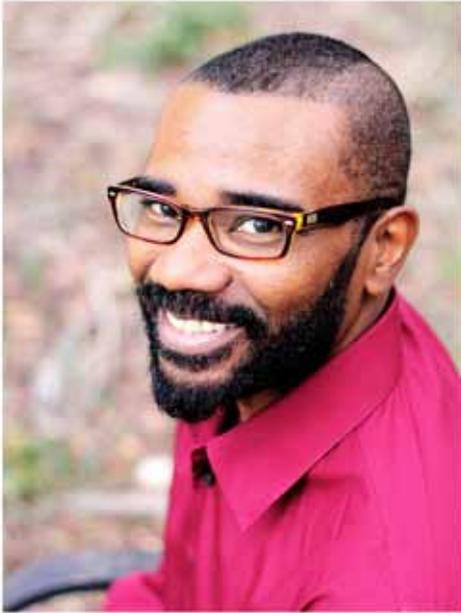
ELA.5.16B.iii Write poems using graphic elements (e.g., capital letters, line length).

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Reference: TEKS K-5: <http://www.houstonisd.org/Page/93864>



Bios



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Don Tate is an award-winning author, and the illustrator of numerous critically acclaimed books for children, including *The Cart That Carried Martin*, (Charlesbridge); *Hope's Gift*, (Penguin); *Duke Ellington's Nutcracker Suite* (Charlesbridge); and *Ron's Big Mission*, (Penguin). He is also the author of *It Jes' Happened: When Bill Traylor Started To Draw* (Lee & Low Books, 2102), an Ezra Jack Keats New Writer Honor winner. His upcoming titles include *The Amazing Age of John Roy Lynch* (Illustrator, Eerdmans, 2015), and *Poet: The Remarkable Story of George Moses Horton* (author and illustrator, Peachtree, 2015). Don is a founding host of the The Brown Bookshelf –a blog dedicated to books for African American young readers; and a member of the #WeNeedDiverseBooks campaign, created to address the lack of diverse, non-majority narratives in children's literature.

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