**LITERACY STANDARDS ADDRESSED IN THIS PLAN**

**RL.3.1** MAIN FOCUS Key Ideas & Details  
Sessions 1, 2, 3  
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.4** MAIN FOCUS Craft & Structure  
Sessions 2, 3  
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**RL.3.9** MAIN FOCUS Integration of Knowledge & Ideas  
Session 3  
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**RL.3.7** Integration of Knowledge & Ideas  
Session 3  
Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**RL.3.10** Range of Reading & Level of Text Complexity  
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

**RF.3.3a** Phonics & Word Recognition  
Session 2  
Identify and know the meaning of the most common prefixes and derivational suffixes.

**SL.3.1c** Comprehension & Collaboration  
Sessions 1, 2  
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**W.3.8** Research to Present & Build Knowledge  
Sessions 2, 3  
Recall information from experiences or gather information from provided sources to answer a question.  
*standard adapted from another grade

**W.3.10** Range of Writing  
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**Session 1: Text A**

**PREVIEWING THE TEXT**  
5 minutes  
Invite students to read the title and scan the poem and illustration. Encourage them to think about what this poem might be about.

.Optional.

Let’s read the title and scan the text and illustration of this poem. Who has an idea what this poem will be about?  

*It’s about things the speaker likes about summer.*

Optional.

A poem like this one often focuses on the speaker’s feelings about an event. The speaker is the voice telling the information in the poem. Who else has an idea about the poem?  

*I think the speaker is a boy who likes going to summer camp.*

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**LEARNING FOCUS**

**RL.3.1**  
Students read closely to ask and answer questions to demonstrate understanding of the poem, using explicit text details as the basis for their answers.

**KEY IDEA**

In this poem, the speaker describes what he loves about summer.
READING THE TEXT CLOSELY 5 minutes
Clarify the learning focus for students and ask them to read the first two stanzas of the poem. Check their application of the focus and their understanding of the key idea.

As we read today, we will ask questions about the poem and look for answer in the text. Let’s read the first stanza together and think about questions to ask. . . . Who has a question they’d like to share?

How does the speaker feel about summer?

Who can answer the question using details in the poem?

He is excited. He says he “can’t spend one more second in [his] seat.” The speaker loves summer. He says he “love[s] to splash [his] buddies at the pool.”

Who has another question to ask before we read more of this poem?

What else does the speaker like about summer?

Let’s read the second stanza and see if we can find the answer. . . . Who found an answer in the text?

The speaker loves eating ice cream. He loves playing baseball and chasing fireflies.

Let’s finish reading the poem now. Keep asking questions and looking for details in the poem to answer your questions.

DISCUSSING THE TEXT 10 minutes
Invite students to share how asking and answering questions helped them better understand the poem. Encourage them to listen closely to and link their comments to the responses of others. Remind them to apply the learning focus to future readings for deeper comprehension.

As we discuss our reading, listen carefully to each other’s ideas so you can add to them or suggest something different. Who would like to explain what we did as we read this poem?

We asked and answered questions about the speaker’s feelings toward summer.

Who’d like to ask a question about the poem?

I wondered how the speaker felt when summer came.

What details did you find that answered your question?

In line 2 he says he “can’t spend one more second in [his] seat.”

Does the speaker mean this literally—he can’t sit for another second—or is this statement nonliteral, meaning the speaker is exaggerating or overstating his situation?

He’s exaggerating because he is probably not really in a chair. He means that he can’t wait for summer to come.

Asking and answering questions helped you better understand what the speaker likes about summer. Practice this skill when you read other poems.

COMPREHENSION: ASK AND ANSWER QUESTIONS

Teacher’s Choice

Formative Assessment Have students use the blackline master on page 7 to ask and answer questions about the poem. Review students’ answers as you evaluate their mastery of the learning focus.
PREVIEWING THE TEXT  5 minutes

Have students read the title and scan the text and illustration of the second poem. Ask them to consider what this poem might be about.

- Today we’ll read another poem. What do you notice as you scan this text?
  - This poem is about winter.
- Let’s read closely to find out what the speaker of this poem thinks about winter.

READING THE TEXT CLOSELY  5 minutes

Clarify the combined learning focuses for this session. Have students read the first three stanzas of the poem. Check to see how well they are applying the focuses. Then have them finish reading the poem.

- As we read today, we will ask questions and find answers in the details of the poem. We’ll also pay attention to the speaker’s language. We’ll think about which words are literal, or mean exactly what they say, and which words are exaggerated, or figurative language. Let’s read the first three stanzas together. . . . Who has a question they can ask?
  - How does the speaker feel about winter?
- Who can answer using details from the poem?
  - The speaker loves winter. She says she loves “when snowflakes come tumbling down.” She is excited. The first day of winter gives her a “thrill.”
- Now, who can ask a question about a word the speaker uses to describe her activities in winter?
  - The speaker says that she and her friends make a fortress. What’s a fortress?
- A fortress is a “large structure built up around a town for protection.” Do the speaker and her friends build a real fortress, or is she comparing the three brick walls of snow they build to a fortress?
  - She’s making a comparison.
- Yes, this kind of comparison, without the words like or as, is called a metaphor.

DISCUSSING THE TEXT  10 minutes

Invite students to retell the poem and share their thoughts about how asking and answering questions helps them demonstrate understanding.

- Let’s quickly review this poem. What is the purpose of this poem?
  - The speaker describes how she feels about winter. By asking and answering questions, we understand that the speaker’s feelings about winter are more important than any of the activities she describes.
Who can add to this idea using stated details from the poem?

_The speaker loves ice skating and snowball fights, but she also loves staying inside to read and drink hot cocoa._

Discuss the nonliteral phrase “new worlds” in the last stanza.

_We are going to talk about phrases that don’t mean exactly what they say. These are examples of nonliteral language, or figurative language. Let’s look at the phrase “I visit new worlds” in the third line of the last stanza. Is the speaker saying here that she is literally going to new worlds?_

_No, I don’t think that is what she means._

What do you think the speaker is telling us by using this phrase?

_The speaker loves reading because she visits new worlds. She doesn’t really leave her home, and she doesn’t meet anyone. But this idea helps us think about reading in a new way, and it helps us understand why the speaker loves reading so much._

Confirm students’ good use of the focuses. Encourage them to keep the focuses in mind whenever they read poetry.

_You asked some good questions and did a great job finding the answers in the poem. You also figured out the meaning of figurative words and phrases in the poem. Use these strategies when you read other poems._

CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

_E-resource_ Formative/Summative Assessment Use the blackline master on page 8 to introduce the constructed response question: _How does poetry use both literal and nonliteral language? Use the LitPairs poems to find text evidence for your answer._ Have students use self-stick notes to mark places in the text that help them answer the question. Point out that the details they include can come from the illustrations, as well as the main text. Review students’ self-stick notes as you evaluate their mastery of the learning focus.
Session 3: Texts A and B

REFLECTING ON THE TEXTS 5 minutes
Ask students to reflect on their reading work in the first two sessions.

Who can tell us what the two poems we read were about?
In the first one, the speaker describes what he loves about summer. In the second one, the speaker describes what she loves about winter.

What can you say about how the two speakers use language?
The speakers use literal language that helps us experience the events. The first speaker says “peanut butter twist I love to eat.” This helps us taste the ice cream flavor. The speakers use nonliteral language, too. The second speaker says she and her friends make a fortress for a snowball fight. They don’t build a real fortress, but the comparison helps us understand that they build something like a fortress.

CROSS-TEXT ANALYSIS 5 minutes
Encourage students to draw from each poem to compare the two texts.

Beyond the way that the language is similar and different, let’s think and talk more about how the two poems are alike. Who would like to share their ideas?

Both poems are about seasons and about how the speakers feel about the seasons and why. Both poems are filled with activities people do during that season. In both poems, the speaker likes the season that he or she is talking about.

Have students draw from each poem to contrast the two texts.

Now that we’ve compared these two poems, I’d like to contrast them by talking a little about how they are different. Who has ideas?

In the first poem, the speaker loves the freedom that summer gives him. He never stops moving. Also, all the movement takes place outdoors.

In the second poem, the speaker loves the physical activities that winter gives her, but she also loves that winter gives her an excuse to sit quietly inside, reading and drinking hot cocoa.

Challenge students to relate how asking and answering questions about details in the poems and paying attention to literal and nonliteral language helped them understand the speakers’ feelings toward each season.

The purpose of some poetry is to describe the speaker’s feelings about an experience or an event. Let’s talk about how finding answers to our questions in the words of the poems and recognizing the difference between literal and nonliteral language helped us better understand the speakers’ feelings.

Both speakers want us to understand their feelings about the two seasons. To do this, they use literal language to help us see, hear, and feel what they do. They use nonliteral language to help us see things in new ways and understand their points of view. By asking our own questions and using details in the text to answer our questions, we understand that these poems are about feelings and experiences.

LEARNING FOCUSES
RL.3.1, RL.3.4, RL.3.9
Students read closely to ask and answer questions to demonstrate understanding of the poems, using explicit details in the poems as the basis of their answers. Students distinguish literal from nonliteral language in the poems. They compare and contrast the settings of the poems.
INTEGRATING THE LEARNING  
10 minutes

Guide students to integrate information from both poems and concisely state the big ideas learned across both texts.

Let’s think about these two poems as a pair now. Remember to use the illustrations and details to help you describe the characters, setting, or events. We know they are different in some ways, but we can draw some conclusions now that we’ve read them both. Who’d like to start?

Every season has different activities that go with it. In summer, we swim. In winter, we have snowball fights. There are things to love about every season.

Who would like to add a thought?

I learned from the poems that there are foods we enjoy during different seasons. Like in the summer we eat ice cream, and in the winter we drink hot cocoa.

Have students reflect on the strategies they learned for demonstrating an understanding of poetry.

Let’s review the strategies we used to deepen our understanding.

We asked and answered questions. We analyzed the literal and nonliteral language of the poems.

CONSTRUCTED RESPONSE: WRITE TO SOURCE

Formative/Summative Assessment Have students use the blackline master on page 8 to write a response to the question: How does poetry use both literal and nonliteral language? Use the LitPairs poems to find text evidence for your answer. Tell students that they can use their self-stick notes to help them write their answer.
Comprehension: Ask and Answer Questions

On the chart, write questions you have about the poem. Then write the answers you find in the text.

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Score: __________
How does poetry use both literal and nonliteral language?

- Read the question carefully.
- Look at several poems to find text evidence.
- Note the text evidence in your writing journal.
- Draft an opening that tells why poems have both literal and nonliteral language.
- Give two or three examples from different poems.
- Draft a closing that sums up the reasons speakers use both kinds of language.
- Revise, edit, and proofread your writing.

Score: ___________