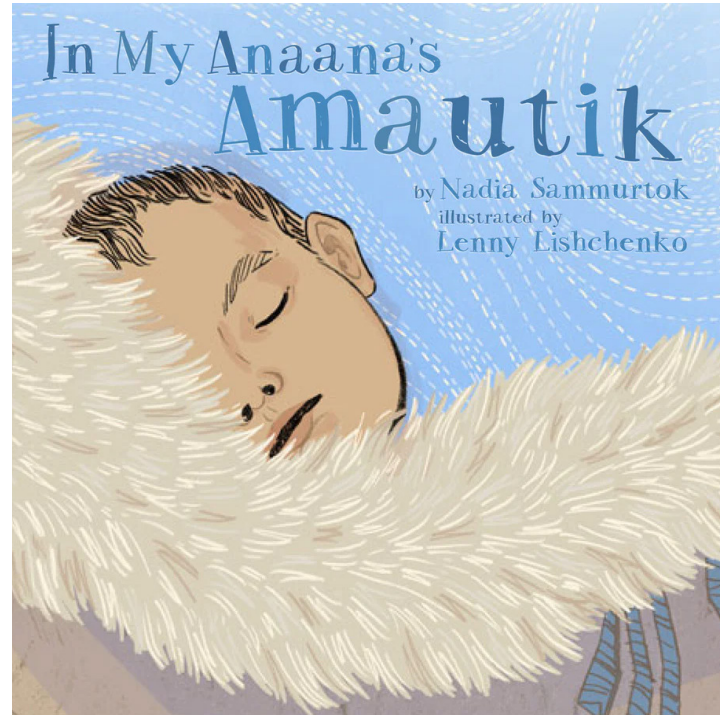
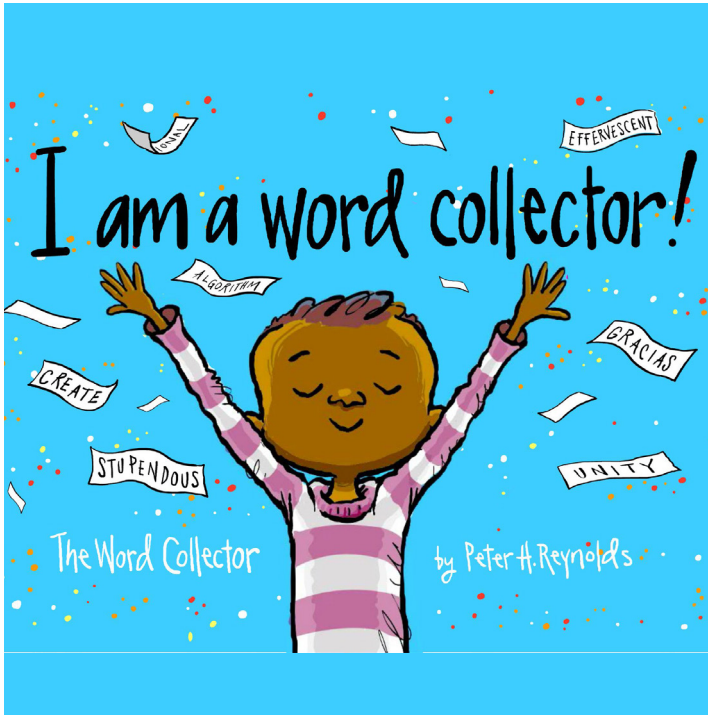


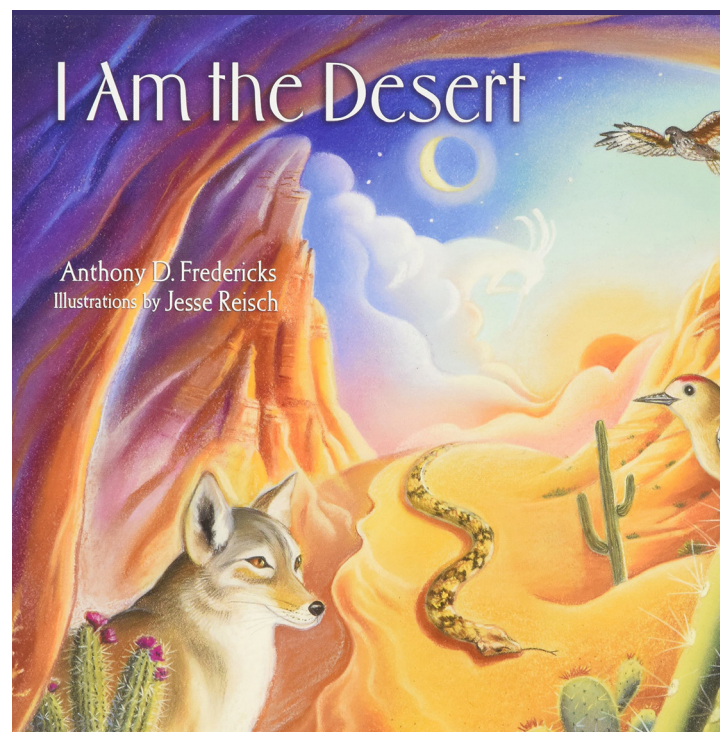
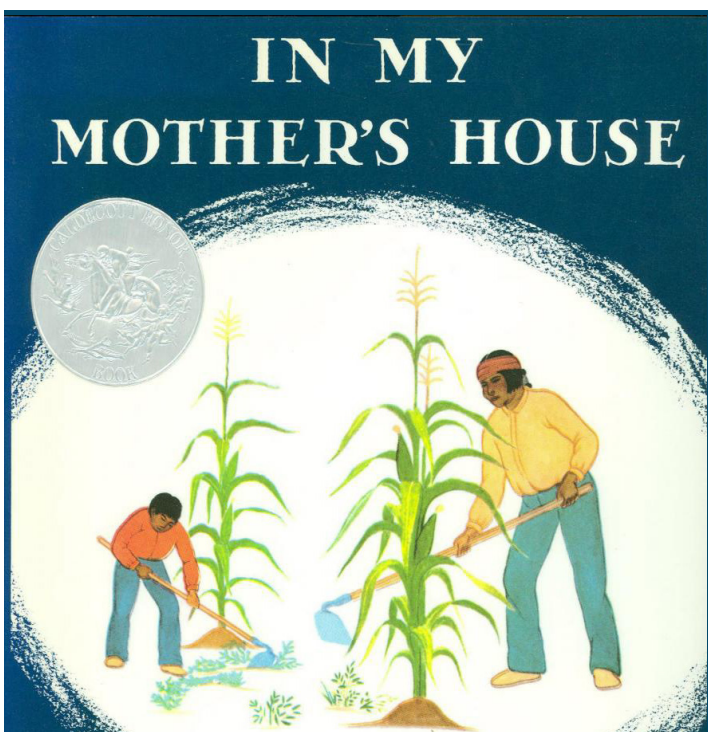
# NATIVE LITERATURE PROGRAM DESIGN

## 2<sup>nd</sup> GRADE



## UNIT 4

## Storytelling and Place



**UNIT 4**

Storytelling and Place

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Poetry Reading	



Designers: Diane Katzenmeyer-Delgado and Celeste Naranjo

*NISN Statement on Teacher Authorship and Ownership: NISN pays teachers a stipend to design curriculum over the summer. All that NISN asks in return is permission to share the curriculum you design with other schools working to Indigenize schooling for Native American students within and outside of the network, always maintaining an indication of your authorship on curriculum documents. Likewise, any individual who is exposed to work that is generated by another affiliated individual of the NISN will indicate original source authorship. This includes the provision that no one shall use another teacher or developer's curriculum for financial profit.*

### Core Text(s):



- ***In My Mother's House*** by Mary Nolan Clark  
(Note: this a book of poetry written by Tesuque Pueblo children about Place in the 1940's and is a hard to find book)  
(Tesuque Pueblo, Santa Fe, NM)
- ***I Am the Desert*** by Anthony D. Fredericks (Arizona)
- ***In My Anaana's Amutik***, by Nadia Sammurtok (Inuit)
- ***Remember*** by Joy Harjo (Nvskoke Nation)  
and Illustrated by Michaela Goade (Tlingit Nation)
- ***Still This Love Goes On*** by Buffy Saint Marie (Cree Nation Singer/  
Songwriter) and Illustrated by Julie Flett (Cree-Metis)
- ***Be a Good Ancestor*** by Leona Prince and Gabrielle Prince (Lake  
Babine Nation and Nak'azdli Whut'en, Lhts'umusyoo Beaver Clan)  
and Illustrated by Cayla Joseph (Cree Nation).

### Unit Supporting Native Literature Texts:

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- ***The Word Collector***, by Peter H. Reynolds

### Other Unit Supporting Texts and Curriculums:

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- [Indian Pueblo Cultural Center \(IPCC\) Grade 2-3 curriculum](#)
- *Lucy Calkins Units of Study in Opinion, Information and Narrative Writing*  
*Unit 4 Poetry: Big Thoughts in Small Packages*



### Supporting Texts/Media for a Listening Library:

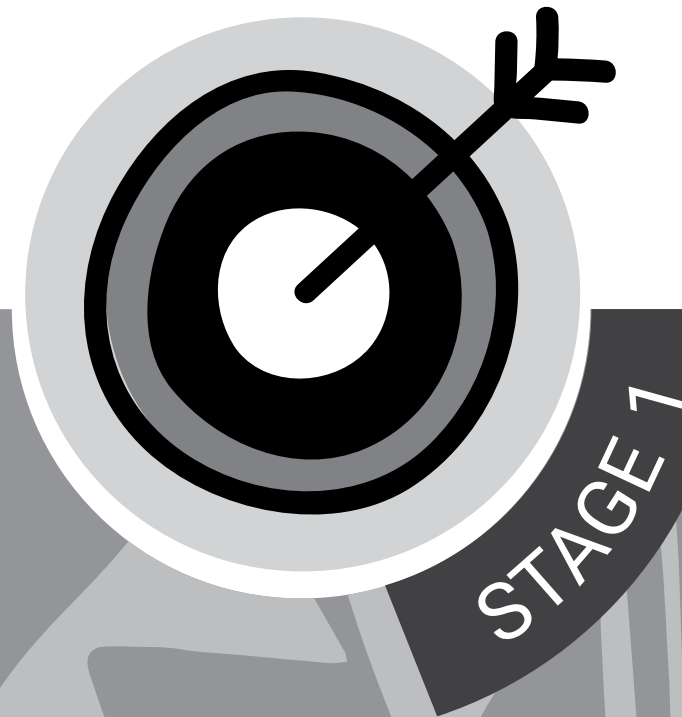
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- [My Place Poetry Project Teaching and Reference Slides](#)
- [Barack and Michelle Obama read \*The Word Collector\* by Peter H. Reynolds](#) | YouTube Books for Kids
- [Kids Book Read Aloud: \*The Word Collector\* by Peter H. Reynolds](#)
- [In My Anaanas Amutik Read by Kaluhya](#)
- [REMEMBER | Read Aloud with Joy Harjo](#) | Brightly Storytime (4:13)
- [Still this Love Goes On Book with Music](#) (3:43 minutes)
- [Leona Prince presents Be a Good Ancestor](#) (2:20 minutes)  
- Author presents the book and provides a background to the text.

# DESIRED RESULTS

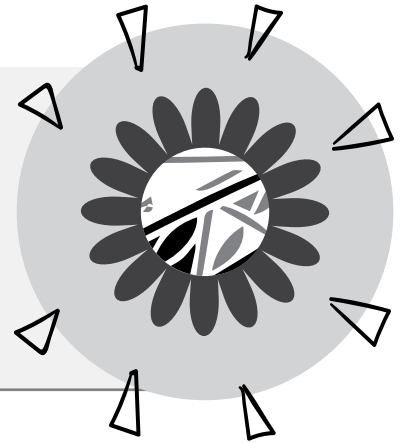
REFERENCES

-  [Finding Big Ideas and Assessment Evidence @ NISN video](#)
-  [Building EQs and EUs @ NISN video](#)



# BIG IDEAS

- Relationships
- Connections
- Core Values



## Essential Questions

(based on yearlong Big Idea)

- How can storytelling teach me about my Core Values?
- What is **PLACE**? What is my PLACE? How can I use my senses and my words to describe “my place” in words, images and pictures?

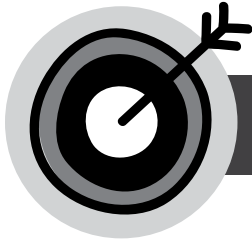
### Within the unit as Guiding Questions:

- What are the things that we identify with about our pueblo, our reservation, our village or our home, that are important to us?
- What are the sounds, smells, sights, tastes, memories, that we recognize and value?

## Enduring Understandings

(based on yearlong Big Ideas)

- Where I am and who I am are unique parts of my life that have value.
- Relationships and Core Values have connections.



## Anchor Standards

 [English Language Arts Anchor Standards](#)

 [New Mexico Social Studies Standards](#)

<p><b>Reading</b> Literature or Informational</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.2.2</a> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.2.4</a> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.2.5</a> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>
<p><b>Writing</b></p>	<p><a href="#">CCSS.ELA-LITERACY.W.2.3</a> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><a href="#">CCSS.ELA-LITERACY.W.2.5</a> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><a href="#">CCSS.ELA-LITERACY.W.2.6</a> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><a href="#">CCSS.ELA-LITERACY.W.2.8</a> Recall information from experiences or gather information from provided sources to answer a question.</p>



### Anchor Standards *(continued)*

<p><b>Speaking and Listening</b></p>	<p><b>CCSS.ELA-LITERACY.SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>CCSS.ELA-LITERACY.SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>CCSS.ELA-LITERACY.SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>CCSS.ELA-LITERACY.SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>
<p><b>Language</b></p>	<p><b>CCSS.ELA-LITERACY.L.2.1.A</b> Use collective nouns (e.g., group).</p> <p><b>CCSS.ELA-LITERACY.L.2.1.B</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p><b>CCSS.ELA-LITERACY.L.2.1.C</b> Use reflexive pronouns (e.g., myself, ourselves).</p> <p><b>CCSS.ELA-LITERACY.L.2.1.D</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p><b>CCSS.ELA-LITERACY.L.2.1.E</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>CCSS.ELA-LITERACY.L.2.1.F</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>



### Anchor Standards *(continued)*

#### Language

*continued*

**CCSS.ELA-LITERACY.L.2.2.A** Capitalize holidays, product names, and geographic names. *bs to describe (e.g., When other kids are happy, that makes me happy.)*

**CCSS.ELA-LITERACY.L.2.2.B** Use commas in greetings and closings of letters.

**CCSS.ELA-LITERACY.L.2.2.C** Use an apostrophe to form contractions and frequently occurring possessives.

**CCSS.ELA-LITERACY.L.2.2.D** Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

**CCSS.ELA-LITERACY.L.2.2.E** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**CCSS.ELA-LITERACY.L.2.4.A** Use sentence level context as a clue to the meaning of a word or phrase.

**CCSS.ELA-LITERACY.L.2.5** Demonstrate understanding of word relationships and nuances in word meanings

**CCSS.ELA-LITERACY.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (eg. When other kids are happy that makes me happy.)



## ASSESSMENT EVIDENCE

### Transfer Statement:

We want our students to learn life lessons and about their Core Values so that in the long run, on their own, they will be able to make good choices and decisions that will have a positive impact on themselves and those with whom they have a relationship. Sometimes these lessons come from our knowledge keepers and sometimes they come from stories and poetry. We want our students to be able to balance their relationships with others and mother earth and stay on a “Good Rainbow Road”, being able to identify those relationships will help them on their journey.





## Performance Assessment

Use GRASPS

### Goal:

- We are learning about ourselves, relationships and our Core Values. As we grow and experience new things, interact with the world around us, we change.
- Our Core Values, lessons learned from experience and our Knowledge Keepers guide us as we navigate the world.
- Your task is to write and illustrate a book of poetry that describes your “place”.
- Your poetry will illustrate where you live and other unique parts of your life that have value.

### Role:

Your role is to document your “Place”, using your five senses (what you see, what you hear, what you feel, what you sense, and what you smell) with words and pictures.

### Audience:

Classroom Project Based Learning (PBL) Presentation, a Poetry Reading, to the classroom community and families

### Scenario:

You will share your vision of “My Place” with your classroom community and families that illustrates in both pictures and words your relationships and connections with the Place around you.

### Product:

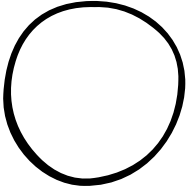



- **Part I:** Over the course of the unit, approximately 4 weeks, you will listen to and read a variety of poetry written about the “place” by Native Americans and students, and non-native poets. As you listen and read, you will learn about the structures and types of poems like stanzas, repetition, lines, rhythms, rhyme schemes, free verses, acrostic poems, haiku poems, cinquains, bio poems and diamante poems. As you write your poems, during a Writer’s workshop format, you will also illustrate your poems. The illustrations can be drawings, paintings, collages or any other two-dimensional format that helps provide the reader, the audience, with a visual picture of your “place”.
- **Part II:** Presentation to the classroom community and families (Author’s Chair for a Poetry Reading)

**Standards:** [See page 6](#)

# Poetry Writing for 2nd Grade

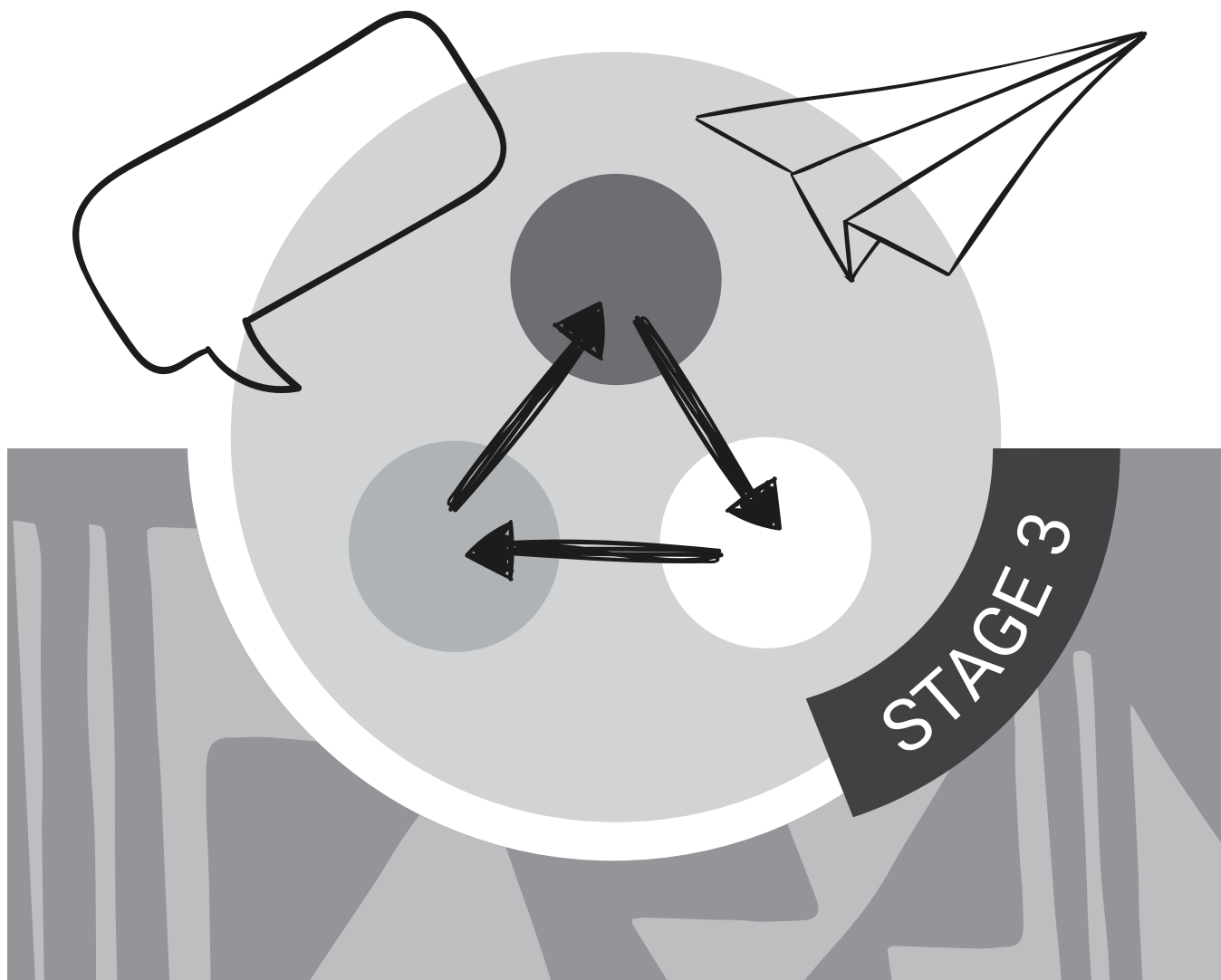
## RUBIC

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Writing Through the Year				
<b>Focus of the piece</b>	The focus of the piece is unclear.	The focus of the piece is somewhat clear.	The focus of the piece is clear.	The focus of the piece is clear and concise
<b>Genre writing Poetry</b>	The writer does not attempt a poem.	The writer attempts a poem.	The writer creates a poem.	The writer creates an effective poem.
<b>Details in writing: Word choice</b>	The writer does not provide descriptive word choices.	The writer provides more than 1 descriptive word choice.	The writer provides more than 2 descriptive word choices.	The writer provides descriptive word choices throughout.
<b>Conventions of spelling</b>	Few words are spelled conventionally. A few words can not be understood by the reader.	Some grade level sight words are spelled conventionally. Some other words are spelled phonetically.	Most grade level sight words are spelled conventionally. Other words are spelled phonetically.	All grade level sight words are spelled conventionally. Other words are spelled phonetically.

**Notes and next steps:**

## SCOPE + SEQUENCE

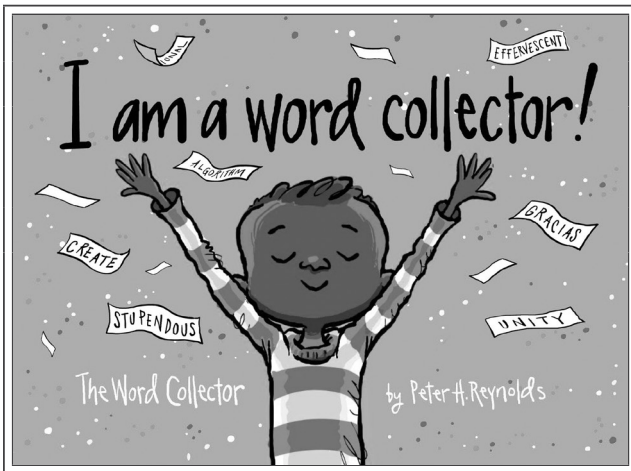


**A Note for Future Users and Teacher Designers:** Thank you for your interest in the Native Literature Program! Please note that the resources in this document and the supporting folders are meant to be read and implemented with flexibility. When working in your particular context, this may mean adding texts or other resources in order to meet the needs and opportunities in your classroom. When using these resources and when planning for instruction, it is recommended to reference the lesson narratives, week-by-week slide decks and folder for “resources to use throughout the unit.”

### WEEK 1: (3 class sessions)

#### Core Text(s):

📄 Teaching Slides: 2-8



#### *The Word Collector*

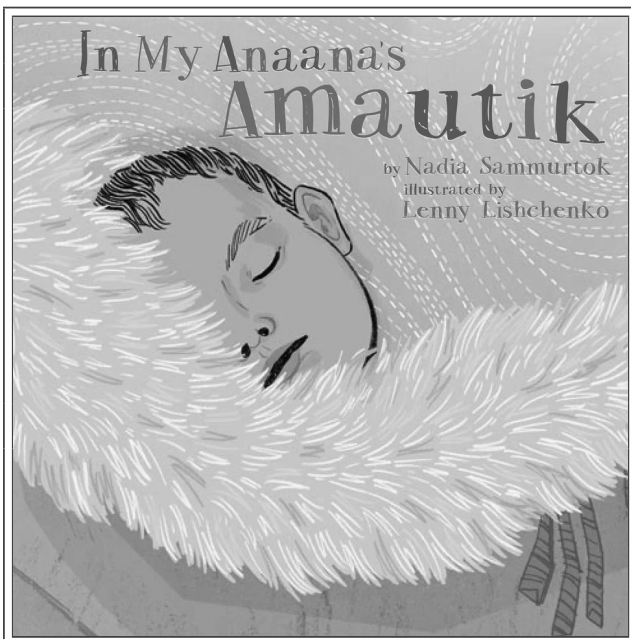
by Peter H. Reynolds

Genre: Fiction

Reading Interest Level: PreK - 2

Lexile: 490L

Guided Reading Level: O



#### *In My Anaana's Amautik*

by Nadia Sammurtok

Genre: Fiction - this book is written with rhythmical and repetitive patterns like poetry and is highly descriptive of place and feeling.

Story Origin: Inuit - The author is living in Iqaluit, Nunavut.

Reading Interest Level: PreK - 2

Lexile: not available

Guided Reading Level: not available

#### Supporting Texts/Media for a Listening Library:

- 📺 Barack and Michelle Obama read *The Word Collector* by Peter H. Reynolds
- 📺 Kids Book Read Aloud: *The Word Collector* by Peter H. Reynolds
- 📺 *In My Anaanas Amautik* Read by Kaluhya

### WEEK 1: (3 class sessions)

### Core Values:

- Community
- Relationships
- Respect



### Lesson Narrative:

- During the launch and the first week of the unit, there will be a balance of teaching the structure of poetry as a writing form and listening to poetry and identifying language patterns and structures within poetry that make the piece poetry and not prose. A larger portion of time should be provided to support students in modeling, planning and writing their first few poems until they get a feel for the format and can work more independently.

### Lesson Essential Questions:

- How do poets use words and images to paint a picture of their “place” and how can you do the same?
- What places, people, activities, and things do you identify with when you think about your “place”?

### Instructional Strategies:

- Read alouds
- Collaborative Discussions
- Guided and Modeled Writing
- Thinking aloud (Modeling the writing process)
  - I do, we do, you do...
- 1:1 or Small Group Writing Conferences

### Poetry Anchor Charts/ Frameworks:

- Planning Sheet
- Brainstorming
- Rhyme and Rhythm
- Stanzas

### 📌 Key Equity Term(s):

- Traditions
- Connections
- Ethnic Identity
- Culture
- Inclusion
- Relationships
- Diversity

#### WEEK 1: (3 class sessions)



### Lesson Details and Embedded Assessment

**Unit Launch:** Explain the project and the materials within the unit packet. Review the timeline and the end product, the PBL.

#### First Read Aloud: The Word Collector

- People often have collections, like stamps or coins. Some people collect words. “Let’s read about a boy who collects words. I wonder as a writer, what we could do with the words we collect?” As you read the text, pause to read all the words on the cards in the illustrations. Explain or provide definitions for words that may be new to students and provide an example in context.
- Say... *“As writers, and poets, one of our activities is to collect words, descriptive juicy words, that can describe what we are seeing or experiencing to the reader. So once we identify some of our “places”, and we either go there in person or in our minds, when we can see the colors, hear the sounds, smell the air...., we then write the words to describe that. After we have the words, we use those words to compose or write poetry. This is our task with the My Place Poetry Project.”*

#### Second Read Aloud: In My Anaana’s Amautik

- Introduce the text, author and illustrator. Explain that this story is written in poetic form and describes a place where the baby feels safe and secure. Ask students to listen carefully to rhyme and rhythms within the words as they listen. (You should plan to read this book several times over this class session and as needed after.)

After the first reading, pause and ask students what they heard.

1. What words or phrases stood out?
2. Was there repetitive language?
3. Introducing the word stanza.

Read a few aloud. Have the students on a piece of paper, draw a big circle. Within this circle they should write down words they hear that stand out as you read the book aloud one more time.

After the end, have students share the words they wrote down.

- Ask, *“Do these words describe something you can see and sense in your mind? Do they paint a picture?”* If you read aloud a third time, highlight the poetry features like repetition, similes, and descriptive language.

### WEEK 1: (3 class sessions)



## Lesson Details and Embedded Assessment *(continued)*

### Writing Session:

- As you launch this session, ask students to close their eyes and visualize a place they feel warm, secure and safe, like in the book we read.
- Once they can “see” this in their head, see the colors, hear the sounds, smell the smells, feel the textures..., then they can open their eyes and begin to write the words that describe what they have visualized. Just write words, lots of words, words for everything they visualize.
- Introduce the language pattern found within In My Anaana’s Amautik.  
In my \_\_\_\_\_, I feel \_\_\_\_\_.  
\_\_\_\_\_ (a descriptive sentence)  
I love \_\_\_\_\_, in my \_\_\_\_\_.
- Provide students with a chunk of uninterrupted silent writing time for students to begin their poem. Provide students with guidelines, like how many stanzas you would like them to write. Monitor the writing time, providing support and individual guidance as needed.
- At the close of the writing session, bring the class together and have them share what they have written in draft form. You can choose from a variety of strategies like Round Robin or Popcorn Pop to call on students to share.



### Anchor Standards: see page 6 for descriptions

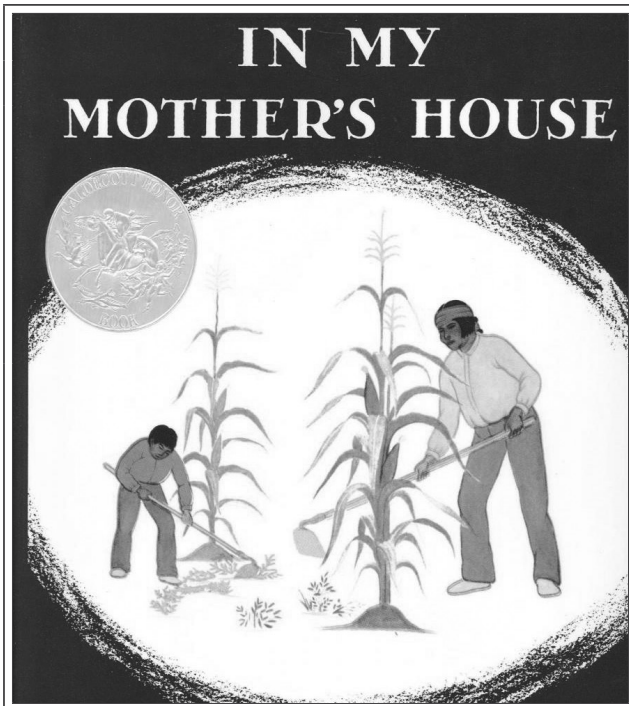
Reading: Literature or Informational	Writing	Speaking and Listening	Language
RL.2.2  RL.2.5	W.2.3  W.2.6	SL.2.2  SL.2.5 (optional)	L.2.1  L.2.5
RL.2.4	W.2.5  W.2.8	SL.2.4  SL.2.6	L.2.2  L.2.6



### WEEK 2: (3-5 class sessions)

#### Core Text(s):

📄 **Teaching Slides:** 2-5 (review) • 9-10



#### *In My Mother's House*

by Mary Nolan Clark

<b>Genre:</b>	Poetry
<b>Story Origin:</b>	Writings by Native American children from Tesuque Pueblo in Northern New Mexico. The book was first published in 1941.

**Reading Interest Level:** K - 4

**Lexile:** not available

**Guided Reading Level:** not available

#### Lesson Narrative:

- The focus text this week, *In My Mother's House*, is a compilation of writings by Native American children from Tesuque Pueblo in Northern New Mexico. The book was first published in 1941 and contains beautiful descriptions of traditional life and culture within the pueblo and illustrated. There are many sections but they can be grouped in the following categories: home, pueblo, people, animal, plant and place. As we read and explore the sections students will use My Poetry Handout 1 to record descriptive words they hear within the poetry and also to identify topics within their "Place" that connect within these categories. Their notes will be utilized as they explore writing different kinds of poems.

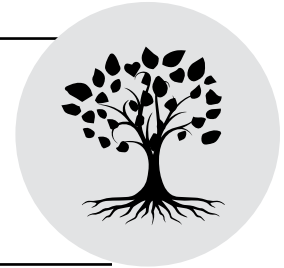
#### **Optional Extensions:**

There are no recordings of this book available that are recorded. If it is within your resources and networks, have a pueblo elder read aloud some of the poetry to your students. They can also share their thoughts and descriptions from their traditions and experiences.

### WEEK 2: (3-5 class sessions)

### Core Values:

- Community
- Relationships
- Respect



### Lesson Essential Questions:

- How do poets use words and images to paint a picture of their “place” and how can you do the same?
- What places, people, activities, and things do you identify with when you think about your “place”?
- What are the sounds, smells, sights, tastes, memories, that we recognize and value?

### Instructional Strategies:

- Read alouds
- Collaborative Discussions
- Guided and Modeled Writing
- Thinking aloud (Modeling the writing process)  
- I do, we do, you do...
- 1:1 or Small Group Writing Conferences

### Poetry Anchor Charts/ Frameworks:

- [📄 My Place Poetry Handout 1- \(next page\)](#)
- Free Verse
- Rhyme Scheme
- Repetition
- Stanzas

### 📄 Key Equity Term(s):

- Traditions
- Connections
- Ethnic Identity
- Culture
- Inclusion
- Relationships
- Diversity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**

1. As we read and explore poetry and place, write down words that the poets used to describe each category that stick with you in your mind that you may want to use in your poetry.
2. As we read and reflect, add words to describe your place and community setting. These are words you will use later when writing pieces of poetry.

Setting	Descriptive Words	My Place, My Community Places you want to write about
Home		
Pueblo		
People		
Animals		
Plants		
Places & Locations		

### WEEK 2: (3-5 class sessions)



## Lesson Details and Embedded Assessment

### Writing Session:

- Week 2 can be extended to encompass more than one week or three class sessions. There are many sections within this text and how you, as the teacher, chunk the text, will determine the number of class sessions needed.
- Focusing each class session on a topic area allows you to:
  - Introduce the topic,
  - Read the sections aloud highlighting descriptive language, repetition and patterns within the text, and rhythms,
  - Provide a chunk of time to collaboratively brainstorm some possible topics students could explore,
  - Provided focused time to brainstorm words on their chosen topic, and
  - Provide uninterrupted writing time for first draft poems.

### Cultural and Language Connections:

- Encourage students to integrate words and phrases in their native language within their poetry.
- Encourage students to integrate cultural arts into their illustrations within their poetry book.



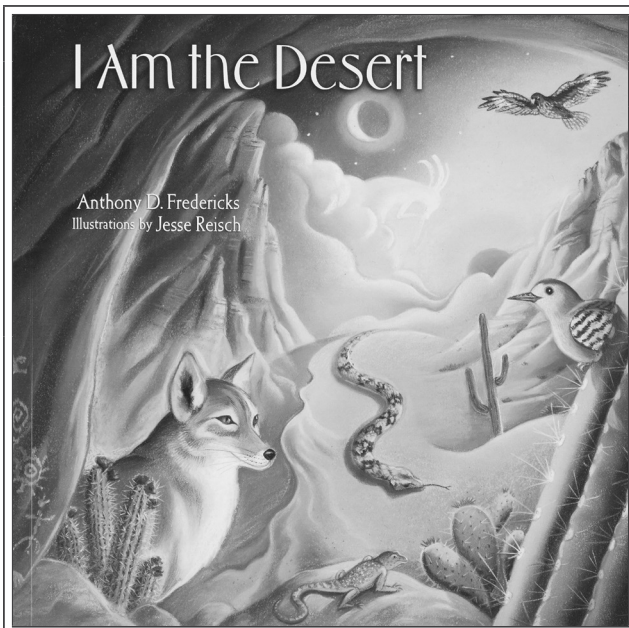
## Anchor Standards: [👉 see page 6 for descriptions](#)

Reading: Literature or Informational	Writing	Speaking and Listening	Language
<a href="#">👉 RL.2.2</a> <a href="#">👉 RL.2.5</a> <a href="#">👉 RL.2.4</a>	<a href="#">👉 W.2.3</a> <a href="#">👉 W.2.6</a> <a href="#">👉 W.2.5</a> <a href="#">👉 W.2.8</a>	<a href="#">👉 SL.2.2</a> <a href="#">👉 SL.2.5</a> (optional) <a href="#">👉 SL.2.4</a> <a href="#">👉 SL.2.6</a>	<a href="#">👉 L.2.1</a> <a href="#">👉 L.2.5</a> <a href="#">👉 L.2.2</a> <a href="#">👉 L.2.6</a>

### WEEK 3: (3-5 class sessions)

#### Core Text(s):

📄 Teaching Slides: 9-10 (review) • 11-13

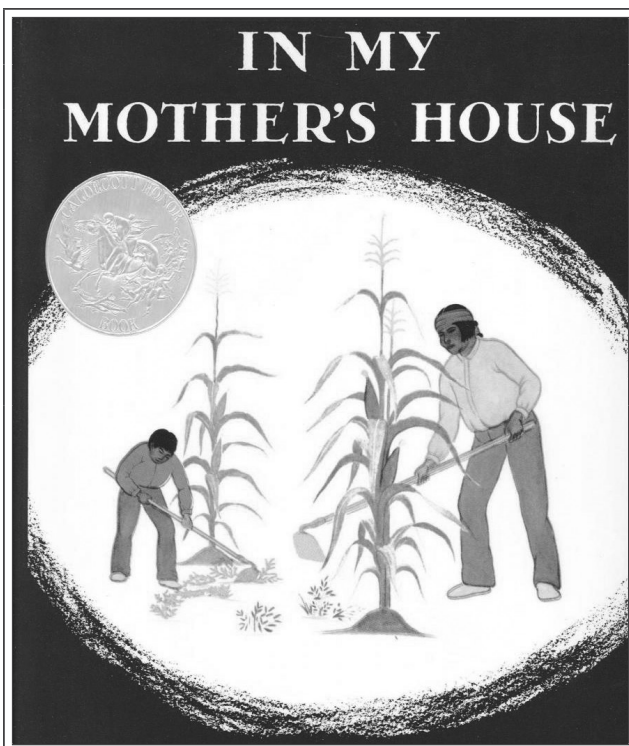


#### *I Am the Desert*

by Anthony D. Fredericks

<b>Genre:</b>	Poetry
<b>Story Origin:</b>	The author is originally from Arizona and the poetic verse describes the Sonoran Desert.

<b>Reading Interest Level:</b>	Grades 2-3
<b>Lexile:</b>	not available
<b>Guided Reading Level:</b>	not available



#### *In My Mother's House*

by Mary Nolan Clark

<b>Genre:</b>	Poetry
<b>Story Origin:</b>	Writings by Native American children from Tesuque Pueblo in Northern New Mexico. The book was first published in 1941.

<b>Reading Interest Level:</b>	K - 4
<b>Lexile:</b>	not available
<b>Guided Reading Level:</b>	not available

### WEEK 3: (3-5 class sessions)

### Core Values:

- Community
- Relationships
- Respect



### Lesson Narrative:

- Sessions within this week may focus on finishing student writing inspired by *In My Mother's House* before transitioning to *I am the Desert*.
- *I am the Desert* is a beautiful book, in both descriptive language and detailed artwork. It follows a pattern of repetitive language, I see....., that students can replicate to describe a landscape or location that is part of their "place". Within the text, all aspects of the desert ecosystem of the Sonoran Desert are described and relationships within the elements are illuminated.

### Lesson Essential Questions:

- How do poets use words and images to paint a picture of their "place" and how can you do the same?
- What places, people, activities, and things do you identify with when you think about your "place"?
- What are the sounds, smells, sights, tastes, memories, that we recognize and value?

### Instructional Strategies:

- Read alouds
- Collaborative Discussions
- Guided and Modeled Writing
- Thinking aloud (Modeling the writing process)  
- I do, we do, you do...
- 1:1 or Small Group Writing Conferences

### Poetry Anchor Charts/ Frameworks:

- Free Verse
- Rhyme Scheme
- Repetition
- Stanzas

### Key Equity Term(s):

- Traditions
- Connections
- Ethnic Identity
- Culture
- Inclusion
- Relationships
- Diversity

### WEEK 3: (3-5 class sessions)



## Lesson Details and Embedded Assessment

### First Read Aloud: *I am the Desert*

- Introduce the text, author and illustrator. Explain that this story is written in poetic form and describes an ecosystem, a desert, specifically the Sonoran Desert. Ask students to listen closely to both language and details in the words and in the illustrations.
- After the first reading, pull students together and ask them to describe what they saw, what they visualized, as you read. Use a strategy like Popcorn Pop to ensure all students have a change to contribute to the conversation.
- Refocus students' attention to the concept of relationships. Ask, "Did you see any relationships within the text? Among people, plants, animals, the land? Did you see any patterns? Did you see connections to the seasons and climate?" Lead and engage the students in collaborative conversations to explore this more. Reread portions or the whole text as needed and aligned to student interest levels.
- Refocus and turn students' attention to their environment, their ecosystem where they live. What words could you use to describe your environment, your place. Gauge you students' level of engagement and motivation. You can either lead them through a class brainstorming session for words and ideas or transition to a focused writing time, providing individual or small group assistance as needed.

### Writing Templates

- [Teaching Slides \(12-13\)](#): with repetitive language patterns to help students structure their writing are below. Use one template per writing session.



### Anchor Standards: see page 6 for descriptions

Reading: Literature or Informational	Writing	Speaking and Listening	Language
RL.2.2  RL.2.5	W.2.3  W.2.6	SL.2.2  SL.2.5 (optional)	L.2.1  L.2.5
RL.2.4	W.2.5  W.2.8	SL.2.4  SL.2.6	L.2.2  L.2.6

### WEEK 4: (3-4 class sessions)

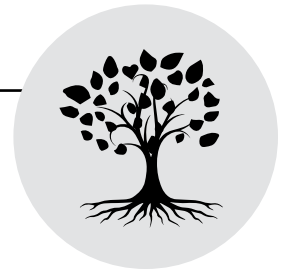
### Core Text(s):

There are no specific texts identified but you may refer back to the three main texts, other poetry examples and/or student work.

 **Teaching Slides:** Slides 14-15 Bio Poem  
Slides 16-17 Haiku Poems  
Slide 19 Cinquain Poem

### Core Values:

- Community
- Relationships
- Respect



### Lesson Narrative:

- This week focuses on more structured formats for poetry that focus on syllables and parts of speech (Haikuu and Cinquain). It also includes identifying a person that is important to them in their “Place” to inspire a Bio Poem. This could be a person in their immediate family, an elder, and extended family member or leader within their community.

### Lesson Essential Questions:

- How do poets use words and images to paint a picture of their “place” and how can you do the same?
- What places, people, activities, and things do you identify with when you think about your “place”?

### Instructional Strategies:

- Read alouds
- Collaborative Discussions
- Guided and Modeled Writing
- Thinking aloud (Modeling the writing process)
  - I do, we do, you do...
- 1:1 or Small Group Writing Conferences

### Poetry Anchor Charts/ Frameworks:

- Bio Poem and Planning Sheet
- Haiku Poems and Planning Sheet
- Cinquain Poem and Planning Sheet



### WEEK 4: (3-4 class sessions)

#### Key Equity Term(s):

- Traditions
- Culture
- Relationships
- Connections
- Inclusion
- Diversity
- Ethnic Identity




## Lesson Details and Embedded Assessment

### First Read Aloud: *I am the Desert*
















- For each of the writing sessions, introduce the format and teach the structure of the poem format.
- Include time to brainstorm their poem topic and vocabulary and descriptive details they would like to use within their pieces.
- Provide uninterrupted time for writing. During this time you will monitor students, write poetry yourself so you can model and guide others who may need an example, and individually conference with students on their writing.

### Writing Templates

-  [Teaching Slides](#): (See links in the green column)



### Anchor Standards: see page 6 for descriptions

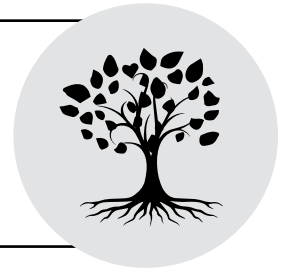
Reading: Literature or Informational	Writing	Speaking and Listening	Language
 <a href="#">RL.2.2</a>  <a href="#">RL.2.5</a>	 <a href="#">W.2.3</a>  <a href="#">W.2.6</a>	 <a href="#">SL.2.2</a>  <a href="#">SL.2.5</a> (optional)	 <a href="#">L.2.1</a>  <a href="#">L.2.5</a>
 <a href="#">RL.2.4</a>	 <a href="#">W.2.5</a>  <a href="#">W.2.8</a>	 <a href="#">SL.2.4</a>  <a href="#">SL.2.6</a>	 <a href="#">L.2.2</a>  <a href="#">L.2.6</a>

## FINISHING TOUCHES AND AUTHOR'S CHAIR POETRY READING: (1-3 class sessions)

 [Teaching Slides:](#) Slides 19-20m

### Core Values:

- Community
- Relationships
- Respect



### Lesson Narrative:

- The focus of these sessions is on Finishing Touches and then the Author's Chair Celebration as a Poetry Reading (PBL).  
Finishing Touches include several steps which may need to be explicitly taught if students are unfamiliar with the revision and editing process. Students will also write their "About the Author" statement for the back of their Poetry book. Students will finish their illustrations and pictures. Finally, the students will practice reading their works aloud and conclude with presenting their project to an audience of their peers, school community and family.

### Lesson Assessment Rubrics:

 [Poetry Assessment.](#) see page 11

### Lesson Essential Questions:

- Review the Unit Essential and Guiding Questions and have the students review their project to see that they have represented their "place" as intended with the project guidelines.

## FINISHING TOUCHES AND AUTHOR'S CHAIR POETRY READING: (1-3 class sessions)

Instructional Strategies:	Poetry Anchor Charts/ Frameworks:
<ul style="list-style-type: none"> <li>• Collaborative Discussions</li> <li>• Guided and Modeled Writing</li> <li>• Thinking aloud (Modeling the writing process) - I do, we do, you do...</li> <li>• 1:1 or Small Group Writing Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• COPS or CUPS (Orton Gillingham Framework)</li> </ul>

Key Equity Term(s):			
<ul style="list-style-type: none"> <li>• Traditions</li> <li>• Connections</li> <li>• Ethnic Identity</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Diversity</li> </ul>	



## Lesson Details and Embedded Assessment

### Revising and Editing Sessions

- Dedicate a session or more to revising and editing their writing. Taking their “Drafts” to “Publication Mode”. This involves:
  - Rereading their poetry aloud
  - Checking for COPS/CUPS
  - C- Capitalization
  - O/U- Sentence organization and understanding (Eg. Does this make sense? )
  - P- Punctuation
  - S- Spelling
  - Does my poetry describe “My Place” as outlined in the Essential and Guiding Questions? Review each with students for a quick check.
  - Does my poetry describe how I visualize my place within my head, my memories. If not, what words and language can be added to paint a better picture?

**FINISHING TOUCHES AND AUTHOR'S CHAIR**  
**POETRY READING:** (1-3 class sessions)



**Lesson Details and Embedded Assessment** *(continued)*

**About the Author Session:**

- Have students take time to write their author bio in the back of their Poetry Books. Show students examples in books that may be available in your classroom libraries for ideas.

**Authors' Chair Poetry Reading:**

- Review with students their two roles during the Author's Chair. The role of Author and Presenter and the role of being a member of the audience and critical friend. At the end of each presentation, provide time for students to provide positive feedback and suggestions to each author. This is meant to provide positive praise and constructive ways for the young poet to improve or expand their writing in a safe environment among peers.



**Anchor Standards:** [👉 see page 6 for descriptions](#)

<b>Reading:</b> Literature or Informational	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>
👉 <a href="#">RL.2.2</a> 👉 <a href="#">RL.2.5</a>	👉 <a href="#">W.2.3</a> 👉 <a href="#">W.2.6</a>	👉 <a href="#">SL.2.2</a> 👉 <a href="#">SL.2.5</a> (optional)	👉 <a href="#">L.2.1</a> 👉 <a href="#">L.2.5</a>
👉 <a href="#">RL.2.4</a>	👉 <a href="#">W.2.5</a> 👉 <a href="#">W.2.8</a>	👉 <a href="#">SL.2.4</a> 👉 <a href="#">SL.2.6</a>	👉 <a href="#">L.2.2</a> 👉 <a href="#">L.2.6</a>

# NATIVE LITERATURE PROGRAM DESIGN

## 2<sup>nd</sup> GRADE - UNIT 4

### APPENDIX: Resources

**"My Place" Poetry Project (PBL)**

Where I live and who I am are unique parts of my life.

**As we explore Place and Community, we will explore deeper the following Guided Questions:**

1. What is PLACE? What is your PLACE? How would you describe your place in words, images and pictures?
2. What are the things that we identify with about our pueblo, our reservation, our village or our home, that are important to us?
3. What are the sounds, smells, sights, tastes, memories, that we recognize and value?

**We will read parts of the book over 4 weeks and write poetry within our ELA/Reading classes, Writer's Workshop and in Tewa class. During that timeline, you will be thinking of your "place", compare and describe and write their own poetry around six central themes:**

**Home  
Pueblo, Village, Reservation  
People  
Animals  
Plants  
Places**

**You may integrate the arts into your poetry book creation.**

**You will be presenting your My Place Poetry Project as a Project Based Learning (PBL).**

**"My Place" Poetry Project (PBL)**

Let's brainstorm words and write POETRY!

Let's use:

- repetition
- stanzas
- and descriptive language to paint a picture of something in your "place" or home.

**What is Poetry?**

**Lines**

**Stanzas**

**Repetition**

In my \_\_\_\_\_  
I feel \_\_\_\_\_

I love \_\_\_\_\_ in my \_\_\_\_\_

In the middle section add descriptive language, like a simile.

The words in green are the same in both places in your poem.

**"My Place" Poetry Project (PBL)**

Choose a person that is important to you, that is part of your Relationship Circle to write a Bio Poem.

**Bio Poem**

A bio poem gives information about a person to form a short biography of that person's traits and life.

**Planning Biographical Poems**

1. First Name
2. I would like describe you
3. Something that is better of...
4. Who do you...
5. Who do you...
6. Who do you...
7. Who do you...
8. Who do you... (where you live)
9. Last Name

**Poem:**

Adjectives to describe you

What do you love?

How do you feel?

What do you live?

What do you hope?

 Teaching Slides