

Skills Addressed	Kindergarten	Grade 1	Grade 2
Understanding Poetry	With teacher assistance, students should be able to listen to a rhyming poem and verbalize its theme or subject.	With minimal teacher prompts, students should be able to listen to a rhyming poem and verbalize its theme or subject, as well as show recognition of any inferences in it.	Students should be able to listen to a rhyming poem and verbalize its theme or subject, as well as show recognition of any inferences in it and who the speaker is.
Auditory Perception and Discrimination	With teacher prompts, students should be able to identify at least two rhyming words in a poem by using a physical movement, such as clapping or jumping.	With minimal teacher prompts, students should be able to identify all of the rhyming words in a poem by using a physical movement, such as clapping or jumping.	Students should be able to identify all of the rhyming words in a poem by using a physical movement, such as clapping or jumping.
Oral Language Development	When listening to a familiar rhyming story or poem, students should be able to offer one correct rhyming word to complete a poem or story sentence with minimal teacher assistance.	Students should be able to supply a rhyming word or words to finish a poem or story sentence for a story or poem that they have just heard for the first time.	Students should be able to provide at least two alternate rhyming words where a word or words are removed from the end of a poem or story that they have just heard for the first time.
Spelling Patterns	With minimal teacher assistance, students should be able to identify a rhyming word family when they hear two rhyming words.	Students should be able to identify a rhyming word family when they hear a list of two rhyming words and one non-rhyming word.	Students should be able to write a list of at least two rhyming words when given a single rhyming word prompt.
Vocabulary Development	Students should be able to show an understanding of what a syllable is by clapping or vocally noting the syllabic beats in two different two- or three-syllable words.	Students should be able to show an understanding of what a syllable is by clapping or vocally noting the syllabic beats in two different two- or three-syllable words.	Students should be able to verbalize an understanding of what a syllable is, clap or vocally note the syllabic beats in a list of three two- or three-syllable words, and come up with their own list of three two-syllable words.
Creative Writing	Using prompts from the teacher, students should be able to verbalize a familiar person, place, object, or event as a contribution to a group/collaborative poem.	With minimal teacher assistance, students should be able to write or dictate their own poem of at least three lines.	Students should be able to write their own poem of at least three lines that uses fantasy or made-up people, places, and events.
Literature Exploration	Students should listen to nursery rhymes, nonsense poems, and haiku, and be able to verbalize why one is their favorite.	Students should listen to nursery rhymes, nonsense poems, and haiku, and be able to verbalize why one is their favorite and which they think is the hardest to write.	Students should listen to nursery rhymes, nonsense poems, and haiku, choose a favorite, and be able to reasonably emulate one of these poetry styles in their own original poetic writing.
Cross-Cultural Connections	With minimal teacher assistance, students should be able to listen to a haiku and verbalize its subject.	Students should be able to express that haiku usually describes something that is happening in nature and that haiku is a type of poetry that originated in Japan.	Students should be able to express the three basic rules of haiku, and that it originated in Japan. They will also express the differences between a haiku and nursery rhyme or silly poem.
Artistic Expression	With teacher assistance, students should re-tell a familiar poem as a group, using props and puppets as a medium.	With minimal teacher assistance, students should re-tell a collaborative/group poem, using props and puppetry as a medium.	Students should act out a poem they have written, using props and puppetry as a medium.