

**Poetry**  
**Integrating Reading in the Content Areas**  
**Kindergarten**

**Weekly Poetry—Fluency Connection:** repeated reading, phonological word work, high frequency words, vocabulary, **Content Connection:** Science, Social Studies, or Math content, **Other:** home-school connection.

Inspired by the National Literacy Panels findings reported in *Teaching Children to Read, Fast Start For Early Readers: A Research-Based, Send-Home Literacy Program* co-authored by Tim Razinski and Nancy Padlock, the fluency work of Dr. Jerry Johns, author and consultant, and the work by Jill Eggleton and Jo Windsor in *Linking the Language Strands* I have developed and used purposeful poetry daily to improve early reading fluency, comprehension, and vocabulary. Students work purposefully in the program by sharing their poetry in a Readers' Theater and/or Poetry Anthology weekly. Whether performing or illustrating poems, reading with a buddy, or searching for patterns, or building content knowledge, students look forward to investigating a poem weekly. The addition of a take-home page makes this appealing to families and increases the amount of time spent working with a particular poem. Although I've used several poems from the Fast Start For Early Readers resource book, I've also added other poems that fit a particular Science (animals, weather, seasons, colors), Math (shapes, measurement), or Social Studies (friendship, Civics) unit and have developed home-connection pages to accompany these poems.

**Focusing on Fluency in the Beginning**—It was important to do procedural mini-lessons initially to set the routine for the fluency work.

*Procedural mini-lessons included:*

- What does fluency look like/sound like?
- Buddy Reading
- Independent Reading
- Readers Theater: Signing Up & Selecting a Poem
  - Signing Up & Selecting a Poem
  - Audience/Performer Guidelines

*Word work mini-lessons included:*

- End punctuation
- High frequency word work
- Sequencing
- Vocabulary
- Comprehension
- Reading Strategies
- Phonics
- Phonological work (word work)
  - Rhyming
  - Syllables
  - Adding, deleting, substituting, initial and ending sounds

## **The Weekly Schedule**

### Day 1: Introduce the Poem

- Read aloud several times emphasizing new vocabulary.
- Comprehension work-search for meaning and connections
- Present a shared reading copy either on chart paper or the SMART board
- Send a copy home with the home-school activity.

### Day 2: Re-Read the Poem

- Reread several times fluently
- Include “echo” and “choral” reading.
- Focus on meaning/expression/fluency/comprehension
- Word Work Mini-Lesson

### Day 3: Re-Read Poem

- Word Work Mini-Lesson
- Comprehension/Content Lessons
- Buddy Reading
- Dramatize
- Sequencing (This remains in a pocket chart center for future rereading and sequencing opportunities or is saved into a folder for future reading.)

### Day 4: Re-Read Poem

- Word Work
- Buddy Reading
- Invite an audience (interactive or shared writing)

### Day 5: Readers’ Theater or Anthology

- Poems are selected and practiced
- Poems are added to anthology and illustrated
- Poem inspires personal writing.

### Assessments:

Developmental Reading Assessment (DRA)

Readers’ Theatre Rubric

High Frequency Word Punch Card

Concepts of Print/Story Retelling Checklist