

**RANDOM  
HOUSE**



**POETRY**

**GRADES K-8**

**EDUCATOR GUIDE CORRELATED TO**



**COMMON CORE  
STATE STANDARDS**

Text Exemplars

Extension Activities

Literary Techniques

Literary Elements

Poetry Collections

Multimedia  
Connections



**RHTeachersLibrarians.com/commoncore**

Dear Educator,

Poetry is a celebration of language, of playing with words, of understanding a concept in a more profound way. In this guide our goal is to help teachers celebrate the love of language with their students. When a child understands that you can peel back layers of words and explore what lies beneath, the magic of reading begins! The rhythmic poetry found in these books nurtures phonemic awareness in students and engages their understanding of the varying sounds in words. The rich figurative language used and complex connotative meanings implied challenges readers of all levels to be active interpreters of the written word. These understandings are a necessary skill as the texts they read become more and more multifaceted. These understandings are what will guide their own innovative manipulation of writing one day as a tool to make their own statements about and comments on the world.

The poems included in this guide for the very young are silly, contemplative, and just plain fun to read! As elementary students wrap their mouths around these delicious words, they will (literally!) be bouncing in their seats and clapping out the beats. The poems included here for the middle graders speak directly to their emotions and cultivate their curiosity as they ask questions and extend their knowledge about topics and concepts that they are already bringing to each poem.

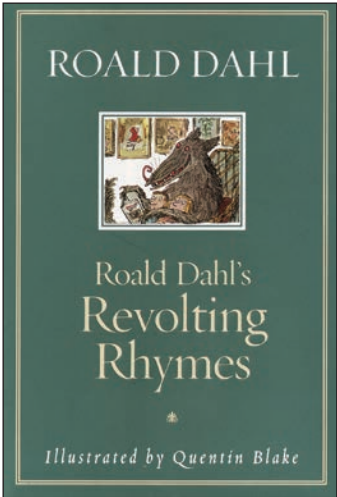
This guide highlights four beautiful poetry collections that all include poems noted as Common Core State Standard (CCSS) Text Exemplars as well as other poems that we love that will equally enhance your classroom in infinite ways. The poems in these books range from read-alouds for the very young to contemporary and classics for both elementary and middle graders. Extension activities are provided to develop skills outlined in the CCSS and accompany a selection of the highlighted poems. We particularly focused on analyzing literary techniques that poets use for effect in their poems, so that students may practice these skills for themselves and learn by doing. For your convenience, we've also included tables that list all poems from these books that have been designated as Text Exemplars. In these tables inspired by educator and author Paul Janeczko's approach, checkmarks signify which poems lend themselves to teaching particular literary techniques and elements. This guide makes recommendations for other poetry books and collections that will complement the ones already highlighted and will enrich your curriculum. This guide also provides the Fountas & Pinnell (F&P) and Lexile measurements of each title when available with the understanding that these quantitative measures are just one third of the necessary evaluations needed to determine text complexity. We hope that knowing these measurements will be useful to you as you engage in your own qualitative evaluations and consider how best to match your students to texts and tasks.

The grade specific standards being exercised in each extension activity are included herein, but depending on your process, others will most definitely apply. Many of the activities can be slightly adjusted to use with other poems and it is our hope that you will find them useful and inspiring for your practice in general.

We love poetry. You love poetry. And, we couldn't be happier to be working together with you to ensure that our young people love poetry too!

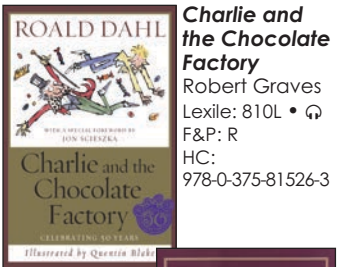
Read On!

From all of us at Random House Children's Books



An Appendix B Text Exemplar Selection  
HC: 978-0-375-81556-0 •

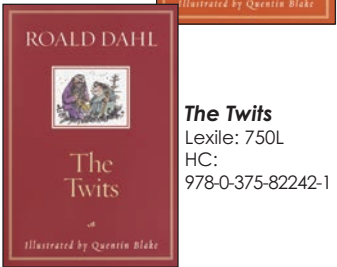
Also by Roald Dahl



**Charlie and the Great Glass Elevator**  
 • Lexile: 720L  
F&P: R  
HC: 978-0-375-81525-6



**James and the Giant Peach**  
 • Lexile: 870L  
HC: 978-0-375-81424-2



**The Twits**  
Lexile: 750L  
HC: 978-0-375-82242-1

All: Grades 3–7

ROALD DAHL'S REVOLTING RHYMES

Roald Dahl  
Illustrated by Quentin Blake

Deliciously creepy like the best and most-loved fairytales around the world, Roald Dahl's Revolting Rhymes is hilarious! While "Wolfie" gobbles up Little Red Riding Hood's grandma, middle-schoolers will eat up the humor infused throughout these classic tales. The unique and unpredictable twists and turns of the plots are enhanced even more by the rhythm of the verse. This book is perfect for comparing and contrasting with traditional fairytales and for celebrating humor in literature in the classroom.

Comparison of Little Red Riding Hood as Poem & Script

Reading the story of *Little Red Riding Hood* in multiple forms is a rich opportunity to explore the differences between poetry, play scripts, and prose. Use Roald Dahl's *Little Red Riding Hood* poem, a play script version such as the one you can find at Kidsinco ([kidsinco.com/2009/04/little-red-riding-hood-2](http://kidsinco.com/2009/04/little-red-riding-hood-2)) and a prose version at Lit2Go ([etc.usf.edu/lit2go/175/grimms-fairy-tales/3083/little-red-cap-little-red-riding-hood](http://etc.usf.edu/lit2go/175/grimms-fairy-tales/3083/little-red-cap-little-red-riding-hood)). Distribute a graphic organizer to your students highlighting each version. Instruct them to fill it in as they read all the different forms, comparing and contrasting the features of each genre. Read the poem and prose as a class, pulling out and discussing the effects of the poetic and literary techniques. Then, remembering that plays are meant to be seen, have the class act out the script to help highlight what techniques are used and why (and to get your students up and out of their seats!). As a follow up, guide students to use their graphic organizer notes to help them adapt Roald Dahl's poem into a script with a special focus on using his humorous language.

- Correlates to Common Core State Standards:  
RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

SHOW STUDENTS A VIDEO VERSION FROM SCHOOLTUBE AS WELL!

[SchoolTube.com/video/76e48914b8feb064f47/Little%20Red%20Riding%20Hood:%20Gentler%20Version](http://SchoolTube.com/video/76e48914b8feb064f47/Little%20Red%20Riding%20Hood:%20Gentler%20Version)

Teaching Narrative Poetry

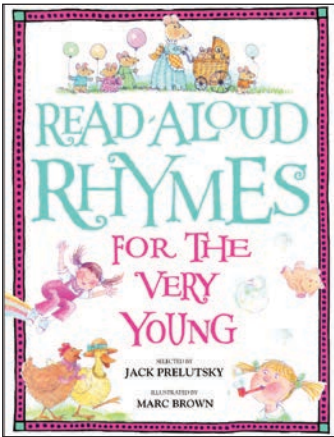
This book is a wonderful tool for teaching the difference between narrative and lyric poetry. Poems can tell a complete story too! Use the poems in this book to explore the elements of narrative poetry-character, setting, plot, and resolution. Provide students with a small handful of other lyric and narrative poems and have them use a graphic organizer to decipher which of the poems have all the elements of narrative poetry. After discussing the components of lyric poetry, challenge your students to rewrite a narrative poem into a lyric poem, or the reverse, a lyric poem into a narrative one! Which version do they like best and why? Which do they feel best gets their message across to readers?

- Correlates to Common Core State Standards:  
RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

= Listening Library Audio Available



There are an endless number of ways to use poetry in your classroom. What better way to hone one's skills at reading closely and making logical inferences (CCRA.R.1 and CCRA.L.4), interpreting words and phrases, and analyzing how word choice affects meaning or tone (CCRA.R.4 and CCRA.L.5) than through a study of poetry? Use poetry to teach structure (CCRA.5), purpose and point of view (CCRA.R.6). Use it to compare with writings in other forms and art in other formats (CCRA.R.7 and CCRA.R.9). Use poetry with your students to have fun! Use it to inspire!



An Appendix B Text Exemplar Selection  
Grades K–3  
Lexile: NP  
HC: 978-0-394-87218-6



MULTIMEDIA CONNECTION!

Bring in video! Search the Sesame Street website for videos on rhyme. There are a lot to choose from! [SesameStreet.org/videos](https://www.sesamestreet.org/videos)

READ-ALOUD RHYMES FOR THE VERY YOUNG

Selected by Jack Prelutsky  
Illustrated by Marc Brown

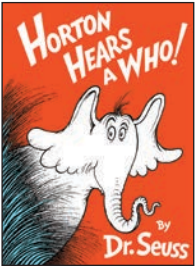
Teachers and students alike will smile BIG when reading and experiencing these delightful poems. With poems about animals, nature, seasons, fantasy, and simple childhood adventures, all students will be engaged because they will see themselves in these poems . . . and that is what reading is all about! Poems of like-subject matter are clustered together to make comparing and contrasting convenient and the illustrations can be explored right alongside the poems. What a treasure for elementary school classrooms to hear their students' voices come alive through these lively read-aloud poems!

Teaching Rhyme

When teaching poetry that rhymes, you're not only introducing students to a writing technique, but you're strengthening their reading skills as well. Define rhyme with your students. To reinforce the idea, do a playful rhyming exercise. Create a set of rhyming word balls or cards or large Lego pieces. Give all the children one word and set them off to find their rhyming partners. Select a handful of poems from the book that have rhyming words. For example, *Fish* by Ann Hoberman and *Wouldn't You?* by John Ciardi. Model your process of noticing the rhyme in one of the poems and thinking aloud how the rhyme affects the reading experience. Rhyme can create rhythm and in the case of these two poems, the rhythm mimics the subject matter. In their pairs, have students find and analyze the rhyme in the other poem. You can follow up the exercise by grouping pairs together in fours or sixes and challenging them to create poems using their rhyming words.

🔊 Correlates to Common Core State Standard:  
RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

When your students start chanting, "More rhyme, more rhyme!" that's when you pull out the books of Dr. Seuss, the rhyming king!

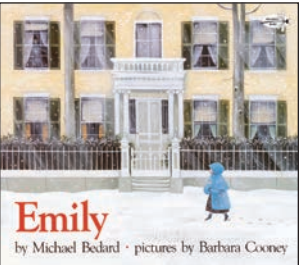


**Horton Hears a Who!**  
Dr. Seuss  
Grades K–4 • 🔊  
Lexile: 490L  
HC: 978-0-394-80078-3  
GLB: 978-0-394-90078-0



**The Lorax**  
Dr. Seuss  
Grades 1–4 • 🔊  
Lexile: 560L  
HC: 978-0-394-82337-9  
GLB: 978-0-394-92337-6

Continue to develop your students' appreciation of beautiful, descriptive language when reading stories together. *Emily* is a picture book rich in storytelling and imagery.



**Emily**  
Michael Bedard  
Illustrated by Barbara Cooney  
Grades K–2  
Lexile: 450L  
PB: 978-0-440-41740-8

Illustration © 2004 by Barbara Cooney



Teaching Imagery

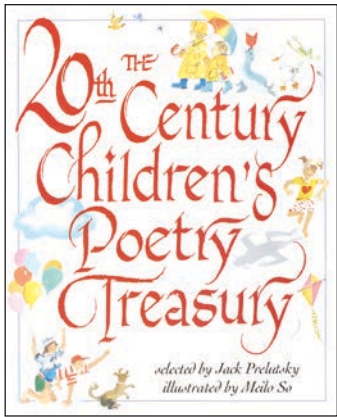
Whether or not you actually use the term *imagery* with your young students, you can still teach them about descriptive words that appeal to the five senses. Guide students in identifying and using imagery in poetry. Explore the concept of imagery by having students describe the taste, smell, texture, and sound of various objects and foods that you have in the classroom. Then ask them to write a descriptive poem about any object of their choice. On pages 75–77 of this book there is a series of poems about snow. Read both *It Fell In the City* by Eve Merriam and *Snow* by Karla Kuskin. Use a graphic organizer with a nose, mouth, eye, ear, and hand to guide students in tracking the use of descriptive words in each poem. Discuss the differences between the two poems. Point out that *Snow* directly states what it is about, while *It Fell In the City* purposefully omits any reference to snow. How do we know *It Fell In the City* is about snow if the poem never says it? Follow up the lesson by asking students to revise their poems by omitting any reference in their poems to their object of choice and by adding even more descriptive words based on what they've learned about imagery from reading the two poems. Have students share their revised poems and guess what each other's are about!

🔊 Correlates to Common Core State Standard:  
RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Poetry Table for Exemplar Poems in Read Aloud Rhymes for the Very Young

Alliteration	✓						
Character					✓		
Details						✓	✓
Feelings							
Imagery				✓			✓
Main idea						✓	
Metaphor							
Mood				✓			
Personification							
Point of view					✓		
Punctuation	✓		✓				
Read-aloud	✓	✓	✓	✓	✓	✓	✓
Repetition	✓	✓			✓	✓	✓
Rhyme	✓	✓	✓	✓	✓		✓
Rhythm	✓	✓	✓	✓	✓		
Setting			✓				✓
Simile							
Stanza			✓				
Theme		✓			✓		
	Mix a pancake by Christina Rossetti	Singing-Time by Rose Fyleman	Halfway Down by A.A. Milne	Drinking Fountain by Marchette G. Chute	Wouldn't You? by John Ciardi	Covers by Nikki Giovanni	It Fell In the City by Eve Merriam





An Appendix B Text  
Exemplar Selection  
All Grades  
Lexile: NP  
HC: 978-0-679-89314-1

THE 20<sup>TH</sup> CENTURY CHILDREN'S  
POETRY TREASURY

Selected by Jack Prelutsky  
Illustrated by Meilo So

Silly and tender poems alike live in this unique collection. Whether students are imagining Norman Norton's nostrils or that quiet, secret place inside themselves, a journey of growth and understanding will be had. In these poems, students will find openings to jump in and explore what the words help them see, taste, feel, smell and hear. The playful watercolor paintings invite students to begin their adventure of learning to love poetry. With fun and pensive poems in this collection, all students will find the one that fits them just right! The Index of Titles also includes the publication year for each poem, which can be very useful if you're interested in exploring poetry over a span of time (e.g., explore the sentiments raised in Prelutsky's foreword) or if you're looking to match texts based on similar time periods.

Teaching Structure Through Shape Poems

Shape poems, also known as concrete poems, are just plain fun! Use pages 42–43 in this book to explore shape poems with your students. Share *I Was Walking in a Circle* by Jack Prelutsky and *The Salmon* by Douglas Florian. Select one to use as a model for how to approach a shape poem. What is the title and what hints does it reveal? Where do I begin reading and how do I know? All poems have a structure. What do I notice about this one's shape? Read the poem aloud, modeling your questions, reactions, and observations along the way. How do the words of the poem and the shape complement the meaning or theme of the poem? Have a class discussion about the second poem. After reading both poems, ask students what these poems have in common and define shape/concrete poetry with the class. Have students read other shape poems in groups and report back to the class. Challenge students to create their own shape poem, share aloud and discuss what the shape adds to the meaning of each poem!

- Correlates to Common Core State Standards:  
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Teach metaphor using the amazing poems *What is Black* by Mary O'Neill and *Eating While Reading* by Gary Soto and teach simile using the inspiring poem *Some People* by Rachel Field

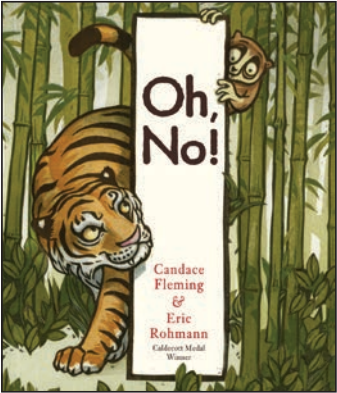
Match poems from this book with picture books (CCRA.R.2 and CCRA.R.9)! Here are some suggested matches:

Compare and contrast two works with similar themes. Read Bobbie Katz's poem, *When You Can Read* alongside the picture book, *Tomas and the Library Lady*. What do both works reveal about the experience of reading?

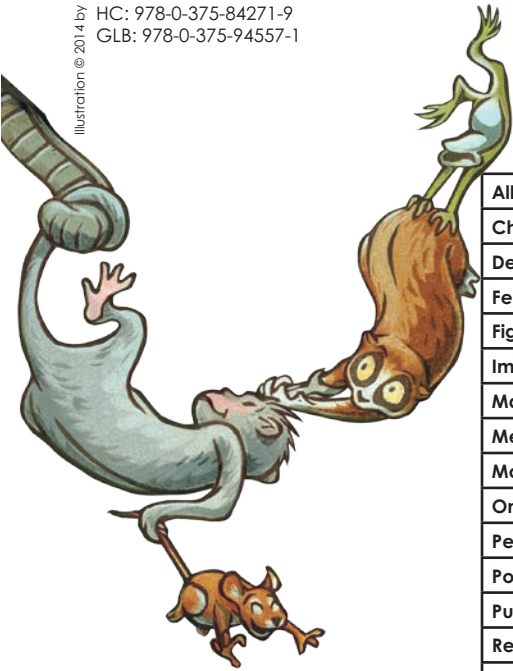
*Tomas and the Library Lady*  
Pat Mora  
Illustrated by Raul Colon  
Grades K–2  
Lexile: 440L  
PB: 978-0-375-80349-9  
HC: 978-0-679-80401-7



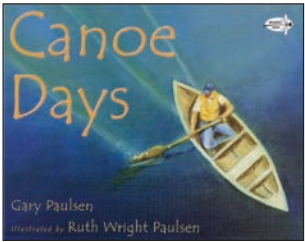
Read Valerie Worth's poem, *Tiger as a prelude to the picture book, Oh, No!* How does reading the poem



*Oh, No!*  
Candace Fleming  
Illustrated by Eric Rohmann  
Grades K–2  
Lexile: AD480L  
HC: 978-0-375-84271-9  
GLB: 978-0-375-94557-1



Read Edna St. Vincent Millay's poem, *Afternoon on a Hill* alongside the picture book, *Canoe Days*. Compare and contrast setting and theme. Where are your students' most relaxing places?



*Canoe Days*  
Gary Paulsen • Illustrated by Ruth Wright Paulsen  
Grades K–2 • Lexile: AD840L  
PB: 978-0-440-41441-4 • EL: 978-0-307-97472-3

Teaching Personification

Teaching personification is a fun way to teach grammar as well. Begin the lesson by making two lists with your students: one list of nouns such as washing machine, bicycle, and chair (perhaps the children can get ideas from looking around the room) and a second list of verbs associated with people (prompt students to think of all the actions people can do). Depending on your students, you might choose to create this list in advance. Use an actual string(s) to connect different combinations of nouns and verbs, such as "washing machine" and "dance." Some might work well together and some might be just downright silly! Discuss the effect using personification. How is "the washing machine dances" different than "the washing machine moves around on the floor?" Use this exercise to springboard into defining personification and exploring its use in poetry. A great poem to use from this book to help highlight this concept is *April Rain Song* by Langston Hughes. Some sample questions you might explore with your students are: Can a raindrop kiss you? Can people kiss you? Hughes is personifying rain by giving it the human characteristic of kissing. Why do people kiss? Why might Hughes be saying to let the rain kiss you? Other wonderful poems in this book for teaching personification are *The Snowflake* by Walter de la Mare, *Balloons* by Deborah Chandra, and *Spring* by Karla Kuskin.

- Correlates to Common Core State Standards:  
RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Poetry Table for Exemplar Poems in  
The 20th Century Children's Poetry Treasury

Alliteration				✓	✓
Character			✓		
Details	✓		✓		✓
Feelings	✓				
Figurative language		✓		✓	✓
Imagery	✓	✓	✓	✓	✓
Main idea		✓		✓	✓
Metaphor	✓				✓
Mood		✓			
Onomatopoeia				✓	
Personification	✓		✓		✓
Point of view	✓	✓			✓
Punctuation					
Read aloud			✓	✓	
Repetition	✓		✓		
Rhyme			✓		
Rhythm				✓	
Setting			✓		
Structure					
Theme		✓			
Vocabulary			✓		
	<i>April Rain Song</i> by Langston Hughes	<i>Afternoon on a Hill</i> by Edna St. Vincent Millay	<i>Something Told the Wild Geese</i> by Rachel Lyman Field	<i>Weather</i> by Eve Merriam	<i>Eating While Reading</i> by Gary Soto



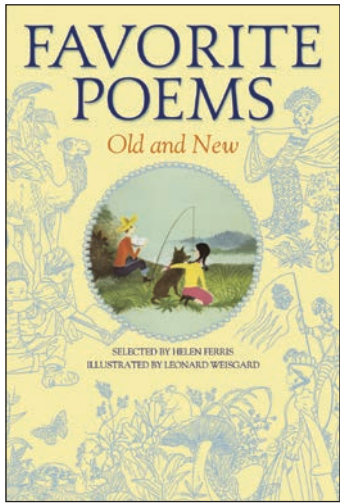
Emphasize the illustrations drawn on and around the poems. How does the art enhance or detract from the experience of exploring the poems? Do the students have a favorite? Which one and why? We know we do! (RL.3.7: explain how a text's illustrations contribute to what is conveyed by the words.)

A Curious Collection of Cats is a wonderful resource for teaching concrete poetry!



*A Curious Collection of Cats*  
Betsy Franco  
Illustrated by Michael Wertz  
Grades K–2  
HC: 978-1-58246-248-6





An Appendix B Text Exemplar Selection  
Grades K–2  
HC: 978-0-385-07696-8

FAVORITE POEMS OLD AND NEW

Selected by Helen Ferris  
Illustrated by Leonard Weisgard

Time-honored and contemporary poems fill this must-have collection! With a table of contents organized by topic, this is an invaluable resource for teachers covering countless and diverse units including family, self, animals, the environment, fantasy, and America. The poems range in complexity—there are poems for students of all ages! Sprinkled throughout the book are delicate and sophisticated drawings that enhance the poems in each thematic section. Watch your students get delightfully lost in the language and the artwork in this celebrated collection.

Close Reading

To help your students develop a real love of poetry, guide them in close reading poems that are complex and layered. Robert Frost's, *Stopping By Woods on a Snowy Evening*, is a great example of such a poem. It is a welcoming and approachable poem that is wonderful for middle grade students as it is readable and seemingly simple on the surface. Hand out a copy of the poem and read aloud. Have students read it a second time to themselves. Encourage them to write directly on the paper and interact with that beautiful poem and get their hands dirty! This takes away the fear some students have of poetry and makes it more approachable. Give plenty of time for note-taking. What do they notice? What questions do they have? What comments do they want to make? What connections to society, their own lives, nature, etc. can they see? What is happening in this poem? What do they notice about the poetic techniques? An active, thoughtful reader will pause to question the purpose of the repetition in the last two lines. And, once that happens, the poem becomes much more complex. Once the question is raised, send students off individually or in pairs to dive in deeper. Ask students to think beyond the literal interpretation of “miles to go before I sleep.” What else might “miles” and “sleep” stand for? Along the same lines, what could the woods represent? Consider the juxtaposition of the forest and a village. What characterizes each and how does this inform the poem? As a follow up discussion, ask students how their first impression of this poem changed after they had dissected the poem.

Correlates to Common Core State Standards:  
RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

Multimedia Presentation

Art inspires art and sometimes the result is a wonderful adaptation that grows the meaning of the original work. Guide your students in creating multimedia adaptations of the sonnet, *The New Colossus* by Emma Lazarus, which is engraved on a plaque inside of the Statue of Liberty. After spending a considerable amount of time as a class close reading and analyzing this poem, ask students to journal their own personal reactions to the poem. What is the significance of selecting this poem to be engraved on a plaque in the Statue of Liberty? How does this poem align with their feelings about America? What historical events, current events, or personal stories does it bring to their minds? Assign students the task of creating a slideshow, which will serve as a backdrop to the poem. The slideshow should not simply be a literal depiction, but reflect their personal sentiments about the message and meaning of the poem. Encourage your students to investigate how music, photography and text font might all contribute to their interpretation of the poem. Use this poem and lesson with your English, Social Studies or History classes.

Here are some sample slideshow poems. Have a class discussion on the strengths and weaknesses of each in preparation for making their own:  
YouTube.com/watch?v=heVnE79naxI  
YouTube.com/watch?v=wjYbCN1HPJ8  
YouTube.com/watch?v=OO3z6TdyoAs

Correlates to Common Core State Standards:  
RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Poetry Table for Exemplar Poems in Favorite Poems Old and New

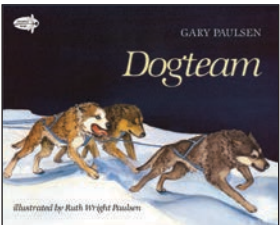
Allusion					✓					
Character				✓		✓				
Details		✓	✓							
Diction				✓			✓			✓
Figurative Language	✓	✓	✓				✓			
Free verse							✓			
Imagery	✓	✓	✓	✓			✓		✓	
Irony						✓				
Main Idea		✓								
Metaphors					✓					
Mood			✓							
Narrative					✓	✓				
Personification	✓	✓				✓	✓	✓		
Plot						✓		✓	✓	✓
Point of view					✓				✓	
Punctuation	✓								✓	✓
Repetition	✓	✓	✓	✓					✓	
Rhyme			✓	✓	✓					
Rhythm				✓		✓				✓
Setting			✓	✓				✓		
Similes								✓		
Speaker					✓					
Structure		✓								
Theme					✓					
Tone					✓			✓	✓	
Vocabulary		✓				✓		✓		✓
	<i>Who Has Seen the Wind?</i> by Christina Rossetti	<i>Autumn</i> by Emily Dickinson	<i>Stopping By Woods on a Snowy Evening</i> by Robert Frost	<i>The Owl and the Pussy-Cat</i> by Edward Lear	<i>The New Colossus</i> by Emma Lazarus	<i>Casey At the Bat</i> by Ernest Thayer	<i>Fog</i> by Carl Sandburg	<i>Paul Revere's Ride</i> by Henry Wadsworth Longfellow	<i>O Captain! My Captain!</i> by Walt Whitman	<i>Jabberwocky</i> by Lewis Carroll



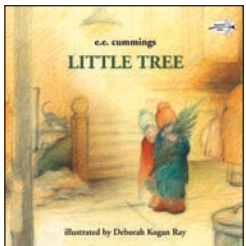
BOOK CLUSTERS

Picture Books in Verse

These fun and energetic picture books will help inspire a love of poetry in even the youngest of readers! Students can explore the delectable details in the verse and what these details add to the story or language (CCRA.R.1). Investigate the unique illustrations to help students dive into the characters or settings (CCRA.R.7). Or simply huddle up on the floor and read to appreciate and enjoy



**Dogteam**  
Gary Paulsen  
Illustrated by Ruth Wright Paulsen  
Grades K–2  
Lexile: AD960L  
PB: 978-0-440-41130-7  
EL: 978-0-385-38606-7



**Little Tree**  
E.E. Cummings  
Illustrated by Deborah Kogan Ray  
Grades K–2  
PB: 978-0-517-88178-1



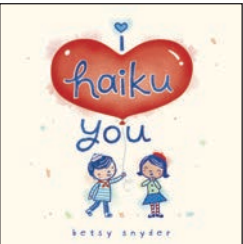
**Once Upon a Twice**  
Denise Doyen  
Illustrated by Barry Moser  
Grades K–1  
PB: 978-0-449-81794-0  
EL: 978-0-375-98091-6



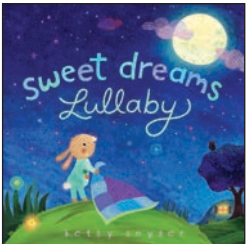
**Poem-mobiles: Crazy Car Poems**  
J. Patrick Lewis and Douglas Florian  
Illustrated by Jeremy Holmes  
Grades K–3  
HC: 978-0-375-86690-6  
GLB: 978-0-375-96690-3  
EL: 978-0-375-98764-9



**Stitchin' and Pullin': A Gee's Bend Quilt**  
Patricia C. McKissack  
Illustrated by Cozbi A. Cabrera  
Grades K–4  
HC: 978-0-375-83163-8



**I Haiku You!**  
HC: 978-0-375-86750-7  
GLB: 978-0-375-96750-4  
EL: 978-0-375-98126-5



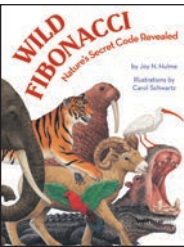
**Sweet Dreams Lullaby**  
HC: 978-0-375-85852-9  
EL: 978-0-375-98303-0

BETSY SNYDER • Grades K–3

Use Poetry to Teach the Content Areas

Poetry has no limits! Use these books to teach math and science. Get students to look intently at the illustrations and to listen to the language to pull out facts (CCRA.R.7). Whether students are exploring space or a mysterious code found in nature, they will be mesmerized by these magical facts (and will be learning at the same time!).

MATH

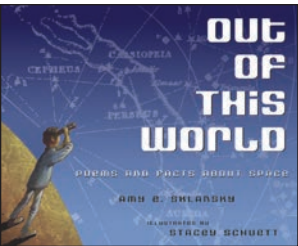


**Wild Fibonacci**  
Joy N. Hulme  
Illustrated by Carol Schwartz  
Grades K–2  
PB: 978-1-58246-324-7  
HC: 978-1-58246-154-0

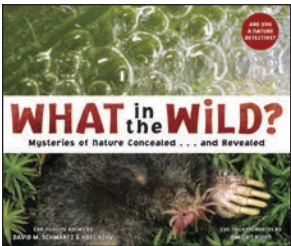


**Zero Is the Leaves on the Tree**  
Betsy Franco  
Illustrated by Shino Arihara  
Grades K–3  
HC: 978-1-58246-249-3  
EL: 978-0-385-37453-8

SCIENCE



**Out of this World: Poems and Facts About Space**  
Amy Sklansky  
Illustrated by Stacey Schuett  
Grades K–4  
HC: 978-0-375-86459-9  
EL: 978-0-375-98733-5



**What in the Wild?**  
David Schwartz and Yael Schy  
Photographed by Dwight Kuhn  
Grades 1–4  
HC: 978-1-58246-310-0

Books on Poetry

How much fun to learn grammar, punctuation, and writing through poetry! The books in this cluster will inspire young readers and writers to be playful in both their reading and writing. Encourage students to read expressively and fluently and to use conventions colorfully as they practice the essential foundational skills that will serve them in upper grade classrooms (RF.1.4b, CCRA.L.1).



**Ready! Set! Read!: The Beginning Reader's Treasury**  
Joanna Cole and Stephanie Calmenson  
Grades K–2  
HC: 978-0-385-41416-6



**Read a Rhyme Write a Rhyme**  
Jack Prelutsky  
Illustrated by Meilo So  
Grades 1–4  
PB: 978-0-385-73727-2  
HC: 978-0-375-82286-5  
EL: 978-0-307-98336-7

Teach Poetry Writing

Teach Reading with Poetry

Poetry Collection by a Single Author

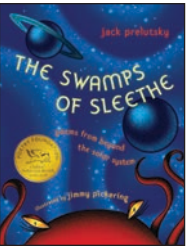
These fun and energetic picture books will help inspire a love of poetry in even the youngest of readers! Students can explore the delectable details in the verse and what these details add to the story or language (CCRA.R.1). Investigate the unique illustrations to help students dive into the characters or settings (CCRA.R.7). Or simply huddle up on the floor and read to appreciate and enjoy



**The Dream Keeper and Other Poems**  
Langston Hughes  
Illustrated by Brian Pinkney  
Grades 3–7 • PB: 978-0-679-88347-0  
HC: 978-0-679-84421-1  
EL: 978-0-307-80315-3



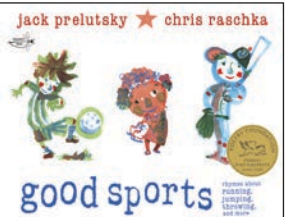
**Dog-Gone School**  
Amy Schmidt  
Photographed by Ron Schmidt  
Grades K–2 • HC: 978-0-375-86974-7  
GLB: 978-0-375-96974-4  
EL: 978-0-375-98538-6



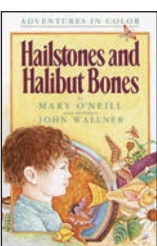
**The Swamps of Sleethe**  
Jack Prelutsky  
Illustrated by Jimmy Pickering  
Grades 1–4 • HC: 978-0-375-84674-8  
EL: 978-0-375-98631-4



**Beastly Rhymes to Read After Dark**  
Judy Sierra  
Illustrated by Brian Biggs  
Grades K–2 • HC: 978-0-375-83747-0

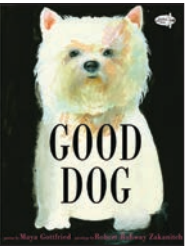


**Good Sports: Rhymes about Running, Jumping, Throwing, and More**  
Jack Prelutsky  
Illustrated by Chris Raschka  
Grades 1–4 • PB: 978-0-375-86558-9  
HC: 978-0-375-83700-5  
EL: 978-0-375-98581-2

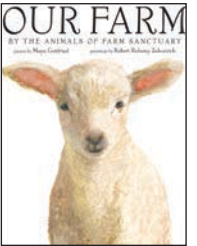


**Hailstones and Halibut Bones: Adventures in Poetry and Color**  
Mary O'Neill  
Illustrated by John Wallner  
Grades K–2 • Lexile: NP  
PB: 978-0-385-41078-6  
EL: 978-0-375-98693-2

MAYA GOTTFRIED; ILLUSTRATED BY ROBERT RAHWAY ZAKANITCH  
GradeS K–3



**Good Dog**  
PB: 978-0-553-11383-9  
EL: 978-0-307-98351-0



**Our Farm: By the Animals of Farm Sanctuary**  
HC: 978-0-375-86118-5  
EL: 978-0-375-98554-6

Novels in Verse

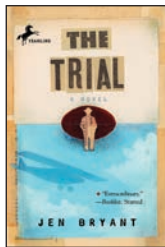
Emotions run deep in these expressive tales and your students will be drawn right in! As the characters are revealed and developed through the verse, analyze how the structure of these distinct novels contributes to the plot and to the emotions your students feel as they read (CCRA.R.5). Listen to an audio version of a text on the same topic but not in verse, and compare and contrast how each medium conveys its message (CCRA.R.7). Finally, get lost in the language and read on!



**May B.**  
Caroline Starr Rose  
Grades 4–7  
Lexile: 680L  
PB: 978-0-385-37414-9  
HC: 978-1-58246-393-3  
EL: 978-1-58246-437-4



**Pieces of Georgia**  
Jen Bryant  
Grades 5 up  
Lexile: 1160L  
PB: 978-0-440-42055-2  
EL: 978-0-375-89092-5



**The Trial**  
Jen Bryant  
Grades 4–7  
PB: 978-0-440-41986-0  
EL: 978-0-307-54826-9

EILEEN SPINELLI  
ILLUSTRATED BY JOANNE LEW-VRIETHOFF  
Grades 3–7



**Another Day as Emily**  
HC: 978-0-449-80987-7  
GLB: 978-0-449-80988-4  
EL: 978-0-449-80990-7



**The Dancing Pancake**  
Lexile: 440L  
PB: 978-0-375-85348-7  
EL: 978-0-375-89713-9



**Summerhouse Time**  
PB: 978-0-440-42224-2  
HC: 978-0-375-84061-6  
EL: 978-0-375-89178-6

Poetry Anthologies

A good poetry anthology is such a gift for any teacher. Begin each day with a student picking a poem to read aloud to the class or be traveling poets by memorizing a poem as a whole class and “performing” it for another class (RF.1.4b). These read a-loud-friendly poems lend themselves to studying the beats and rhymes. Clap them out and chat about how those rhythms make you feel (CCRA.R.4). These poems inspire . . . enjoy!



**For Laughing Out Loud: An Anthology**  
Jack Prelutsky  
Illustrated by Marjorie Priceman  
Grades K–2  
HC: 978-0-394-82144-3



**The Random House Book of Poetry for Children**  
Jack Prelutsky  
Illustrated by Arnold Lobel  
All Grades  
HC: 978-0-394-85010-8

Teach Reading with Poetry





# INTEGRATE COMMON CORE STATE STANDARDS WITH RANDOM HOUSE RESOURCES

Classroom-Ready Educator Guides with  
Common Core State Standards Correlations Available at  
**RHTeachersLibrarians.com/commoncore**

The screenshot displays the Random House Teachers & Librarians website. The header features the site's logo and navigation links: HOME, RESOURCES, AWARDS, READING PROGRAMS, SET UP A VISIT, FAQ'S, and BLOG. The main content area is titled "Common Core Resources" and includes a "Filter by Grade" dropdown menu. Below this, there are tabs for "BROWSE BY: TITLE | AUTHOR". The "Featured Resources" section highlights three items:

- Exploring Multiple Perspectives** in Young Adult Literature with CCSS tie-ins by Random House. The cover shows a collage of faces.
- The Living** by Matt De La Peña. The cover features a person in a field.
- Muckers** by Sandra Neil Wallace. The cover shows a group of people in a field.

Each resource includes a brief description and a "By:" line. To the right, there is a "RESOURCES" sidebar with links to Authors & Illustrators, Book Talks, Common Core Resources, Educator Guides, Interactive Whiteboards, Picture Books, and Reading Group Guides. Below this is a "SEARCH" bar with a "GO" button and a "BROWSE BY THEME AND AGE" button. At the bottom right, there is a "NEWSLETTER" sign-up section.