

Big Book of Poetry Research Base

Students develop their reading and listening skills through hearing poems read aloud, call and response activities, and performing poems.

Burns, M. S., Griffin, P., & Snow, C.E. (Eds.) (1999). *Starting out right: A guide to promoting children's reading success*. (p. 74). Washington, DC: National Academy Press.

Gasparro, M. & Falletta, B. (1994). Creating drama with poetry: Teaching English as a second language through dramatization and improvisation. *Eric Digest*. [ED 368 214].

Routman, R. (1996). *Literacy at the crossroads: Crucial talk about reading, writing, and other teaching dilemmas*. Portsmouth, NH: Heinemann.

Children develop phonemic awareness through exposure to alliteration and rhythmic patterns in poetry.

Weaver, C. (1994). Phonics in whole language classrooms. *Eric Digest* [ED 372 375].

Cunningham, P. M., Moore, S. A., Cunningham, J.W., & Moore, D.W. (2000) *Reading and writing in elementary classrooms: strategies and observations* (pp. 36-37) (4th ed.) Reading, MA: Addison Wesley Longman, Inc.

A Big Book format supports emergent literacy by providing a visual context for modeling the reading process (text to speech) and for leading into shared writing.

Cunningham, P. M., Moore, S. A., Cunningham, J.W., & Moore, D.W. (2000) *Reading and writing in elementary classrooms: Strategies and observations* (p. 52) (4th ed.) Reading, MA: Addison Wesley Longman, Inc.

Fisher, B. (1991). Reading and writing in a kindergarten classroom. *Eric Digest*. [ED 331 030].

Holdaway, D. (1979). *The foundations of literacy*. Portsmouth, NH: Heinemann.

Poetry is an effective medium for activating prior knowledge and helping students relate text to their own experience

Ruddell, R. B., & Ruddell, M. R. (1994). *Language acquisition and literacy process*. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading, 4th ed.* (pp. 448-468). Newark, DE: International Reading Association.

Wilhelm, J. (1997). *You gotta BE the book*. New York: Teachers College Press.

Students develop oral fluency and internalize patterns of language by reading poems aloud.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. NIH Pub. No. 00-4769.