

COPY CHANGE

Why do?

By imitating author, students “enhance their command of style” (Olson, 2007, p. 283).

How do?

Students will “benefit from actually copying down lines of poetry or a prose passage to understand kinesthetically how a writer manipulates language.” After studying the structure of the language, students imitate the writing, “structure for structure, but plugging in their own words to fit their own topic, occasionally borrowing words directly from the original” (Dunning and Stafford, 1992, in Olson, 2007, p. 283).

Standards covered:

- Using descriptive language
- Summarizing
- Figurative language
- Point-of-view
- Vocabulary

The Red Wheelbarrow

By: William Carlos Williams

so much depends
upon

a red wheel
barrow

glazed with rain
water

beside the white
chickens.

Breakfast in Winter

By: Deb, with thanks to W.C. Williams

so much depends
upon

some multi-grain
toast

smothered with
peanut butter

beside my steaming
tea.

Bunchman & Briggs (1994). *Pictures & Poetry*. Worcester, MA: Davis Pub.

Dunning & Stafford. (1992). *Getting the knack: 20 poetry writing exercises*. Urbana, IL: National Council of Teachers of English.

Olson (2007). *The reading/writing connection: strategies for teaching and learning in the secondary classroom*. Boston: Pearson/Allyn & Bacon.