Unit 4 Poetry: Big Thoughts/Small Packages

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Generic Time Period**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In this unit, students will find the significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors. This unit will give students the opportunity to use language in extraordinary ways. Students will experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling. By the end of this unit, students will be able to create clear images with precise and extravagant language. One exciting way to launch this unit is to create poetry centers for students. Students will draft both handwritten pieces as well as pieces using appropriate technology.

Standards

LA.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.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.L.2.1.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.2.2.A	Capitalize holidays, product names, and geographic names.
LA.L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
LA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

LA.L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Essential Questions

How do writers write with precision and description?

How do writers develop a concept in poetry that applies to the world?

How do writers develop a concept in poetry that speaks to the experiences of their readers?

What inspires writers of poetry?

Application of Knowledge: Students will know that...

- writers need to revise and edit their written pieces for example by checking their capitalization, punctuation, and spelling
- writers have many ways to develop and revise poems they create
- Writers use all they know about writing to write poems
- writers use notebooks to log their ideas
- Writers use precise words, phrases, and line breaks to create images in poems
- writing partners support each others' efforts during the writing process

Application of Skills: Students will be able to...

- write poems in which they include details to describe thoughts
- Develop precise and descriptive language through the creation of poems
- write poems in which they include details to describe actions
- write poems in which they include details to describe feelings

Teaching Points and Suggested Activities

The following teaching points and activities are adapted from Units of Study, Poetry Writing, Grade 2 (Calkins et al., 2013) and serve as a loose framework for teachers, who will add and or emphasize based on their students' needs.

****Mentor Texts, such as the ones listed in "Resources", will be shared in whole or in part throughout the unit. This share time may at times be outside of the Workshop but then referred to during Workshop. Excerpts*

can be reproduced for close inspection or projected with the use of a document camera.

Teaching Points:

- poets see the world through special lenses which are their hearts and minds, and they write about the world in fresh and unusual ways
- poets are intentional about their line breaks, trying different ways until their words look and sound right to them
- poets choose topics that mean a lot to them and they anchor those topics in a meaningful small moment, image or object
- poets are always on the lookout for poems, mining their notebooks and their lives for ideas that have both strong feelings and concrete details
- poets edit their work, paying attention to spelling conventions
- teach students that tackling tricky vowels will grow their fluency
- poets think carefully about the words they choose searching for precisely the right words to match what they are trying to say
- poets repeat words, lines, sounds and images to give their poems rhythm, sound and music
- poets consider the mood they want to convey
- teach students to capture big feelings with figurative language
- poets make meaning to compare one thing to another
- poets make a comparison that is powerful to stretch across many lines
- poets experiment with different structures such as a conversation or list poems
- poets often study and try out other poem structures such as story poems
- students will learn that there is relationship between structure and meaning
- poets sometimes write from a point of view other than their own
- poets revise by using rock words to replace pebble words to create images that show rather than tell feelings
- poets often read their poems aloud to writing partners to find trouble spots
- teach students to use puntuation conventions to enhance their writing
- poets celebrate published works

Activities to Support Teaching Points

- create and refer to anchor charts
- study pages from exemplar writer's notebooks
- provide and present mentor texts as models
- teach children to read like writers using mentor texts
- create an on-going class book for modeling and trying out new skills
- use writer's notebook for daily writing
- tap, sketch, or jot across the pages as a way of planning stories
- explore and try a variety of leads and endings
- practice creating mental movies and acting out a story in order to make writing come alive
- use figurative language and sparkle words to improve descriptions of character and setting
- add dialogue to writing to bring characters alive
- set mini-writing goals as you move through the writing process

- provide checklists to assess and develop on-going writing goals
- write long and strong to build stamina
- teach that sentences are used to group one idea and paragraphs are used to group similar ideas
- plan to celebrate the conclusion of classroom writing projects
- use technology to research information about a specific topic
- use technology to publish a piece of writing

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. Assessment rubrics are available in Lucy Calkins' Reading and Writing Project resource kits, but teachers may also develop their own rubrics in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

On-Demand Performance Assessment Prompt: Poetry Writing (E.g. " Writers, or should I say poets, today I'm going to give you some time to write a poem about something that matters to you. Remember to use everything you know about good poetry writing. Please keep in mind that you'll have forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting." -Taken from *Writing Pathways: Performance Assessments and Learning Progressions, K-5*)

Formative Assessments (Informal)

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Comments, corrections, and records from peer conferences between students.

Observation of daily writing progress in writing notebooks and/or folders.

Formative Assessments (Formal)

Teacher-student conferences

Summative Assessment

Summative writing will take the form of both handwritten pieces and pieces generated using appropriate technology.

Published Poems

Completed unit writing projects

On-Demand Performance Assessment Prompt (Same prompt as the diagnostic on-demand)

Activities to Differentiate Instruction

The design of Writer's Workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Writer's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent writing, analysis of student writing using the learning progressions and writing checklists, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their writing work.

Some methods to use to support struggling writers as well as advanced writers:

- Encourage student choice in topics to ensure that they are writing on topics that are meaningful for them
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate writing partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their writing
- Set writing goals for students and follow-up with the writing goals after an appropriate amount of time.
- Create group and one-on-one conferring calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Demonstrate for students how to use writing checklists to set goals for their writing and also self-assess

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets

- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- *The Writing Strategies* Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- *A Guide to the Writing* Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Challenge gifted students to incorporate more complex writing techniques in each writing piece based on the 4th grade Writing Learning Progressions:

- writer adds more thought and feeling to piece
- writer uses figurative language to bring life to piece
- writer uses voice to convey emotion through descriptive words
- writer uses punctuation to convey meaning

Integrated/Cross-Disciplinary Instruction

Reading Workshop

- apply language and ideas from read alouds and independent reading
- apply spelling strategies
- identify areas of spelling needs
- apply grammar skills
- identify areas in need of addressing (spelling, grammar, mechanics)
- expand written vocabulary from read alouds and independent reading
- model sentence and paragraph structure after mentor texts

Science, Engineering, and Math

- write journal entries related to scientific observation in animal unit
- write research lab book of animal/habitat for Safari Park
- use a notebook to log activities

- write narratives that include a math problem being solved
- write math problems tied to personal experiences

Study Skills

- use graphic organizers to plan writing
- use checklists and rubrics to monitor progress
- use Venn diagrams and t-charts to gather, compare, and contrast events
- use highlighters, note cards, post-its, and other tools during revision and editing process

The Arts

- turn narratives from Social Studies/Health into posters
- add illustrations to further convey meaning

Houghton Mifflin Social Studies Neighborhoods

- *w*rite personal narratives about life in Green Brook
- write narratives involving following rules
- write journal entries about in and around the US
- write narratives about being good citizens

Macmillan/McGraw-Hill Health and Wellness

- use a notebook to log experiences
- write information concerning family relationships
- write information posters dealing with getting along with others
- write letters to friends and family about topics you care about
- write journal entries about health goals and practices
- write information posters involving consequences to poor health and safety practices

Suggested Mentor Texts and Other Resources

Resources

Crafting True Stories by Lucy Calkins and Marjorie Martinelli

Launching the Writing Workshop, Grades K-2; Lucy Calkins and Marjorie Martinelli

A Guide to the Common Core Writing Workshop, Intermediate Grades; Lucy Calkins

Writing Pathways, Grades K-5, Performance Assessments and Learning Progressions; Lucy Calkins

If...Then... Curriculum, Grade 2 (Assessment-Based Instruction) by Lucy Calkins, Julia Mooney and Colleagues From the TCRWP

Resources for Teaching Writing (DVD) Units of Study in Opinion, Information, and Narrative Writing; Lucy Calkins

The Art of Teaching Writing; Lucy Calkins

The Writing Thief; Ruth Culham

Creating Classrooms for Authors; Jerome C Harste, Kathy G Short with Carolyn Burke

Guiding Readers and Writers, Grades K-2; Irene C Fountas and Gay Su Pinnell

Smarter Charts; Marjorie Martinelli

Launching the Writing Workshop; Denise Leograndis

Suggested Mentor Texts

Where the Sidewalk Ends by Shel Silverstein

Inside My Heart by Zoe Ryder White

Time of Wonder by Robert McClosky

Lost and Finds by Rebecca Kai Dotlich

Falling Down the Page: A Book of List Poems edited by Georgia Heard

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team

members. They plan and facilitate effective team meetings.