Unit 4: Poetry Unit

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 3**
Length: **March**
Status: **Published**

Unit Overview

In this unit, writers will first create a class poem anthology where they will use a common theme and demonstrate ways to take on different perspectives and approaches with the same topic. Writers will then learn how to generate ideas and ways to revise towards the bigger theme. Finally, writers will write a first-try or draft poem where they will spend time revisiting and revising. Writers will edit their poems for publication. Students will draft both handwritten pieces as well as pieces using appropriate technology.

Standards

LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions

- What do poets write about?
- Where do poets get their ideas?
- How do poets use small details to show big feelings?
- What strategies do poets use when they write?

Application of Knowledge: Students will know that…

- line breaks are used to create rhythms or sound, to signal meaning, and sometimes to give poems a particular appearance
- poems show feelings and mood change throughout the poem
- poetry has specific structure to make the poem flow
- the poet and the speaker may or may not be the same person: poets can take on the voice or persona of someone else.
- there are underling themes to poetry
- writers can look at other poems to structure theirs or get ideas

Application of Skills: Students will be able to…

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Demonstrate command of the conventions of standard English grammar, usage, spelling, and punctuation.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- identify and apply knowledge of characteristics of poetry
- identify the rhyme, rhythm, repetition, similes, visual and auditory images in poetry
- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Use line breaks in their poems
- write with independence

Teaching Points and Suggested Activities

The following teaching points are adapted from *Units of Study Grade 5* by Lucy Calkins. Teachers will adjust

based on students' needs.

- Today, I want to teach that writers begin with a topic- something that means something to them- and then imagine the various themes and messages they might convey about that topic. Sometimes it helps to ask: "what lessons can be taught about this topic?" or "What is important about this topic?" Once they've decided on a theme or message they want to put forward, writers draft a first-draft poem that attempts to convey that message to their readers.
- Today, I want to teach you that writers use all they know, from all their other writing work, to craft poems. Everything they've learned as narrative writers, and as writers in general, can help them to make their own poems stronger and more purposeful.
- Today I want to teach you that when poets begin the collecting process, they often set their notebooks up to be a place where they can capture anything and everything that sparks an idea for writing. Poets often carry their notebooks everywhere, jotting down bits of conversation they hear, interesting things they see, and ideas that pop into their head at any given moment. Then, they take one of these ideas and either write long to explore it or write a 'first-try' poem right then and there.
- Today, I want to teach you how you can read a poem and let that poem give you ideas for your own. You might write about the same topic, use that same structure, borrow a favorite line, etc.
- Today I want to teach you that poets make observations, they often jot down what they see, and then write a bit about what it makes them think or feel. This sort of thoughtfulness often leads them to new ideas, for new poems.
- Today I want to teach you that one way poets revise their poems is by adding details. They look for surprising details or a detail that adds a new emotion to a poem. It often helps them to close their eyes and remember that event or topic they are writing about, this time focusing on the tiny things they might have left out of their initial writing. Adding small details often transforms an entire poem.
- Today I want to teach you that poets often talk to others about their poems, and having a partner can help them to uncover the deeper meaning in their entries and begin to plan for a collection of poems that show different sides of their chosen topics or themes.
- Today I want to teach you that entries we've written in our notebooks often make for great poems. Poets take what was once prose and break it apart, using line breaks. They don't stop there. They revise as they write, trying alternating ways of breaking apart the sentences until they find the sound and rhythms they want for their poems.
- Today I want to teach you that poets experiment with poetic devices, like line breaks, while writing. They don't do this randomly, though. They think about the meter, or the number of beats and symbols in a given line, and ask:'Does this create the sort of tone I am hoping to create for my reader? 'Is the mood right?'
- Today I want to teach you something that is very important when it comes to poetry-rhyming is a choice and an art, not a requirement. That is to say, poets think carefully about whether or not they will use rhyme, where they will use it, and how they will use it.
- Today I want to teach you that while poetry can break the standard rules of punctuation, it has to live by some rules. That is, poets make purposeful choices about grammar, spelling, and punctuation, and then they stick to those rules through their poems.

Suggested Activities

- Share different poems on the same topic (Ex: "Dreams" by Langston Hughes and "Listen to the Mustn'ts" by Shel Silverstein)

- Make class Anthology

- Read mentor texts for ideas and structure

- Model zooming in a on small moments

- Practice theme

- Have a Poem of the Day display

- Try to have poems that the speaker and the poet may or may not be the same speaker

- Show ways to come up with topics

- Give students time to wander around poetry in books in class with a partner (first aloud, then silently, and then spark conversation)

- Have students look though all entries of their notebook to have "aha" moments

- Look for ideas in the classroom or an observation walk (park, community, or in the building)

- Introduce songs and show different types of love songs with catchy lyrics

- Model a poem you wrote then add imagery to it

- Turn an entry into a poem by focusing on structure using line breaks

- Use poetic techniques for revisions

- Try using rhyming like Jack Prelutsky as a option, not a requirement

- Make chart on punctuation and how punctuation impacts mood

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

Review of student's portfolio from the previous school year, particularly any past poetry pieces

On-demand piece:

"On-Demand Performance Assessment Prompt:

" 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. You may want to try to look at small moment ideas in your narrative writing and use what we know about narratives. 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 and modified by grade 5 teacher

Formative Assessments (Informal)

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

Students' questions, comments, suggestions to teacher

Journaling assignments which are intended to practice teacher-selected skills

Comments, corrections, and records from peer conferences between students

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 poem

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

Integrated/Cross-Disciplinary Instruction

- Students can explore topics to write about related to any subject
    - Reading: read various types of poetry on different reading levels: see mentor text for ideas
    - Social Studies: read and analyze The Midnight Ride of Paul Revere by Henry Wadsworth Longfellows
    - Science: Write cinquain poem
- Use of technology:
    - Use Chrome books to write final copy
    - Post writings in a blog, forum, or create a class book on topic for future use
    - Video cast of argument will be shared with other peers or class
    - Slide presentation on topic

Suggested Mentor Texts and Other Resources

Mentor Texts:

This Place I know: Poems of Comfort by George Heard

Extra Innings: Baseball Poems by Lee Bennett Hopkins

If You're Not Here, Please Raise Your Hand: Poems about School by Kalli Dakos

Fine Feathered Friends Jane Yolen

Roots and Blues: A Celebration by Arnold Adoff

This Is Just to Say: Poems of Apology and Forgiveness by Joyce Sidman

Dream by Langston Hughes

Listen to the Mustn'ts by Shel Silverstein (any of his books)

"Love Hurts" or "Love Is All You Need" (songs)

Out of the Dust by Karen Hesse

Amber Was Brave by Vera B. Williams

Moving Day Ralph Fletcher

Love That Dog by Sharon Creech

Other Resources

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

- *Writing Pathways, Grades K-8, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum*, Grade 5 (Assessment-Based Instruction); 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
- *Awakening the Heart: Exploring Poetry in Elementary and Middle School* by Georgia Head
- *Poems for Building Reading Skills* by Brod Bagert and Timothy Rasinski

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.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.