

Unit 4: Poetry Unit

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Generic Time Period**
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.5.CCSS.ELA-Literacy.CCRA.R.5	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.
LA.5.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.6	With some guidance and support from adults, 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.
CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

- This unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students. Since writers can be inspired by all different ideas, both personal and abstract, the work they produce will have freedom of choice and depth.
- Interactive mini-lessons provide instruction to the whole-class
- Small group work will provide small group instruction around specific skills.
- Individual conferences with each student will address specific needs of the writer. *If...Then... charts in the *If...Then...Curriculum* by Lucy Calkins are a helpful resource on conferencing with individual students and providing exactly the guidance that child needs.
- Students have the ability to write using different modes: drawing, listing, creating time lines, drafting pen/paper, typing stories
- Teachers will follow any 504 plans and IEP's accordingly
- Provide modified and/or alternate grade level checklists and rubrics
- Use Poems for Building Reading Skills for extra examples of poetry

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 Longfellow
 - 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 Kilmer

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