

Grade 5: Unit 5 Poetry

Content Area: **Reading**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **4 weeks**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
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.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
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.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How can reading strategies be used in thinking about the text and making connections beyond the

text?

- How do readers determine theme of a story?
- How does poetry convey strong feeling?
- How is language used in poetry?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Good readers use multiple comprehension strategies to make text personally relevant and useful. These strategies include: making connections (text to text, text to world, text to self), questioning, visualizing, making inferences, determining importance, and synthesizing.
- Poems may be fiction or nonfiction and can take many forms (free verse, narrative, lyric, haiku, cinquain, songs, limericks etc.)
- Poetry invites readers to understand the world and themselves in new ways.
- Poetry is different from prose because it allows the poet a greater freedom of format and grammar.
- Poetry uses special language to create images, inspire thought, and evoke emotion.

Content

Students will be able to:

- make pictures in their minds while reading poetry
- identify emotions invoked by poems
- read the poem from a different point of view
- recognize the significance of titles and last lines
- recognize lines and stanzas
- relate to specific poems
- recite a poem from memory
- identify different forms of poetry

Resources

;Poems:

- Possible poems to use for instruction
 - Frost, Robert. “Dust of Snow”
 - Dahl, Roald. “Little Red Riding Hood and the Wolf”
 - Nichols, Grace. “They Were My People”
 - Mora, Pat. “Words Free As Confetti”

Reading Strategy Posters

Poetic Devices Chart and variety of poems

Assessments

- Jabberwocky (by Lewis Carroll) Project
- Echoing Green analysis
- Poetry Reading

ActivBoard Flipchart lessons:

- Poetry devices
- "I am..." poem