

Fundamentals - Reading Poetry

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **6 weeks**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

The poet Julia Cunningham says, “Poetry is, to me, a place to be. Walk with your words into these secret, mysterious, and magic places where poems lead you.” Poetry is a rich and engaging genre that invites readers to study and appreciate the beauty and functions of language. It awakens their sense of the many extraordinary things they can notice in their everyday world. The genre of poetry allows readers to create new and surprising images while also uncovering meaning and exploring emotions. Through the use of rhyme, imagery, and figurative language, readers are exposed to literary devices that remain in our thoughts and create opportunities for reflection and celebration. Poetry offers something for readers of all ages and interests, and it exercises all of our imaginations. What greater joy can young readers experience than discovering something new about themselves, or their world, through reading? Poetry does this. It is the natural bridge between cognitive learning and personal expression.

Part of the magic in any unit of study is exposing students to possibilities within the genre. By listening to and reading a variety of poems, students will understand, interpret, appreciate, and enjoy the genre of poetry. Free verse, rhymes, haiku, odes—poetry provides readers and listeners with a chance to experience lyrical musicality. The varying lengths of poems, from just a few lines to many stanzas, make them accessible to people of all ages. The short nature of poetry also makes it a genre that invites reading for pleasure and understanding. Poems are the perfect vehicle for young children to make connections, think deeply, and analyze literature for purpose and message.

This unit will help readers learn and apply specific reading skills and strategies that will help unlock the meaning of poems while building their understanding of poetry as a genre. It will also address strategies that readers use when reading poetry, as well as ways to work through unfamiliar text, infer meaning, and build a deeper understanding of the messages, moods, images, and feelings that are shared in poems.

Transfer

Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

- Discover the richness of the genre of poetry
- Interpret a variety of poems
- Use personal schema and textual evidence to make predictions and connections
- Ask questions to help clarify thinking and deepen understanding
- Use strategies before, during, and after reading to enhance comprehension of poetry
- Apply self-monitoring skills and strategies to determine the meaning of important vocabulary and central ideas
- Analyze poems for a variety of literary elements, including elements of structure, figurative language, use of imagery, repetition, and other crafting techniques
- Analyze how structural elements including line breaks, white space, and stanzas affect meaning

- Identify how structural elements fit together to build the overall meaning of a poem
- Deepen understanding of author's purpose as it relates to the genre
- Interpret words and phrases in order to notice and/or discuss how these words and phrases shape meaning, mood, and tone
- Identify big ideas and cite evidence to support interpretations
- Analyze themes within poems; ☞ Connect poems by determining common themes
- Use writing to notate and develop ideas and interpretations of poetry.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- poetry is structured using a variety of literary elements and crafting techniques
- they will need to infer meanings and interpret various forms of figurative language

Essential Questions

Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

- What is the poem about?
- What connections can I make to this poem?
- What crafting techniques did the author use?
- How is figurative language used?

Application of Knowledge and Skill

Students will know...

Students will know...

- text features
- identify and apply various figurative language concepts
- find word meaning
- synthesize

Students will be skilled at...

Students will be skilled at...

- identifying big ideas and various forms of figurative language
- apply prior knowledge and infer meaning
- use context clues to identify unfamiliar words or phrases

Academic Vocabulary

Instructional Vocabulary: The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

- | | | |
|------------------|------------|--------------|
| • alliteration | • elements | • rate |
| • analyze | • engage | • refer |
| • anthropologist | • evidence | • repetition |

- central idea
- collaboration
- comparing
- conference
- connection
- context
- contrast
- description
- details
- determine
- devices
- discussion
- effects

- examine
- features
- figurative language
- genre
- imagination
- inferences
- inspiration
- literal
- mini-lesson
- mood
- narrative
- onomatopoeia
- paraphrase

- respond
- rhyme
- rhythm
- schema
- stanzas
- structures
- synthesizing
- techniques
- theme
- topic
- visualization

Tier 2 and 3 Vocabulary - Mentor Texts

Mentor Text	Imagine a Place	Locomotion	A Maze Me: Poems for Girls	The Place My Words Are Looking For	Poetry for Young People: Langston Hughes	Swimming Upstream: Middle School Poems
Tier 2	<ul style="list-style-type: none"> • buds • mortar • paved • plush • tang • unfurl • uphold 	<ul style="list-style-type: none"> • flicker • swishing 	<ul style="list-style-type: none"> • bickering • frayed • giddy • implement • supple 	<ul style="list-style-type: none"> • asphalt • balloting • conked • skimming • swerve • tomb • trilled • whirling • whirring 	<ul style="list-style-type: none"> • croon • dewy • droning • drowsy • echoed • melancholy • mellow • mighty • pallor • rickety • sorrow • swaying • syncopated • whirls • wisp 	<ul style="list-style-type: none"> • absence • excuse • fractured • heartache • latch • lopsided • slats • sneers • stumble • stutter
Tier 3	<ul style="list-style-type: none"> • labyrinth 	<ul style="list-style-type: none"> • high-water pants 	<ul style="list-style-type: none"> • sifter 	<ul style="list-style-type: none"> • atomic bomb • firestorms • nuclear age 	<ul style="list-style-type: none"> • fro • Harlem • night-veiled • raggy • tom-toms 	<ul style="list-style-type: none"> • jigsaw

Tier 2 and 3 Vocabulary - Shared Texts

Shared Text	“Approaching Storm”	“Bully”	“From ‘A Friend’”	“The Winner”
Tier 2	<ul style="list-style-type: none">• geranium• pasture• slate	<ul style="list-style-type: none">• haphazard• mocking• perched	<ul style="list-style-type: none">• aplomb• aster• perpetual	<ul style="list-style-type: none">• creek

Learning Goal 1

Students will be able to explore poetry as genre.

IRA 1 Target: What Do We Notice About Poetry?

Readers pay attention to the look of poetry.

Students will notice the variety of ways to structure poems and how these choices affect the meaning of a poem.

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.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Formative Assessment Opportunities

Have students activate schema by comparing and contrasting the two poems "The Winner" by Georgia Heard and "A Friend" Paul B. Janeczko

- Discuss the authors, genre, poem topics

IRA 2 Target: Paying Attention to the Sound of Poetry

Readers pay attention to techniques writers use to create sound in poetry.

Students will understand the roles of rhythm, repetition, alliteration, and onomatopoeia in poetry.

LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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.

Formative Assessment Opportunities

IRA 3 Target: Can You Picture This?

Readers use the words on a page to create images in their minds.

Students will visualize poetry in order to help them understand the poems they are reading.

LA.L.5.3.B	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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.

Formative Assessment Opportunities

IRA 5 Target: What Does This Make You Think and Feel?

Readers ask questions about poems to make connections, make discoveries, and deepen their understanding.

Students will ask questions in order to better understand the poems they read.

LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.B	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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.5.5	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.5.7	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.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.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Formative Assessment Opportunities

IRA 6 Target: Unlocking Meaning

Readers use background knowledge and content to figure out words and phrases.

Students will unlock unknown words and gain a sense of the overall meaning of a poem.

LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.B	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
LA.RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
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.5.5	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.5.7	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.

Formative Assessment Opportunities

IRA 7 Target: What Does This Say?

Readers know to stop when something doesn't look right, sound right, or make sense to them.

- Read for meaning and return to the text to fill in the blanks when meaning is lost.

Students will read for meaning and return to the text to fill in the blanks when meaning is lost.

Formative Assessment Opportunities

IRA 8 Target: Building Bridges

Readers compare and contrast poems to draw conclusions about similar themes or ideas.

- Learn about the importance of comparing and contrasting the poems they read.

Students will learn about the importance of comparing and contrasting the poems they read.

Formative Assessment Opportunities

Learning Goal 2

Students will independently use their background knowledge and context clues to unlock the meanings of unknown words and phrases.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

Mini-Lesson 1 Target: Use What You Know

Readers use their background knowledge to unlock the meanings of unknown words and phrases.

- Students will use their own background knowledge to figure out unknown words and phrases in a poem.

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.5.4	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.5.8	(Not applicable to literature)
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Formative Assessment Opportunities

Mini-Lesson 2 Target: Figuring It Out

Readers use context clues to determine the meaning of unknown words and phrases.

Students will identify unknown words and phrases and use context clues to figure out their meaning.

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.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Formative Assessment Opportunities

Mini-Lesson 3 Target: Digging Deeper

Readers of poetry often peel back many layers of meaning.

Students will identify similes and metaphors used to build meaning in a poem.

LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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.

Formative Assessment Opportunities

Mini-Lesson 4 Target: The Structure of Poetry

Readers of poetry understand how the stanzas of a poem fit together to build the overall structure and meaning.

Students will examine a poem and discuss what ideas are held in the poem and how those ideas help develop thinking across the text.

LA.RF.5.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
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.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.

Mini-Lesson 5 Target: Poets as Architects

Readers of poetry understand how poems are structured differently to build meaning.

Students will examine poetic structural elements and determine how these elements help build meaning.

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.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.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Formative Assessment Opportunities

Mini-Lesson 6 Target: What's It Really About?

Readers of poetry build their understanding of a poem by inferring meaning line by line.

Students will do a close reading of a poem to determine what the poet is really saying.

LA.W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
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.5.4	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.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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.5.5	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.5.8	(Not applicable to literature)

LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
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Formative Assessment Opportunities

Mini-Lesson 7 Target: Opening an Umbrella – Finding the Theme

Readers of poetry uncover a poem's theme in order to deepen their understanding of the poem.

Students will identify the theme of a poem.

LA.L.5.3.B	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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.5.5	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.5.7	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.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
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.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Formative Assessment Opportunities

Mini-Lesson 8 Target: Thinking Across Poems

Readers of poetry understand that themes bridge across texts.

Students will learn the importance of comparing and contrasting the poems they read.

LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or
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listening.

LA.L.5.3.B	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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.5.3	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.5.6	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.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Mini-Lesson 9 Target: Clearing up Confusion!

Readers of poetry have a "toolbox" of fix-up strategies they can apply when they come across something that is confusing or unclear.

Students will read a poem to demonstrate their knowledge of these fix-up strategies.

LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.B	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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.5.8	(Not applicable to literature)

LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
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.

Mini-Lesson 10 Target: Putting the Pieces Together

Readers of poetry understand that poetry is complex.

Students will use images, language, and structure to understand the overall meaning of a poem.

LA.RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
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.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Formative Assessment Opportunities

Summative Assessment

Students will read the poems “Manatees” and “Roscoe” by Paul B. Janeczko in order to answer selected and constructed response questions.

21st Century Life and Careers

Select all applicable standards from the applicable standards

Formative Assessment and Performance Opportunities

Please see lesson specific formative assessment opportunities listed under each target.

Approximately 2 weeks into the unit, administer the Poetry Reading Assessment for “Monsoon.”

As you approach the completion of the unit (after approximately 4 weeks), administer the Poetry Reading Assessment for “I Hear America Singing.”

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Small group to assess students reading and comprehension of selected texts
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Unit Resources

[Schoolwide Running List of Independent Titles - Skill/Strategy Based](#)

<https://www.brainpop.com/english/writing/poetry/>

<https://www.brainpop.com/search/?keyword=figurative+language>

<https://www.brainpop.com/english/writing/similesandmetaphors/>

Interdisciplinary Connections
