May. SW Gr.6 Reading Poetry

Content Area: **English**
Course(s):
Time Period: **May**
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.

Enduring Understandings

Students will: n Discover the richness of the genre of poetry; n Interpret a variety of poems; n Use personal schema and textual evidence to make predictions and connections; n Ask questions to help clarify thinking and deepen understanding; n Use strategies before, during, and after reading to enhance comprehension of poetry; n Apply self-monitoring skills and strategies to determine the meaning of important vocabulary and central ideas; n Analyze poems for a variety of literary elements, including elements of structure, figurative language, use of imagery, repetition, and other crafting techniques; n Analyze how structural elements including line breaks, white space, and stanzas affect meaning; n Identify how structural elements fit together to build the overall meaning of a poem; n Deepen understanding of author’s purpose as it relates to the genre; n Interpret words and phrases in order to notice and/or discuss how these words and phrases shape meaning, mood, and tone; n Identify central ideas and cite evidence to support interpretations; n Analyze themes within poems; n Use writing to notate and develop ideas and interpretations of poetry; and n Compare the reading and performance of poetry.

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

Essential Questions

How do good readers read and interpret

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: Exploring the World of Poetry uses all of the mentor texts from the unit. Rationale: Readers of poetry need to have an overall understanding of the richness of the genre. Students will be introduced to the study of poetry and notice the range of structural elements and topics of poems. Common Core State Standards: RL.6.1, RL.6.5, SL.6.1, RL.6.10, W.6.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Reading With Your Ears! uses Dark Emperor & Other Poems of the Night by Joyce Sidman and Heroes and She-Roes: Poems of Amazing and Everyday Heroes by J. Patrick Lewis. Rationale: Readers pay attention to the sound devices used in poetry to create mood and meaning. Students will identify these techniques and their effects on poetry. Common Core State Standards: RL.6.1, RL.6.4, SL.6.1, L.6.6, RL.6.10, L.6.5 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Making Inferences, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Paint Me a Picture uses Dark Emperor & Other Poems of the Night by Joyce Sidman. Rationale: Visualizing helps readers connect what they know to what they read. Students will use their senses to create images as they read poetry to help deepen their understanding and build meaning. Common Core State Standards: RL.6.4, SL.6.1, L.6.4, L.6.5, RL.6.10 Skills and Strategies: Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Thinking Big Thoughts uses Pieces of Georgia by Jen Bryant. Rationale: Readers of poetry build meaning both while reading and after reading. Students will build meaning by making inferences that help them determine big ideas. Common Core State Standards: RL.6.1, RL.6.2, RL.6.4, SL.6.1, L.6.4, RL.6.10 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating Mentor Texts Amazing Faces by Lee Bennett Hopkins (Ed.) Dark Emperor & Other Poems of the Night by Joyce Sidman Heroes and She-Roes: Poems of Amazing and Everyday Heroes by J. Patrick Lewis Pieces of Georgia by Jen Bryant Poetry for Young People: Robert Frost by Gary D. Schmidt (Ed.) Reflections on a Gift of Watermelon Pickle . . . and Other Modern Verse by Stephen Dunning, Edward Lueders, and Hugh Smith (Eds.) Poetry Shared Texts “Catcher Sings the Blues” by Paul B. Janeczko “Hoods” by Paul B. Janeczko “Mathematical Compass” by Georgia Heard “The Paper Trail (a Found Poem)” by Georgia Heard

Lesson 5: Means of Connection uses Amazing Faces by Lee Bennett Hopkins (Ed.). Rationale: Readers’ understanding of a text is based on unique connections they make while reading. Students will ask questions and make connections to discover and deepen their understanding of poems. Common Core State Standards:

RL.6.1, RL.6.2, SL.6.1, L.6.4, RL.6.10, W.6.10 Skills and Strategies: Using Schema, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Working With Words uses Reflections on a Gift of Watermelon Pickle by Stephen Dunning, Edward Lueders, and Hugh Smith (Eds.) and Poetry for Young People: Robert Frost by Gary D. Schmidt (Ed.). Rationale: Readers of poetry use background knowledge and the context of a poem to figure out unfamiliar vocabulary. Students will uncover the meanings of unfamiliar words by using schema and context clues. Common Core State Standards: RL.6.1, RL.6.4, SL.6.1, L.6.4, RL.6.10 Skills and Strategies: Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Come Again? uses Poetry for Young People: Robert Frost by Gary D. Schmidt (Ed.). Rationale: Readers learn to recognize when meaning breaks down and then use "fix-up" strategies to repair comprehension. Students will practice using fix-up strategies while reading poetry. Common Core State Standards: RL.6.4, SL.6.1, L.6.4, RL.6.1, RL.6.10, L.6.5 Skills and Strategies: Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Looking Across Poems uses Amazing Faces by Lee Bennett Hopkins (Ed.) and Pieces of Georgia by Jen Bryant. Rationale: Readers of poetry look for connections across poems with regard to language, topic, and theme. Students will learn about the importance of comparing and contrasting poems. Common Core State Standards: RL.6.2, RL.6.9, SL.6.1, RL.6.10, W.6.10 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Close Reading of Poetry uses Heroes and She-Roes: Poems of Amazing and Everyday Heroes by J. Patrick Lewis. Rationale: Readers of poetry need to build a literal understanding of each line by paying attention to words and phrases. Students will learn how to paraphrase by paying close attention to the details they read. Common Core State Standard: RL.6.1, RL.6.4, L.6.4, L.6.5, RL.6.10, SL.6.1 Skills and Strategies: Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 2: What Does That Really Mean? uses Poetry for Young People: Robert Frost by Gary D. Schmidt (Ed.) and "Mathematical Compass" by Georgia Heard from the Poetry Shared Texts. Rationale: Readers understand that poets use figurative language to capture a specific meaning. Students will determine the meaning of words and phrases, including figurative language, to deepen their understanding of poems. Common Core State Standards: RL.6.4, L.6.5, RL.6.1, RL.6.10, SL.6.1, L.6.4, W.6.10 Skills and Strategies: Using Schema, Visualizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 3: Analyzing Structure uses “Catcher Sings the Blues” by Paul B. Janeczko from the Poetry Shared Texts and Heroes and She-Roes: Poems of Amazing and Everyday Heroes by J. Patrick Lewis. Rationale: Readers of poetry need to analyze the role of each stanza and how they build on one another to create the overall meaning of the poem. Students will pay attention to how stanzas fit together to develop the overall meaning of the text. Common Core State Standards: RL.6.2, RL.6.5, RL.6.1, RL.6.10, SL.6.1 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance

Lesson 4: Examining Narrative Poetry uses Pieces of Georgia by Jen Bryant and “Hoods” by Paul B. Janeczko from the Poetry Shared Texts. Rationale: Readers of poetry have an understanding of how a narrative can be written in the form of poetry. Students will build understanding across narrative poems. Common Core State Standards: RL.6.5, RL.6.1, RL.6.10, SL.6.1, L.6.5, L.6.6, W.6.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance

Lesson 5: What’s This Really About? uses “The Paper Trail (a Found Poem)” by Georgia Heard from the Poetry Shared Texts and Amazing Faces by Lee Bennett Hopkins (Ed.). Rationale: Readers know that being able to connect to a writer’s message is vital to comprehending poetry. Students will make inferences to determine the big idea of a poem. Common Core State Standards: RL.6.2, RL.6.4, RL.6.1, RL.6.10, SL.6.1, L.6.5, W.6.10 Skills and Strategies: Determining Importance, Synthesizing

Lesson 6: Where’s the Evidence? uses Dark Emperor & Other Poems of the Night by Joyce Sidman. Rationale: Readers need to be able to support their thinking with textual evidence from the poems they read. Students will support their interpretation of a poem’s central idea by citing evidence from the poem. Common Core State Standards: RL.6.1, RL.6.2, RL.6.4, RL.6.10, SL.6.1, L.6.5 Skills and Strategies: Making Inferences, Determining Importance

Lesson 7: That Doesn’t Seem Right! uses Poetry for Young People: Robert Frost by Gary D. Schmidt (Ed.). Rationale: Readers need to monitor their understanding as they are reading. Students will use a variety of fix-up strategies to clear up confusion. Common Core State Standards: RL.6.4, RL.6.5, RL.6.10, SL.6.1, L.6.5 Skills and Strategies: Using Schema, Visualizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 8: What Does This Fit? uses Poetry for Young People: Robert Frost by Gary D. Schmidt (Ed.) and Amazing Faces by Lee Bennett Hopkins (Ed.). Rationale: Readers uncover a poem’s theme in order to have a deeper understanding of the poem and of the world. Students will determine possible themes of poems after reading them. Common Core State Standards: RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.10, SL.6.1, L.6.5, W.6.10 Skills and Strategies: Determining Importance, Synthesizing

Lesson 9: Making Grand Connections uses “Catcher Sings the Blues” by Paul B. Janeczko from the Poetry Shared Texts and “Paper Trail (a Found Poem)” by Georgia Heard from the Poetry Shared Texts. Rationale: Readers connect poems by determining common themes. Students will make connections across poems by identifying a common theme and how each poem connects to that theme. Common Core State Standards:

RL.6.2, RL.6.6, RL.6.4, RL.6.10, SL.6.1, L.6.5, W.6.10 Skills and Strategies: Determining Importance, Synthesizing

Lesson 10: The Power of Performance uses “Catcher Sings the Blues” by Paul B. Janeczko from the Poetry Shared Texts, all of the mentor texts from the unit, and other teacher-selected poetry resources. Rationale: Readers of poetry compare what they understand and experience when reading a poem to what they understand and experience when hearing the poem performed. Students will perform a self-selected poem and will compare the reading and performance of a poem. Common Core State Standards: RL.6.7, RL.6.1, RL.6.4, RL.6.10, SL.6.1, L.6.5, W.6.10 Skills and Strategies: Making Inferences, Synthesizing

Integration of Career Readiness, Life Literacies and Key Skills

Students will look at different careers of professional poets.

9.2.8.CAP	Career Awareness and Planning
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

Technology Integration

Students will interact with the lesson through the Smartboard. Students will generate digital projects to document understanding.

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Aimsweb

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit assessments

Summative Assessment Students will read the poems “Nesterenko” and “Fixer” by Paul B. Janeczko in order to answer selected and constructed response questions.

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

Amazing Faces by Lee Bennett Hopkins (Ed.) Dark Emperor & Other Poems of the Night by Joyce Sidman Heroes and She-Roes: Poems of Amazing and Everyday Heroes by J. Patrick Lewis Pieces of Georgia by Jen Bryant Poetry for Young People: Robert Frost by Gary D. Schmidt (Ed.) Reflections on a Gift of Watermelon Pickle . . . and Other Modern Verse by Stephen Dunning, Edward Lueders, and Hugh Smith (Eds.) Poetry Shared Texts “Catcher Sings the Blues” by Paul B. Janeczko “Hoods” by Paul B. Janeczko “Mathematical Compass” by Georgia Heard “The Paper Trail (a Found Poem)” by Georgia Heard

Wordly Wise vocabulary workbooks

Write OnCourse 2020

Write OnCourse 2020 grammar workbooks

Standards

L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.