Unit 7- Poetry

Content Area: **Language Arts**
Course(s): **E/LA 5**
Time Period: **MP3-4**
Length: **3 weeks**
Status: **Published**

Resources

Being a Writer: Poetry Teacher's Manual

Collaborative Classroom Learning Portal (Digital Resources)

Texts:

- "I Want to Write" by Margaret Walker
- "Untitled" by Jiyun Hwang
- "Three Untitled Haiku" by Richard Wright
- "A Tree" by Klara Koettner-Benigni
- "A Tree Within" by Octavio Paz
- "My Great Grand Uncle" by Tarapada Ray
- "maggie and milly and molly and may" by E.E. Cummings
- "Caged Bird" (excerpt) by Maya Angelou
- "cagedbird" by giovanni singleton
- "Wonder World" Dana Teen Lomax
- "Atta-Dude" by Sarvinder Naberhaus
- "CREATE" by Irene Latham

Handwriting and Spelling

Handwriting:

Students are reintroduced to the cursive letters. Modeling is done to show the students how to connect the letters. Students are tasked with writing their spelling words in cursive monthly.

Spelling:

Spelling words taken from the Fountas & Pinnell High-Frequency Word List for Grade 5. Spelling Packets are given to the students to work on throughout the month. Activities include: write the word three times, alphabetize the words, write words in cursive, create sentences using the words, and word search. One formal 20-word spelling test will be given at the end of this unit. (One-two formal spelling tests will be given each marking period. Writing rubrics also assess spelling.)

Enduring Understandings

Speaking and Listening:

SL.AS.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Writing:

W.RW.5.7 Write routinely over extended time frames (time for research, reflection, meta-cognition/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.

W.WP.5.4a Consider audience, purpose, and intent before writing.

W.WP.5.4b Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.NW.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

Language:

L.KL.5.1c Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VI.5.3 Demonstrate understanding of figurative language, including similes and metaphors, in context

L.WF.5.2h Spell grade appropriate words correctly, consulting references as needed.

L.VL.5.2c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.5.2e. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

Big Ideas

- Elements of Poetry
- Poetry Topics
- Poetry Stylistic Choices

Essential Questions

- How can I experiment with word choice and sounds in my poetry?
- How can I write poetry inspired by the world around me?
- How does poetic style impact conventional grammar (capitalization, punctuation, line break ect.)

Assessments

Writing Piece Rubric