

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 5– Module 8 Lyric Poem

**Mission Statement**

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

**Unit/Module Overview**

In module 8, lyric poem, students will learn how to express personal feelings, thoughts, or observations through carefully chosen words and imagery. They explore the use of figurative language, such as similes, metaphors, and personification, to create vivid pictures and emotions in the reader's mind. Writing lyric poetry helps students experiment with rhythm, sound, and line breaks, encouraging creativity and attention to language. Through this form of writing, they begin to understand how poetry can capture a moment, mood, or feeling in a powerful and concise way. It also gives them a chance to reflect on their own experiences in an artistic and meaningful form.

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

**L.KL.6.2.B**

Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**W.WP.5.4.B**

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

**W.WP.5.4.A**

Consider audience, purpose, and intent before writing.

**L.KL.5.1.A**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

**SL.PE.5.1.B**

Follow agreed-upon rules for discussions and carry out assigned roles.

**W.NW.5.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**W.RW.5.7**

Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**W.NW.5.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

**W.SE.5.6**

Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

**L.KL.6.2.B**

Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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<b>Lessons 1-5</b>	<b>NJ Standards</b>	<b>Critical Knowledge &amp; Skills</b>	<b>Possible Resources &amp; Activities</b>
<p>-Introducing the Focal Text</p> <p>-Priming the Text and The Read</p> <p>-Vocabulary</p> <p>-The Writing Process</p> <p>-Prewriting I: Choosing a Topic</p>	<p><b>L.KL.6.2.B</b> Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>W.WP.5.4.B</b> Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p><b>W.WP.5.4.A</b> Consider audience, purpose, and intent before writing.</p> <p><b>L.KL.5.1.A</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p><b>SL.PE.5.1.B</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>W.NW.5.3.E</b> Provide a conclusion that</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Use background knowledge to discuss poetry</li> <li>• Discuss genre features of poetry</li> <li>• Read poetry for enjoyment and understanding</li> <li>• Discuss elements and characteristics of poetry</li> <li>• Read poetry for enjoyment and understanding</li> <li>• Discuss the meaning of punctuation marks used in poetry</li> <li>• Understand poetry terms</li> <li>• Recognize elements of poetry</li> <li>• Use multiple prewriting strategies to plan writing</li> <li>• Explore focal statement, writing prompt, and rubric</li> <li>• Set goals for writing</li> <li>• Brainstorm topics for a lyric poem</li> <li>• Draft poetry incorporating rhyme</li> <li>• Discuss features of poetry with academic language</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Section of graphic organizer</li> <li>• Turn, talk, and share</li> <li>• Thumbs up/down</li> <li>• Catch and Release</li> <li>• Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Focal Text- <i>Love That Dog</i></li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook</li> <li>○ Teacher handbook HMH textbook</li> <li>○ EPIC!.com</li> <li>○ Graphic Organizer</li> <li>○ Writer's Notebook</li> <li>○ Classroom materials</li> <li>○ Anchor Chart (Elements of Poetry)</li> </ul> </li> <li>• Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the main idea and supporting evidence using HMH texts</li> <li>○ Targeted Grammar Support</li> </ul> </li> </ul>

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follows from the narrated experiences or events.

**W.RW.5.7**

Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**W.NW.5.3.A**

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

**W.SE.5.6**

Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any

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	<p>similarities and differences among ideas presented; and provide a list of sources.</p> <p><b>L.KL.6.2.B</b></p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p><b><u>Lessons 6-10</u></b></p> <p>-Prewriting II: Narrative Structure</p> <p>-Drafting I: Beginning the Draft</p> <p>-Drafting II: Elements of a Narrative</p> <p>-Drafting III: Concluding the Draft</p> <p>-Revising I: Grammar and Punctuation</p>	<p><b>L.KL.6.2.B</b></p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>W.WP.5.4.B</b></p> <p>Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p><b>W.WP.5.4.A</b></p> <p>Consider audience, purpose,</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Discuss genre features of poetry</li> <li>• Draft poetry incorporating poetic techniques</li> <li>• Discuss elements and characteristics of poetry</li> <li>• Read poetry for enjoyment and understanding</li> <li>• Use features of poetry in writing</li> <li>• Use multiple prewriting strategies to plan writing</li> <li>• Revise drafts for descriptive verbs</li> <li>• Understand and use dictionaries and thesauruses</li> <li>• Revise drafts</li> <li>• Give and receive peer feedback</li> <li>• Discuss revision suggestions using academic language</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Focal Text- <i>Love That Dog</i></li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook</li> <li>○ Teacher handbook HMH textbook</li> <li>○ EPIC!.com</li> <li>○ Graphic organizer</li> <li>○ Writer's Notebook</li> <li>○ Anchor Charts (Elements of Poetry) (Elements of Figurative Language)</li> </ul> </li> <li>• Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the main idea and supporting evidence using HMH texts</li> <li>○ Display and engage worksheets</li> <li>○ Small Group Conferencing</li> <li>○ Meet with teacher for one on one conference as students go through the writing process</li> </ul> </li> </ul>

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	<p>and intent before writing.</p> <p><b>L.KL.5.1.A</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p><b>SL.PE.5.1.B</b>  Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>W.NW.5.3.E</b> Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.RW.5.7</b> Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>W.NW.5.3.A</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event</p>	<p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Section of graphic organizer</li> <li>• Turn, talk, and share</li> <li>• Thumbs up/down</li> <li>• Catch and Release</li> <li>• Teacher observation/conferencing/feedback</li> </ul>	
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	<p>sequence that unfolds naturally</p> <p><b>W.SE.5.6</b></p> <p>Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.</p> <p><b>L.KL.6.2.B</b></p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p><b><u>Lessons 11-15</u></b></p> <p>-Revising II:</p>	<b>L.KL.6.2.B</b>	<b>Obj. We are learning to:</b>	<ul style="list-style-type: none"> <li>● Texts               <ul style="list-style-type: none"> <li>○ Focal Text- <i>Love That Dog</i></li> </ul> </li> </ul>

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<p>Conferencing -Revising III: Sentence Sense and Direct Address -Editing I: Peer Proofreading -Publishing -Sharing</p>	<p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <b>W.WP.5.4.B</b> Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. <b>W.WP.5.4.A</b> Consider audience, purpose, and intent before writing. <b>L.KL.5.1.A</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. <b>SL.PE.5.1.B</b>  Follow agreed-upon rules for discussions and carry out assigned roles.  <b>W.NW.5.3.E</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> <li>● Revise draft</li> <li>● Discuss revision using academic language</li> <li>● Edit a poem</li> <li>● Edit writing</li> <li>● Create a title</li> <li>● Create a legible final version of a poem</li> <li>● Publish a poem</li> <li>● Use technology to assist with writing</li> <li>● Share writing</li> <li>● Participate in a collaborative discussion</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Section of graphic organizer</li> <li>● Turn, talk, and share</li> <li>● Thumbs up/down</li> <li>● Catch and Release</li> <li>● Peer Review</li> <li>● Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook</li> <li>○ Teacher handbook HMH textbook</li> <li>○ EPIC!.com</li> <li>○ Graphic organizer</li> <li>○ Writer's Notebook</li> <li>○ Anchor Charts (Tips on How to Present)</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Display and annotate rubric</li> <li>○ Model how to understand the writing process</li> <li>○ Model how to write the main idea and supporting evidence using HMH texts</li> <li>○ Display and engage worksheets</li> <li>○ Meet with teacher for one on one conference as students go through the writing process</li> <li>○ Clocking Activity/ Check list</li> </ul> </li> </ul>
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	<p>provide a list of sources.</p> <p><b>L.KL.6.2.B</b></p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)