Grade 5 - Unit 6 - Poetry

Unit Focus

Students will be immersed in reading and writing poetry in this unit. The purpose of pairing these two units together is so that students have the opportunity to read with volume and engagement while practicing analysis through creative thinking practices. The class period should be split with time dedicated to reading and writing poetry each day.

Students will explore a variety of types of poems through their own reading and writing. They will use their reading as inspiration for their own writing, emulating the author's craft moves and topics from their favorite writers. Throughout this unit, students will compile all of their writing into a poetry journal/portfolio that will include samples of the different types of writing students explore. The writing process should be very fluid; students should be revising their writing as they read more poetry to test out figurative language and new writing strategies they encounter in their reading. Mini-lessons are designed to introduce a type of poetry and revisit a type of figurative language for the mid-workshop teaching point.

Stage 1: Desired Results - Key Understandings

Standard(s)

Standards
- Common Core
  - *English Language Arts: 5*
    - Reading Literature
    - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. *(CCSS.ELA-LITERACY.RL.5.4)*
    - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. *(CCSS.ELA-LITERACY.RL.5.5)*
    - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. *(CCSS.ELA-LITERACY.RL.5.10)*
    - Know and apply grade-level phonics and word analysis skills in decoding words. *(CCSS.ELA-LITERACY.RF.5.3)*
    - 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. *(CCSS.ELA-LITERACY.RF.5.3.A)*
    - Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.5.4)*
    - Read grade-level text with purpose and understanding. *(CCSS.ELA-LITERACY.RF.5.4.A)*
    - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. *(CCSS.ELA-LITERACY.RF.5.4.B)*
    - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.5.4.C)*

Transfer

Students will be able to independently use their learning to...
T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.
T2 Through the intentional use of elaboration and author's craft techniques, develop ideas to engage the intended audience for a specific purpose.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Readers recognize that words and phrases can have literal or figurative meaning. **U2** Readers examine an author's word choice to interpret point of view, meaning, mood, or tone. **U3** Writers make deliberate choices regarding content, language, and style to convey their message to a target audience. **U4** Readers and writers express their thinking clearly and build on the ideas of others.	*Students will keep considering...* **Q1** How do the techniques/craft moves authors use impact the meaning of the text? **Q2** How do I engage my audience throughout my writing? **Q3** What process do effective speakers use to prepare and present information to a variety of audiences?

Stage 1: Desired Results - Key Understandings

- Writing
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. *(CCSS.ELA-LITERACY.W.5.5)*
- Speaking & Listening
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. *(CCSS.ELA-LITERACY.SL.5.6)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.5.2)*
- Spell grade-appropriate words correctly, consulting references as needed. *(CCSS.ELA-LITERACY.L.5.2.E)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.5.3)*
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. *(CCSS.ELA-LITERACY.L.5.3.A)*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. *(CCSS.ELA-LITERACY.L.5.4)*
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.5.4.A)*
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). *(CCSS.ELA-LITERACY.L.5.4.B)*
- 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. *(CCSS.ELA-LITERACY.L.5.4.C)*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.5.5)*
- Interpret figurative language, including similes and metaphors, in context. *(CCSS.ELA-LITERACY.L.5.5.A)*
- Recognize and explain the meaning of common idioms, adages, and proverbs. *(CCSS.ELA-LITERACY.L.5.5.B)*
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. *(CCSS.ELA-LITERACY.L.5.5.C)*

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Design: Engaging in a process to refine a product for an intended audience and purpose. *(POG.2.2)*

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Figurative language is an intentional choice that adds or changes meaning. **K2** Poetry is a style of writing that creates the opportunity for readers to interpret emotions, themes and messages. **K3** Structure, form and language create meaning and purpose in their writing. **K4** Vocabulary: stanzas, metaphors, simile, alliteration, hyperbole, personification, onomatopoeia, synonym, antonym, line breaks, structure, form, idiom, adage, proverb, style, word choice. **K5** Morphemes: Suffix -ate= "to make or do" and -ation = "the result or act of doing", Greek Suffixes -phobia = "fear of" and -phobe = "one who fears", Greek Suffixes -cracy = "rule by" and -crat = "ruler, one who believes in rule by"	*Students will be skilled at...* **S1** Analyzing figurative language and author's craft moves used in poetry. **S2** Interpreting and using figurative language and author's craft moves in their own writing. **S3** Analyzing structure, form and language while reading poetry to understand meaning and purpose. **S4** Using structure, form and language to give meaning and purpose to their own writing. **S5** Recognizing and explaining the meaning of common idioms, adages, and proverbs. **S6** Expanding, combining, and reducing sentences for meaning, reader/listener interest, and style.