Grade 5
English Language Arts
Unit 5: Poetry

Time Frame: Approximately four weeks

Unit Description

This unit focuses on reading to comprehend and interpret classic and contemporary poetry. Characteristics of poetry are defined, and a study of forms and elements will reflect a concentration on lyric and narrative poems. Utilization of the writing process and recitation of selected poems offers an opportunity for development of poems and explanation of the use of figurative language, including similes, metaphors, personification, hyperbole, and idioms. In an ongoing study of vocabulary, terms will be defined within the context of literature.

Student Understandings

Students will interpret various forms of poetry by using strategies, such as identifying the speaker, reading lines according to punctuation, using senses and visualization, and paraphrasing the lines. Additionally, students will write a simple form of poetry. Finally, students will ascribe, through writing and recitation, the characteristic of expressing one's innermost feelings to poetry.

Guiding Questions

1. Can students identify and classify the forms of poetry?
2. Can students determine the elements of poetry?
3. Can students distinguish between narrative and lyric poetry?
4. Can students identify the speaker and explain how point of view affects the poem?
5. Can students identify and explain use of figurative language in poetry?
6. Can students relate poetry to personal experiences by creating work that expresses one's feelings?

Grade-Level Expectations (GLEs) and Common Core State Standards

Grade-Level Expectations	
GLE #	**GLE Text and Benchmarks**
01a.	Identify word meanings using a variety of strategies, including using context clues (e.g., definition, restatement, example, contrast) (ELA-1-M1)
01d.	Identify word meanings using a variety of strategies, including using electronic

	and print dictionaries, thesauruses, glossaries (ELA-1-M1)
03.	Identify the meanings of idioms and analogies (ELA-1-M1)
06a.	Identify and explain literary devices in grade-appropriate texts, including how word choice and images appeal to the senses and suggest mood, tone, and style (ELA-1-M2)
06b.	Identify and explain literary devices in grade-appropriate texts, including foreshadowing (ELA-1-M2)
06c.	Identify and explain literary devices in grade-appropriate texts, including flashback (ELA-1-M2)
08.	Identify the connections between ideas and information in a variety of texts (e.g., poetry) and real-life situations and other texts (ELA-1-M4)
12b.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information (ELA-7-M1)
12d.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting literary elements and ideas (ELA-7-M1)
12e.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions (ELA- 7-M1)
12f.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including predicting the outcome of a story or situation with reasonable justification (ELA-7-M1)
12g.	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying literary devices (ELA- 7-M1)
17b.	Analyze grade-appropriate print and nonprint texts using various reasoning skills, including raising questions (ELA-7-M4)
17c.	Analyze grade-appropriate print and nonprint texts using various reasoning skills, including thinking inductively and deductively (ELA-7-M4)
20a.	Develop grade-appropriate compositions on student- or teacher-selected topics that include word choices (diction) appropriate to the identified audience and/or purpose (ELA-2-M2)
20b.	Develop grade-appropriate compositions on student- or teacher-selected topics that include vocabulary selected to clarify meaning, create images, and set a tone (ELA-2-M2)
24.	Develop writing/compositions using a variety of literary and sound devices, including similes, metaphors, and onomatopoeia (ELA-2-M5)
25c.	Write for various purposes, including explanations of stories and poems using retellings, examples, and text-based evidence (ELA-2-M6)
28b.	Write paragraphs and compositions following standard English structure and usage, including agreement of subjects and verbs in complex sentences (ELA-3-M3)
29a.	Apply knowledge of parts of speech in writing, including using same verb tense throughout when appropriate (ELA-3-M4)
41c.	Participate in group and panel discussions, including assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

ELA CCSS	
CCSS #	**CCSS Text**
Reading Standards for Literature	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how the characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, and beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.10	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.
Reading Standards: Foundational Skills	
RF.5.3a	Know and apply grade-level phonics and word analysis skills in decoding words. 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.
Writing Standards	
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards	
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Language Standards	

L.5.5a, b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	     a. Interpret figurative language, including similes and metaphors, in context.
	     b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Sample Activities

Please note that Bulletin 741 currently states that the minimum required number of minutes of English Language Arts instruction per week for Grade 5 is 600 minutes. Ongoing activities

should be a part of daily instruction. It is strongly recommended that a teacher preview websites before students access them.

Activity 1: Independent Reading (Ongoing) (GLEs: 12a, 12b, 12c, 12e, 12f, 12g; CCSS: RL.5.10)

Materials List: reading material covering a wide range of topics and readability levels, learning logs

Sustained Silent Reading (SSR) occurs when students are reading texts at their independent reading level for an uninterrupted period of time. Across genre studies, students should read silently each day selecting their own books or reading materials; selections should require neither testing for comprehension nor book reports. Titles read will be recorded in *learning logs* (view literacy strategy descriptions) in which students will record new understandings, predictions, confirmation of predictions, explanations, and reflections upon each text. Use of strategies, such as peer discussion groups, guest speakers, and thematic studies may prompt students to analyze poetry in a way that enhances enjoyment and invites expression of rhythm, melody, and figurative vocabulary.

Activity 2: Vocabulary Study (Ongoing) (GLEs: 03, 12g, 20b, 24)

Materials List: examples of analogies, similes, and metaphors; dictionaries and thesauruses

Because students may encounter unusual, descriptive, or archaic words when reading poetry, explain that unusual word choices are often used by poets to compare two very different things. Select poems with examples of analogies, similes, and metaphors and have students identify examples of each. To aid in analysis of meaning, direct students to use electronic and print dictionaries and thesauruses to locate definitions of terms. In activities that require students to write poems, instruct them to select carefully and spell words accurately when composing appropriate analogies, similes, and metaphors. (See Unit 5, Activity 3, for phonics and decoding practice.) Prompt students to also monitor word choice when creating images, tone, or a clear voice in personal poems.

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Activity 3: Phonics and Decoding (Ongoing): (CCSS: RF.5.3a)

Materials List: weekly spelling lists that include grade-level appropriate words (with focus on a specific phonetic rule and/or pattern), 20 Ways to Practice Spelling BLM (see Unit 1, Activity 3 BLM)

Provide students with explicit instruction, as well as ample opportunities to practice spelling and recognition of grade-appropriate words with common syllabication patterns, phonetic patterns, and roots and affixes. This ongoing study should encourage grade-level phonetic and word

decoding skills. Students can practice spelling patterns in a variety of ways through the use of the 20 Ways to Practice Spelling BLM. Particular activities may be assigned each week, or students may be given the freedom to choose one activity from each level.

Activity 4: Writing Craft Mini-Lessons (Ongoing) (GLE: 29a)

Materials List: transparency and markers, learning logs, student writing samples

Students may encounter rapid shifts in tense while reading poetry. To check student knowledge of how to use the same verb tense throughout writings, present a mini-lesson as follows: write the following poem on the board and or project on an overhead:

> Dust of Snow
>
> The way a crow
> Shook down on me
> The dust of snow
> From a hemlock tree
>
> Is given my heart
> A change of mood
> And saves some part
> Of a day I had rued.

Explain to students that when reading and writing poetry they may notice varied verb tense.

Instruct students to turn to a partner and identify and discuss the shifts in verb tense throughout the poem. Next, instruct students to copy the poem in their *learning logs* (view literacy strategy descriptions). Have students circle the verbs and rewrite the poem in a consistent verb tense.

Guide a whole class discussion on how the shifts in verb tense contribute to the meaning of the poem. Have students record a summary statement of the whole class discussion in their *learning logs* and add any additional personal explanations.

Next, instruct students to focus on using correct verb tense as they create several sentences. Have students work with a partner to draw a line through verbs used incorrectly, make corrections, and discuss them with the partner.

Conclus the mini-lesson with a whole class discussion. Make students aware of when it is appropriate to vary verb tense within a poem, as well as why shifts in verb tense are not appropriate in other forms of writing.

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Activity 5: My Writing Inventory (Ongoing) (CCSS: W.5.10)

Materials List: My Writing Inventory BLM (see Unit 1, Activity 5)

As an extension to Activity 4, have students record their writing progress on the My Writing Inventory BLM. Students should include all their daily writing activities from Activity 4 as well as all of their significant writing assignments from the remaining activities. Facilitate a discussion to determine the difference between these two terms: "short time frame piece" and an "extended time frame piece." Have students identify and record each assignment as a "short time frame piece" or an "extended time frame piece." Have them also identify and record the purpose for each writing assignment and the stages of the writing process that were completed. Writing purposes may include, but are not limited to, narration, descriptione, explanation/information, opinion, persuasion, reflection, or analysis.

Over the course of the year, impress upon students that it is not necessary that each composition go through all stages of the writing process. For example, explain to students that reflection may only require drafting. Not every piece of writing is intended for publishing.

Activity 6: Grammar/Usage Mini-Lessons (Ongoing) (GLE: 28b)

Materials List: student writing samples, transparency and marker, learning logs

To avoid problems with inconsistent use of tense, students will consider choice of tense before putting pen to paper. During writing of paragraphs and compositions, instruct students to follow the rules of standard English structure and usage, including agreement of subjects and verbs in complex sentences. Students will then edit prose passages by paying particular attention to sentences in which agreement seems clumsy and awkward.

A similar consideration of tense is necessary when composing poetry. Because poetry sometimes omits complete sentences and may be broken into stanzas, remind students to read their work aloud to identify unnecessary tense changes in complex structures. An example of a mini-lesson is as follows: write the adapted form of "The Eagle" by Alfred Lord Tennyson on a transparency.

> The Eagle
> He clasps the crag with crooked hands;
> Close to the sun in lonely lands,
> Ringed with the azure world, he _____.
>
> The wrinkled sea beneath him crawls;
> He watches from his mountain wall,
> And like a thunderbolt he _____.

Read the poem aloud and pause at the missing words. Prompt students to suggest rhyming words to complete the lines. Following a discussion of the tense pattern in the poem—in this case, present tense verbs—provide the missing words *stand* and *fall.* Direct students to work independently to copy the poem in their *learning logs* (view literacy strategy descriptions), then

identify the correct tense of each given word to complete the rhythm of the poem. Monitor student completion rate, and then complete the poem by adding the words *stands* and *falls* to the transparency. Have students check their work.

Activity 7: An Introduction to Poetry (GLEs: 8; CCSS: <u>RL.5.5</u>, <u>RL.5.7</u>)

Materials List: books and anthologies of poetry, learning logs, Poetry Anticipation Guide BLM)

Display several examples of poems. Explain to students that poetry is the oldest form of literature and that it was developed long before prose because it was easily passed down through generations by word of mouth and/or singing. Throughout this unit, have students record their thoughts, reflections, and responses to guided and independent reading in their *learning logs* (<u>view literacy strategy descriptions</u>). In this instance, students will define *poetry* in their *learning logs* as the oldest form of literature, passed down through generations by word of mouth and/or singing. Explain that poems are written in a variety of forms.

Ask students to look at the covers of displayed texts, skim a variety of poems, and respond to the statements about the characteristics of poetry using the *anticipation guide* (<u>view literacy strategy descriptions</u>) (See Poetry Anticipation Guide BLM). The purpose of the *anticipation guide* is to activate background knowledge and set a purpose for learning. Struggling and reluctant readers and learners will find anticipation guides especially useful because they heighten engagement and help students focus on important content.

Have students determine the four main categories of poetry by working through the anticipation guide. Also review with them the structure of written poetry, and lead them to establish the various purposes for poetry. Students should provide specific reasons and examples for their positions. Instruct students to read the list of statements about poetry in the *anticipation guide* and respond to the statements before reading any poems. Tell them that they will return to the statements after reading.

Put students in pairs, and have them discuss their responses to the *anticipation guide.* Although the end result is for students to recognize the characteristics of poetry, emphasize that there are no right or wrong answers at this point in the activity. Open the discussion to the whole class so students become aware of others' perspectives.

Read aloud several examples of poems, including at least one narrative, one lyric, one dramatic, and one humorous poem. (A resource list is provided at the end of the unit.) During reading, model a think-aloud to explain the meaning and structure of the poems, emphasizing stanzas and rhyme. Choose poetry with vivid images, and point them out and explain how they highlight the meaning and tone of the poem.

Ask two pairs of students to join together to form a group of four, and direct them participate in a *discussion* (<u>view literacy strategy descriptions</u>) using *Think-Pair-Square-Share* to verify answers and information written in the *anticipation guide*. First, students will discuss and revisit the *anticipation guide* with their partners. Encourage students to read a variety of poems and

research answers using available resources, such as books on the history of poetry, anthologies of poems, and/or available internet information (see resource list). Two pairs of students will then join to form one group to revise their *anticipation guide* responses based upon teacher read-alouds of poems; pairs will also do research together.

Conclude with a whole group follow-up discussion to clarify any misconceptions regarding the purposes and structure of poetry.

Activity 8: Elements of Poetry (GLEs: <u>1a</u>, 1d, 03, 6a, 6b, 6c, <u>20b</u>)

Materials List: Vocabulary Self-Awareness Chart Template BLM (one per student), art supplies for posters

Begin the activity by facilitating a discussion about why people who could not read or write were often able to remember poetry or poetic forms. As the class begins to make connections between language and the emotional appeal of poetry, help students identify new target vocabulary by requiring them to maintain a *vocabulary self-awareness* (<u>view literacy strategy descriptions</u>) chart. Students should be able to identify the basic characteristics of poetry, stylistic devices, tone and rhythm.

The vocabulary words, *word choice, imagery, mood, tone*, and *style*, should be included in the chart as they are general terms that refer to all poetry and will be referenced in later activities. Choose additional vocabulary words from the following suggestions to match available classroom poetry resources: refrain, denotative, connotative, limerick, Haiku, ballad, imagery, rhyme scheme, alliteration, onomatopoeia, poetic license, allusion, rhythm, personification, foreshadowing, flashback, hyperbole, idiom, analogy, diction, inversion techniques, dialect, repetition, simile, metaphor. Give students a list of poetry-related vocabulary words, and instruct them to complete a self-assessment using a chart (See Vocabulary Self-Awareness Chart Template BLM.) like the following:

Word	+	√	-	Example	Definition
word choice					
imagery					
mood					
tone					
style					

Instruct students to rate their understanding of each word with either a "+" (understand well), a "√" (limited understanding or unsure), or a "-" (don't know). Have them return often to the chart over the course of readings to add new information to it. As understanding of key terms grows, students will replace all the check marks and minus signs with plus signs and refined definitions.

Provide students with continued class and peer discussions and monitor to see whether students are gaining new understandings of key poetic elements. To enhance and reinforce learning of terms such as *diction*, *poetic license*, *figurative language* to include *metaphors*, *idioms* and *analogies*, etc., have students create small posters to place around the room as visible reminders of the meaning of each element. For example: "The cloud is a blanket for the sky" is a metaphor; it would be beneficial to label a small poster with the word *metaphor*, define it, and depict a cloud as a blanket. Websites with helpful information include http://www.yale.edu/ynhti/curriculum/units/2003/3/03.03.05.x.html#p and http://www.yale.edu/ynhti/curriculum/units/1989/2/89.02.07.x.html.
If students are unable to find the meaning of terms through discussion, reading, or context clues, enourage the use of dictionaries, thesauruses, and glossaries.

Activity 9: Read and Respond to Poetry (GLEs: 06a; CCSS: RL.5.10)

Materials List: books and anthologies of poetry, Poetry Process Guide BLM (one per student)

Select books and anthologies with examples of narrative, lyric, dramatic, and humorous poetry, and set them up in a designated classroom location. Place students in groups of four, and assign each student poem from one of the four types noted above. Instruct students to read their assigned poems independently and use a *process guide* (view literacy strategy descriptions) to identify and understand the elements of poetry in their assigned poem. *Process guides* are designed to direct students' attention to important content and prompt them to "process" that content in meaningful ways. In this case, the *process guide* prompts are meant to help students identify an author's effort to relate word choice and image selection to the mood, tone and style of a poem. Assign the Poetry Process Guide BLM to help students apply reasoning skills as they read poetry selections and record notes and responses.

Students will participate in a *discussion* (view literacy strategy descriptions) with the members of their group to compare and contrast the poems and information in the *process guides.* Direct students to use the Think-Pair-Square-Share *discussion* strategy to reflect on their own poem and process guide. Next, have each student pair up with someone in his/her group to compare and contrast their assigned poems. When this is complete, have pairs join to form one group to discuss, compare, and contrast the four types of poetry—narrative, lyric, dramatic, and humorous—using evidence from the poems and their process guides. Encourage students to explain the connection among the elements in their poems and to make inferences about why their poem is appealing to readers.

To extend the activity and further reinforce learning, instruct students to create *text chains* (view literacy strategy descriptions) within their small groups. *Text chains* allow students to demonstrate their understanding of new material and provide a form of assessment. In this instance, have students create *text chains* that develop a four to five sentence paragraph which defines and gives examples of the four types of poetry: narrative, lyric, dramatic, and humorous.

Model the *text chain* process using the topic *Characteristics of Poetry.* Provide the first line of the paragraph, and write it on the board or on a piece of chart paper. Elicit student responses to

complete the paragraph, which should include sentences describing the characteristics of poetry. Emphasize that the last student in the group should provide a logical concluding sentence. Read aloud the text chain, and direct the entire class to check for accuracy and content related to characteristics of poetry. An example of a text chain follows.

Whole group: Today we learned about four types of poetry.
Student 1: Narrative poetry tells a story about a person, animal, or an object.
Student 2: Lyric poetry describes a scene or setting.
Student 3: Dramatic poetry expresses a mood or feeling.
Student 4: Humorous poetry is funny, like Shel Silverstein's poems.

Next, have students work in their small groups to create *text chains* that define and give examples of the four types of poetry. The entire group should collaborate to form an introduction sentence. Each student should provide a sentence that refers to their assigned type of poetry from the *process guide*. The group will then collaborate to form a concluding sentence. Allow groups to share their *text chains* with the entire class. Copy *text chains* and distribute to the class to use as reference tools for later activities or as study tools. *Text chains* can also be used as an assessment.

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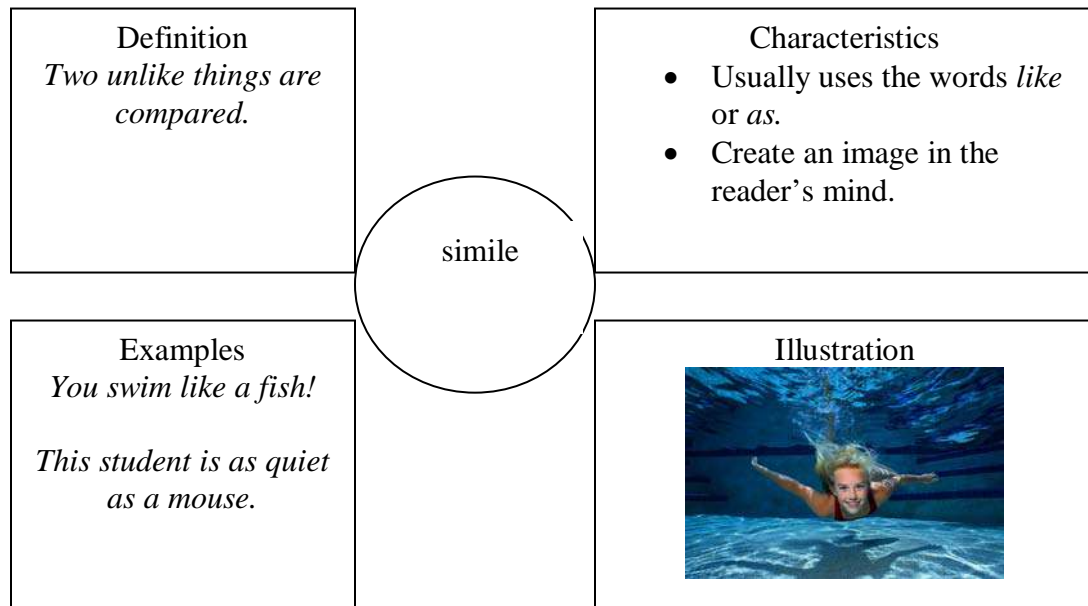**Activity 10: What is Figurative Language? (CCSS: L.5.5a, L.5.5b)**

Materials List: books and anthologies of poems, Vocabulary Card Template BLM, learning logs

As figurative language is the most important element of reading and writing poetry, instruct the class to list and discuss several types of figurative language—similes, metaphors, personification, foreshadowing, flashback, hyperboles, idioms, adages, and proverbs.

Then have students create *vocabulary cards* (view literacy strategy descriptions) for the types of figurative language. *Vocabulary cards* are useful tools to assist students in learning content-specific and academic vocabulary. By improving vocabulary knowledge, students become more successful readers and learners, thus gaining greater comprehension of text.

Direct students to refer to the Vocabulary Card Template BLM to guide them in preparing card. Have students place the targeted word in the middle of a 3"x5" index card, and provide a definition. Then have them list the characteristics or description of the word and write that information in the appropriate space. Next, have students suggest examples for the term, and select one or two of the best ones to place in the designated area on the card. Finally, students will create a simple illustration of the term in the last area of the card. Have students repeat the process for the other terms. Allow time for students to study the cards and quiz each other with the cards in preparation for other class activities and tests.

Sample Vocabulary Card

Definition *Two unlike things are* *compared.*		Characteristics • Usually uses the words *like* or *as*. • Create an image in the reader's mind.
	simile	
Examples *You swim like a fish!* *This student is as quiet as a mouse.*		Illustration

Instruct students to make notes on the four vocabulary terms, meanings, and examples in their *learning logs* (view literacy strategy descriptions) To check for understanding, provide samples that represent the four types of figurative language and require students to read, identify and label each sample. Ask students to tell which type of figurative language appeals to them most. The *vocabulary cards* and notes written in *learning logs* will be used as a reference for future activities in this unit and may be used as an assessment.

Activity 11: Identifying Figurative Language (GLEs: 1a, 3, 6a, 6b, 6c, 12d, 17b, 17c, <u>24</u>; CCSS: RL.5.1, RL.5.2, <u>RL.5.7</u>, <u>RL.5.10</u>, W.5.9)

Materials List: books and anthologies of poetry, Figurative Language BLM (one per student)

Tell students they identify figurative language in the poetry already read in class. Students will identify at least six examples of poetic devices using a *graphic organizer* (view literacy strategy descriptions). Explain that they are to describe how the literary devices and word choice affect the mood of the poem, appeal to the senses, and set the tone of the poem or song (See Figurative Language BLM.). Have them share their work in their authors' group, who will check whether the writer has identified examples correctly, and record needed feedback on the same *graphic organizer* to help with correct identification of poetic devices. An example is as follows:

List the poem titles below.	Simile	Metaphor	Personification	Hyperbole	Idioms	Adages	Proverbs	Visual Elements	Impact on mood tone, and style	Correct Use (initialed by peer)	Feedback

Poem # 1 _____												
Poem # 1 _____												

Facilitate a discussion about writing processes, such as selecting a topic and a form for the creation of a poem. Then provide practice of the writing process by giving students the choice of either drafting a verse or two of a lyric or narrative poem They should use at least one of each of the figurative language devices, or write a one to two paragraph summary explaining what may prompt a poet's use of figurative language for a work. Monitor for accuracy and comprehension.

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Activity 12: Analyzing Poetry (GLEs: 20a, 20b, <u>25c</u>, 41c; CCSS: RL.5.1, RL.5.2, <u>RL.5.7</u>, SL.5.3, <u>L.5.5a</u>)

Materials List: writing paper, Analyzing Poetry BLM (one per student), word-processing software

Now that students have read a variety of poems and independently identified examples of figurative language, guide them in analyzing a poem. Read a poem aloud to students. During reading, think aloud to address how the speaker in the poem tells a story, exhibits emotion and/or creates a mood. Identify examples of figurative language and describe how each figure relates to the meaning of the text. If visual images accompany the poem, describe their influence on the meaning and tone of the text. Finally, identify the type and theme of the poem, citing the text to support the think aloud.

Next, assign students a poem or allow students to choose a poem that they enjoyed reading during the unit. Have students use the Analyzing Poetry BLM to begin the process of writing a multiparagraph composition. Ask students to read their poem and analyze the text using the BLM. Require quoting from the text to explain what the text says, to draw inferences from the text, and to support analysis of the text. Students' final draft will demonstrate understanding of the poem by describing and explaining its meaning, mood, visual images, use of figurative language, and theme.

Provide students with time and available technology to create a final, published copy of their analytical writings.

 Finally, review rules for being a good audience and rules for listening, and have students present their selected poems and corresponding analytical writings to the class. The audience will assume roles (See Activity-Specific Assessment) to provide written feedback to presenters.

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities, and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit:

General Assessments

- Students will examine personal poetry samples for use of unusual, descriptive, or archaic words encountered when reading poetry. If students included newly-learned words within their own writings, they will highlight the words within the final draft and determine if the meaning of the word is clarified in context or if its use developed poetic tone.
- Students will test knowledge of vocabulary in an enhanced multiple-choice format.
- Students will read a variety of poems throughout the units. As students read, observe oral reading of poetry for individual use of diction, dialect, rhythm, and/or the refrain. Provide oral feedback.

Activity-Specific Assessments

- Activity 9: After all groups have completed text chains, have groups trade text chains and assess writing for accuracy of information regarding the four types of poetry.

- Activity 11: Have authors' group members evaluate examples of figurative language as listed on the completed graphic organizer of another group member and will provide appropriate feedback as needed to aid in correct identification of poetic devices.

- Activity 12: During sharing of poems and corresponding analytical writings, students will imagine being an audience member as described in identifiers or roles assigned by the teacher. Students will then write a composition that presents a possible reaction to the poem from the viewpoint of the assigned role. Identifiers or roles may include a professional baseball player, high school cheer leader, TV cartoon character, teacher, principal, doctor, lawyer, police officer, movie star, famous musician, football player, school coach, NASCAR driver, skateboarder, hunter, motorcycle designer, professional bull rider, biologist, astronaut, and fisherman. Compositions will be assessed for completion and reasonableness of response.

Resources

Suggested titles may include:
- o Adoff, Arnold. *The Basket Counts*
- o Clinton, Catherine, compiler. *I, Too, Sing America: Three Centuries of African American Poetry*
- o Dakos, Kalli. *If You Are Not Here, Please Raise Your Hand: Poems About School*
- o Hubbell, Patricia. *City Kids*
- o Hubbell, Patricia. *The Tigers Brought Pink Lemonade*
- o Janeczko, Paul B., compiler. *Stone Bench in an Empty Park*
- o Kennedy, Dorothy. *Knock at a Star: A Child's Introduction to Poetry*
- o Kuskin, Karla. *Dogs & Dragons Trees & Dreams*
- o Nicholls, Judith, compiler. *Someone I Like: Poems about People*
- o Sword, Elizabeth Hauge. *A Child's Anthology of Poetry*